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ELECTRONIC-ONLY ISSUE

NCURA MAGAZINE

VOLUME 55, NO. 3

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65th Annual Meeting

inclUSion

August 6-9, 2023
Washington, DC

ALSO IN THIS ISSUE

- Daring to Practice Collective Leadership
- Justice in Research
- RECR – Not Just Another Acronym

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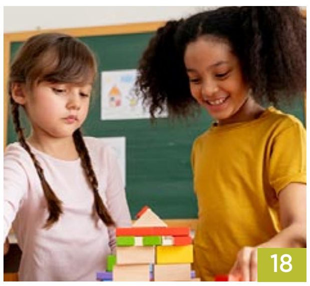

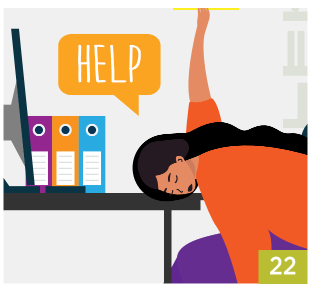

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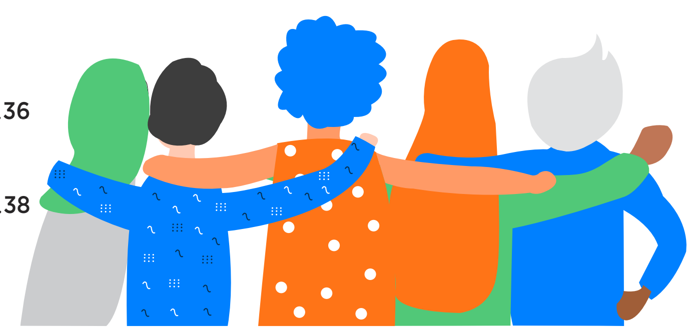

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AM65: INCLUSION

IN THIS ISSUE: As we approach our annual meeting, we spend this issue reflecting on the ways in which inclusion and fostering a sense of belonging are crucial functions of NCURA. Through meetings, webinars, and other professional development opportunities, we strive to ensure people are embraced and feel empowered to make meaningful contributions to the organization's success. In the profession of research administration, it is equally important to engage different people, perspectives, and approaches, so that we can better solve the problems we face in our everyday jobs.

In "A Focus on Inclusion: Mindful Actions at the Departmental Level," Margaret Hudson and Sara Richey focus on ways departmental administrators can cultivate inclusion in a virtual environment through training and the creation of intentional opportunities to connect with their peers.

Tanya Blackwell explores how Seattle Children's Research Institute has worked to fight structural inequities in healthcare related to race, income, and socioeconomic status through efforts like participant enrollment is more inclusive and accurately reflects the target population of research studies.

In "Inclusion in Effective Research Management," Nikhil Singla explores how research administrators can draw from the ancient Indian tradition of "Vasudhaiva Kutumbakam" to create a more inclusive environment, focusing on the "we" and focusing on collective growth.

This issue truly showcases the unique qualities and experiences of our members. Working together through collaboration, communication, and compassion builds stronger outcomes in research administration. We hope you enjoy this issue's offerings, and that you will join us at AM65! N

Kathleen Halley-Octa, MA, CRA, *is a Co-Editor for* NCURA Magazine *as serves as a Senior Consultant with Attain Partners. She has worked in research administration for more than a decade and has experience at both the central and departmental level. She can be reached at* **kmhalleyocta@attainpartners.com.**

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NCURA MAGAZINE
VOLUME 55, NO.3

MESSAGE FROM YOUR PRESIDENT

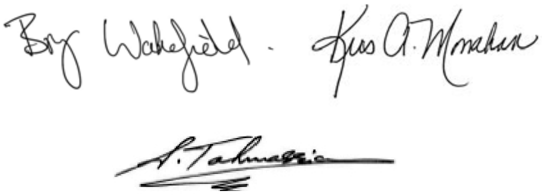
Inclusion – it is such a powerful word and can have a significant impact on people. Being in an environment where everyone has a sense of belonging and feels valued and respected is a key part of inclusion. It also means that people are seen and supported to be their authentic self. One of the six core values of NCURA is inclusiveness.

We wanted to jointly write the President's remarks for this edition on inclusion. Each of us can reflect on a life experience where we have felt a sense of belonging, and conversely a time when the reverse was true. Such experiences, and the experiences shared by others, can inform developing and sustaining an environment where people feel welcomed and valued.

Fostering an inclusive environment and a culture of inclusion is something that each of us can contribute to and work together to continually develop and grow. The Select Committee of Diversity, Equity, and Inclusion has developed a range of resources to support professional growth for the research administration community. The discussions we are hearing at meetings, reading in the magazine, and occurring in online workshops and webinars are powerful, exhilarating, and refreshing. We have become a community unafraid to have important and sometimes difficult conversations.

We look forward to seeing many of you at the upcoming Annual Meeting, August 6-9, 2023, in Washington, DC. The theme for this year is *Inclusion*. Thinking about the Annual Meeting theme, we are struck at how powerful a one-word theme can be. More than the word itself is the action, intent, and meaning behind the work that we all do every day. We are proud of the work NCURA has been doing at all levels to continue to better understand and promote diversity, equity, inclusion and belonging across research administration. "Us" is at the center of inclusion and AM65 focuses on "us"– we are all in this work together to advance and support research.

As we look toward the future, we know that this is a journey for each of us individually and for our organizations to continually reassess our perspectives and actions. DEI is not a "special initiative" and being inclusive is not something to be "achieved." Being inclusive is a continual process of learning, growing, and sharing varied perspectives together and creating safe environments where all feel free to be their authentic selves. We look forward to continuing this journey together with the almost 8,000 NCURA members we represent.



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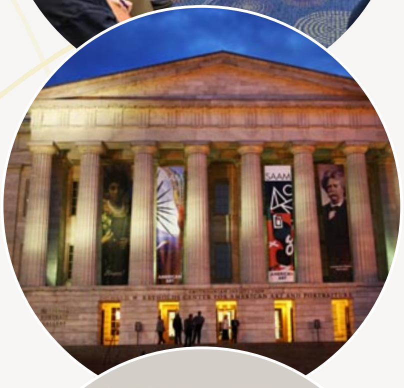
65th Annual Meeting
inclUSion
August 6-9, 2023
Washington, DC

JOIN US AT ANNUAL MEETING 65: INCLUSION

We are looking forward to you joining us for NCURA's 65th Annual Meeting Inclusion August 6 – 9 in Washington, D.C. at the Washington Hilton.

"**US**" is at the center of Inclusion. AM65 focuses on "**US**" – we are all in this work together to advance and support research. AM65 will include much learning, reflection, opportunities to network and fun, including:

- ✓ 4 days of **outstanding education in 14 conference tracks**
- ✓ Multiple networking opportunities, include a night at the **Smithsonian American Art Museum and National Portrait Gallery**
- ✓ **You won't want to miss the keynote –the family of Henrietta Lacks will join us.** Learn about Henrietta's enormous contribution to medicine and humanity with the discovery and use of "HeLa" cells. Visit the Lack's Family website https://lacksfamily.com/her-story or read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, then be sure to join us for a panel book discussion.



REGISTER TODAY!

Take advantage of the lowest registration fees, and register before the Early Bird deadline on June 26!

Making Space for Inclusion at Your Campus

By Kristie S. Johnson

The term intersectionality, first coined by Kimberlé Crenshaw in 1989, was initially used to describe the lived experiences of Black women who were marginalized and oppressed by the systemic racialized policies inherent in our society based on their sex and race. The concept is now used as a framework to support student and racial identity development models to not only assess concepts of identity, but also to identify and thereby challenge structuralized systems of power, oppression, and inequality.

As an African American woman whose family comes from Jamaica, I am keenly aware of my multicultural background and strive to make space for colleagues of different backgrounds. A way in which I have demonstrated inclusivity on my campus is by creating a monthly gathering for faculty and staff of color. Each month we would informally break bread and share the positive and challenging aspects of working at a predominantly white institution. By creating these opportunities for engagement, we were providing space for our colleagues to sit still and reflect on their journey in academia. Soon after, a colleague joined me and provided a more structured model where our affinity networking groups were created. Within the first few months, my colleague created the Professionals of Color Network, the Black Faculty and Staff Network, the Latinx Professionals Coalition, and the Faculty and Staff Alliance, which was recognized as our LGBTQ+ and advocacy group.

There are other ways to foster an inclusive environment. Mentoring has been identified as one of the most impactful methods of retaining faculty and staff of color. At Indiana University- Purdue University Indianapolis (IUPUI), Assistant Vice Chancellor for Research and Development Etta Ward and the Director of the Office for Women Kathy Grove created the Enhanced Mentoring Program with Opportunities for Ways to Excel in Research (EMPOWER) initiative. EMPOWER was developed to support IUPUI faculty who are historically underrepresented or excluded populations in their discipline or area of scholarship and historically denied admission to higher education or that discipline. The program sustains mentorship opportunities through the EMPOWER Grant Program, supporting achievement of excellence in research and scholarly activity, and optimal attainment of academic career goals and objectives. Research indicates that programs like EMPOWER lead to greater retention of faculty of color and women, there is greater involvement in campus-based activities, and overall increased grants and external research submissions.

Another way to be inclusive on your campus is to provide more professional development opportunities that address topics such a bias, privilege, and microaggressions. Not only is supporting your faculty and staff of color the right thing to do, research indicates that it will lead to more engaged and productive employees. Further, as the higher education landscape changes, college and university students are becoming more racially and ethnically diverse (Azziz, 2014; Blumenstyk, 2014; Hussar & Bailey, 2016). Data from the U.S. Department of Education indicate that by 2021 there will be a 25% increase in African American students, a 42% increase in Hispanic students, and only a four percent increase in White students (Azziz, 2014; Hussar & Bailey, 2016). Further, data from the U.S. Department of Education indicates that with the annual increases in the racial and ethnic diversity of college students, over 40% of these individuals between 18 and 24 years old identify as a minority or person of color (U.S. Department of Education, National Center for Education, Statistics, 2016).

Don't just talk about diversity and inclusivity…make it an intentional and dedicated practice. N

"Not only is supporting your faculty and staff of color the right thing to do, research indicates that it will lead to more engaged and productive employees."

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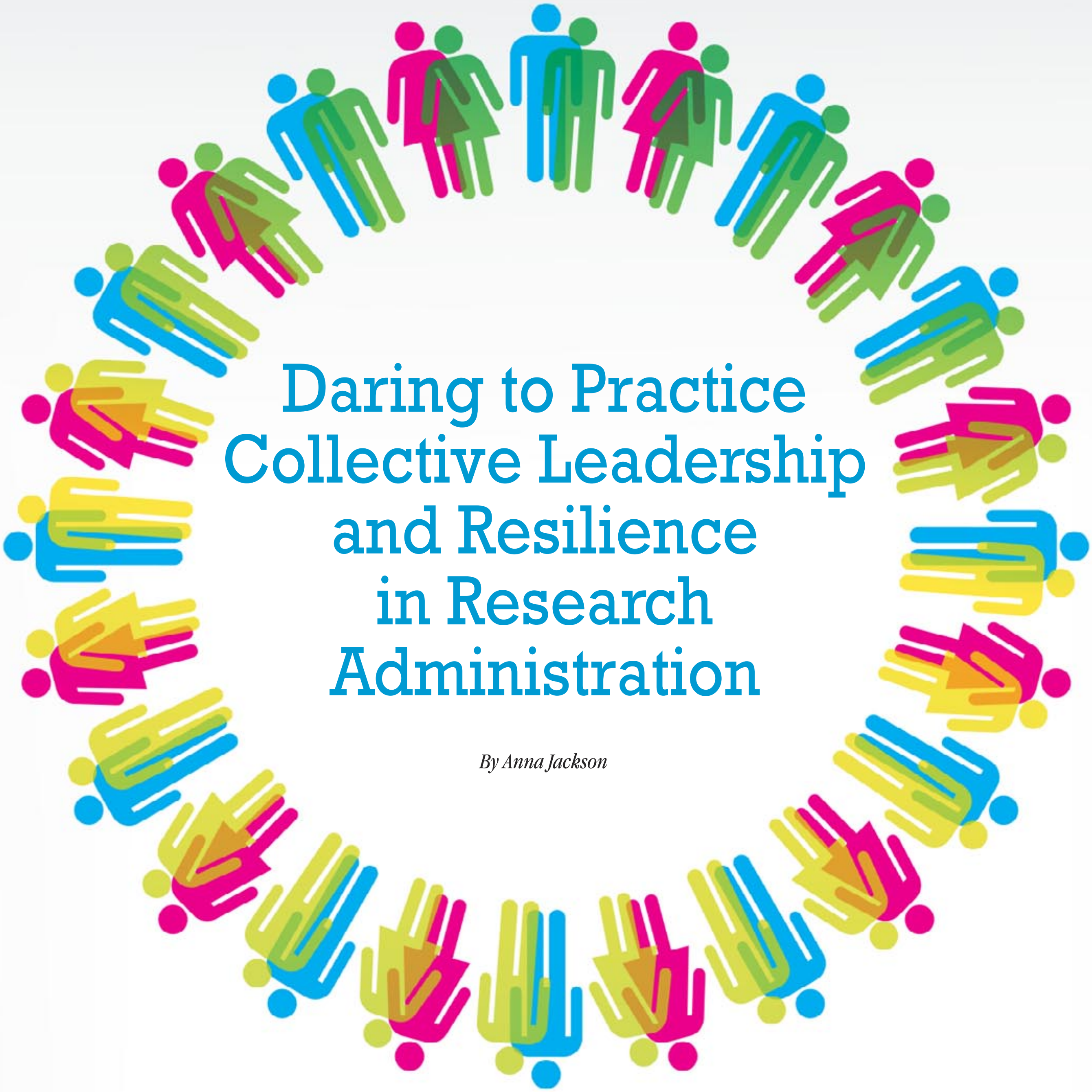
Dr. Kristie Johnson, *Vice President of Institutional Advancement at Martin University, the only predominantly Black institution (PBI) in Indiana, leads strategic initiatives, identifies funding opportunities, and collaborates on community initiatives. Dr. Johnson earned her Ph.D. in Leadership in Higher Education from Bellarmine University and is a Certified Fund Raising Executive (CFRE). She is on the board of the Immigrant Welcome Center and the Indiana Chapter of the Fulbright Association. Dr. Johnson can be reached at* **ksjohnson@martin.edu.**



Daring to Practice Collective Leadership and Resilience in Research Administration

By Anna Jackson

With ever-changing and competing priorities, research administration is an environment that lends itself well to collective leadership. As a leader, my approach to managing a team is to not only focus on what we can accomplish individually, and how that contributes to the whole, but to emphasize what we can do collectively. Individually, we each bring our own experiences, knowledge, expertise, and background to the work that we do. Collectively, we build something greater than ourselves. Collective leadership and resilience are the cornerstones of a successful team.

Collective leadership occurs when "a group of people with diverse skills and experience come together to work toward goals that they develop jointly" (Shonk, 2022). The benefits of this leadership style significantly outweigh the drawbacks as those with in-depth knowledge and experience as well as those with a breadth of knowledge and experience have the ability to lead, thus inviting a spectrum of diverse perspectives and input. Some of these benefits include more reliable solutions to problems, empowering individuals to work independently, and encouraging diverse perspectives and

solutions (Shonk, 2022). It is about meeting people where they are. Diverse perspectives and input ultimately lead to innovation, which creates better solutions organization-wide, and a stronger team.

One way to encourage collective leadership in a research administration environment is by having junior staff devise solutions to problems that they discuss with more senior staff, so that the cross-section of those with breadth and depth of knowledge intersects. This approach encourages a framework in which more junior staff can check the accuracy of their problem-solving or thinking with more senior staff or a resource expert and learn how to handle a situation in real-time. There is practical evidence that such an approach works in various settings as in the case of Johns Hopkins University's Medicine Training Program, which connects those with more experience as mentors and those with less experience (Siang & Canning, 2023). The benefits of this approach may also extend beyond the scenario at hand, thus equipping individuals with increased knowledge, confidence, and an orientation towards teamwork (Siang & Canning, 2023). This orientation is especially important in research administration due to the constantly changing landscape of agency requirements, policies, and procedures. Placing collective leadership at the foundation of a research administration team promotes resilience.

> "Collective leadership and resilience are the cornerstones of a successful team."

Currently, I lead a team of pre-award staff at the central grants office who are responsible for the institutional review, approval, endorsement, and submission of proposals for sponsored funding and staff who are responsible for proposal development as part of an opt-in services role. One of the ways in which collective leadership is promoted on my team is by having newer staff undergo pre-award cross-training and job shadowing with more seasoned staff on the team. In this way, more junior staff learn how each person does their respective role and more senior staff are able to share their grant, contract, institutional, and project management knowledge. Additionally, more experienced or senior staff are viewed as the resource experts, which creates a mentor-mentee relationship with more junior staff. This dynamic enables junior staff to learn from staff with greater research administration knowledge while also taking ownership of how they manage their own workload by creating or using project management techniques that they have learned. Conversely, the "mentees" junior staff may have their own pre-existing project management techniques that they share with their "mentors."

This reciprocal relationship encourages collective leadership because staff are in a safe environment in which they may ask questions without fear of being judged. In our current virtual, remote-work environment, we use the messaging app Slack (or Microsoft Teams) to stay instantly connected. All staff are able to use these platforms daily to ask pre-award, research administration, or more general questions. Depending on the questions, I often ask individuals what they think the answer is, which further encourages individual problem-solving or further discussion and an orientation towards solutions. This interplay pushes everyone to think about scenarios from different perspectives, and sometimes, ones that they may not have previously considered.

This display of collective leadership through messaging and communication in a pre-award context enables individuals to take measured risks of answering questions correctly or incorrectly—that is, to risk failing—in front of their colleagues in a low-risk context. At the very least, it pivots everyone forward to justify the reasons for their answers or approaches and anticipate a multitude of scenarios or outcomes. This dynamic further promotes resilience in the face of collective leadership by allowing individuals to workshop their responses amongst their colleagues in a safe environment whether or not they are correct while preparing them for higher risk contexts. Seeds of confidence are planted that will be needed for pre-award staff to take further calculated risks as they grow their knowledge with faculty, campus colleagues, and/or external stakeholders. Inherent in this growth is the risk of failing, which forces one to practice and exercise resilience rather than become stunted by it.

Resilience is described as the "ability to recover from or adjust easily to misfortune or change" (Merriam-Webster, 2023). Resilience is a concept that is important in the profession of research administration because without it, staff are unable to meet the daily challenges that arise in a fast-paced, dynamic environment. As a result, a team becomes limited, unable to move on from problems, change or challenges, of which there may be many. When problems arise, resilience can work in tandem with collective leadership by fostering a culture of curiosity rather than a culture of blame, for leaders to get curious about why a certain approach was taken that led to a certain outcome versus making assumptions about what happened (Delizonna, 2022). This curiosity creates a positive environment in which individuals and the team collectively can trust one another and learn from their mistakes in a productive manner. Learning from one's mistakes in a safe environment creates the confidence to try again or exercise resilience. Exercising resilience enables each individual on the team to have the confidence to dare to practice collective leadership.

In conclusion, teamwork is fostered and flourishes through the interplay of collective leadership and resilience. This is primarily because in order for teams to do their best work, they need the knowledge and confidence to be empowered to succeed, fail, and ask for help when needed. Individuals need to know that they are resilient and can engage in collective leadership from a place of empowerment.

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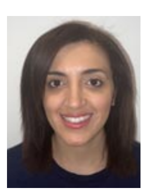

Anna Jackson *is the Assistant Director, Sponsored Programs Pre-Award at University Research Administration (URA) at The University of Chicago. Anna oversees the daily pre-award operations, including proposal development services as well as the institutional review, approval, and endorsement of proposals for sponsored funding. Anna can be reached at* **annaj@uchicago.edu.**

Board Update

On April 18, 2023, the NCURA Board of Directors met via Zoom. President Bryony Wakefield acknowledged and thanked all those volunteering for NCURA, and she encouraged us to take time to thank our volunteers for their contribution to the organization.

The board was informed that the recent Financial Research Administration (FRA) and Pre-Award Research Administration (PRA) conferences had a combined total of 1,578 in attendance. Attendance at FRA was up approximately 63% from 2022 and PRA was up approximately 79% from 2022. For the first time, both meetings opened with a NCURA land and labor acknowledgement statement which was created in collaboration with the Select Committee of Diversity, Equity, and Inclusion (SCDEI). The land and labor acknowledgement reminds our membership to pay tribute to and respect the individuals whose land we dwell on and whose labor has aided in the advancement of our civilization.

NCURA is hosting a Regional Officer's Symposium in June. Officers from the regions will come together in Old Town Alexandria, VA for a 2-day symposium. The focus of the symposium will be to provide training on best governance and management for non-profit associations. There will be a session on active listening and one on inclusive leadership skills. Additionally, there will be breakout sessions on everything you need to know about hotel selection and contract negotiation. NCURA will be covering the costs for up to four officers from each region.

A number of action items were completed including:

1. The Consent Agenda was approved.
2. The Board approved the slate of candidates for ratification from the Nominating & Leadership Development Committee (N&LDC).
3. The Board approved the backfill vacancy for a Region I representative for the Select Committee on Diversity, Equity, and Inclusion (SCDEI).

The next Board of Directors meeting will be held in June 2023.

Respectfully submitted,

Robyn B. Remotigue
NCURA Secretary

If you have any questions, comments, or concerns, please feel free to reach out to any member of the Board of Directors or NCURA staff.

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Las Vegas

These are just a few words to describe the 24th Financial Research Administration (FRA) Conference held in Las Vegas on March 5th and 6th, 2023.

It did not take long to feel the positive energy as nearly 1100 attendees from across the globe were united to learn from and network with colleagues. The conference theme, Rolling the DICE (Direction, Innovation, Collaboration, and Execution) toward Research Administration Success, provided attendees the opportunity to choose from a plethora of sessions focused on best practices, tips and updates in the 11 tracks that made up this program. Each session provided an opportunity to learn, polish, and share skills contributing to research administration success.

The conference keynote session commenced with a land acknowledgment recognizing the traditional, stolen land of the Nuwuvi, Southern Paiute People past, present, and future, providing appreciation for those who stewarded the land for generations. The acknowledgment asked attendees to continue learning about the Indigenous peoples who worked and lived on the land, including the Las Vegas Paiute Tribe and the Moapa Band of Paiutes. NCURA President, Bryony Wakefield, also acknowledged the legacy of enslaved people, primarily of African descent, Black Life and lives of people of color that continue to impact cultures and societies worldwide through music, food, art, sports, architecture, science, business, and agriculture. These acknowledgments were a way for attendees to give gratitude to the Indigenous and Black ancestors who paved the way for all of us.

Following welcome remarks, we, as Co-Chairs, had the opportunity to introduce the keynote speaker Ron Culberson, author of "Do It Well. Make it Fun." Ron shared humorous

Insightful Incredible

experiences from his years as a hospice social worker, manager, Emergency Medical Technician, and firefighter. His humorous anecdotes acknowledged that everything in life is a process, every process has steps and, the key to success is taking those steps, changing your perspective, and improving on them while having "fun." He left the audience laughing, thinking, and wanting more.

We want to thank the host hotel, Caesar's Palace, and their excellent staff, for welcoming us. We would again like to thank the NCURA staff and the FRA Program Committee for all their work to make the planning & execution of the conference a success. We would be remiss, not to thank the volunteer tech team and those who donated projectors for the success of the program, setting our sessions and presenters up for success. As always, we thank the many Sponsors who support NCURA FRA annually & provide attendees with resources useful for their research administration responsibilities. And a final thanks to all attendees & guests who donated toiletries at the NCURA Cares table for hygiene kits to be donated to "Clean the World" (https://cleantheworld.org/). Collectively you all made our conference experience as Co-chairs a memorable one.

It is our hope you have had the opportunity to share your new insights, ideas, and inspirations with your colleagues and will continue to find ways to apply what you learned in your workplace. Through our continuous learning and commitment to the profession, we support research together.

We look forward to seeing you at the 25th Annual Financial Research Administration Conference next year!

Erin
Erin Bailey
University at Buffalo

Chea
A. Chea Smith
Rutgers, The State University of New Jersey

Together for the Common Good

By Alexa Van Dalsem and Beth Kingsley

At the Annual NCURA Meeting, the registration area is a line of tables and Region banners, lined up from Region I to Region VIII. As the meeting attendees start to filter in, the area fills with the joyous sounds of connection and reconnection while the attendees check in at their Region table and pick up their Region lanyard and nametag. One of the end tables is well known for having the best lanyard of all the Regions, the Region VIII international lanyard, decorated with country flags from around the globe. Every year that we've attended the Annual Meeting for the last 10 years, Alexa volunteers at the Region VII table. Sitting next to the Region VIII table is one of the highlights for her, chatting with some of the research administrators from a wide variety of countries and sometimes picking up a new pin from one of them. Starting with the 2022 Annual Meeting, we had the great pleasure of getting to know our international colleagues at a different level and experienced in a new way the impact of getting to know a diverse group of individuals.

Prior to the pandemic, Beth was accepted into the NCURA Global Fellowship program and started 2020 with a trip to Australia on her list of things to look forward to. Fast-forward two years, the trip was finally rescheduled, and Beth was invited to attend a gathering of the international NCURA Annual Meeting attendees at the Czech Embassy in Washington, DC. She brought Alexa as a guest, and spent a couple of hours networking with new colleagues. This networking event and the Global Fellows program had a significant impact on both of us. Not only did it influence our personal work, but it also affected how we work with our international colleagues, learning about shared struggles and challenges and discovering new efforts to develop a more inclusive work environment.

Research administrators are familiar with how siloed our work can become, and these silos can be demonstrated in numerous areas: in central offices between pre- and post-award, between subaward teams and what seems to be every other team, or between campus departments and central offices. We also know that the silos need to be intentionally monitored and actively torn down. Similarly, in our interactions with our international colleagues, we learned that institutions in different countries also can lean toward working in silos. As we got to know our international colleagues, we saw how they struggle with some of the very same day-to-day work issues. Late proposal submissions occur in every language. Managing remote and hybrid work and their advantages and disadvantages is a global topic of conversation, as is the importance of effective communication throughout an organization in the complex profession of research administration.

We also share struggles with larger issues that we have little control over, but that affect our work. One of the most fascinating conversations Alexa had during the international social was with colleagues from Northern Ireland and England, as they talked about the significant disruption and impact of Brexit not only on their work together, but also with the United Kingdom's work with European Union institutions. From a U.S. perspective, we have been mired in our own political challenges, and it was a relief to hear about struggles in other countries – the good humor as we shared stories certainly helped! We also learned about funding in other countries and how different that can look, some countries with significant federal funding for research and some with very little. The issues we see in our daily work started to pale in comparison, and these were reminders of the enormous challenges some of our colleagues face.

Turning this conversation over to Beth and her experience spending two weeks in Australia at the University of Melbourne, one of the most impactful things she learned about was how some of the Australian universities are working through the country's tragic history of colonization and the present-day impacts. This is an issue that many of us in various countries are also grappling with. Beth attended an event at the University of Melbourne, and the presenters opened with a land acknowledgment statement – a thoughtful recognition of the elders. This event wasn't the only one with an acknowledgement like this – event after event, similar acknowledgements were made. Beth found that this work brought awareness to the issue, normalized the acknowledgment, and provided a safe space to talk about the history and current impact on certain groups of people. Having seen this impact, she returned to her US institution, found her institutions land acknowledgement statement, and began to implement the use of it in small ways while looking for additional ways to bring awareness.

What do we take away from last year's experiences beyond some very enjoyable conversations and new pins from Canada to add to our Regional lanyard? A very real experience of the impact of getting to know individuals who are different from us, and a profound example of the impact of land acknowledgements, with ideas of how to implement on our own campus and in our individual work. Especially with the pressures we feel in our work to "protect" research from certain countries, it is important to remember there are individuals on both sides, often dealing with the very same issues and problems. A key part of our work is supporting the contribution of research and creative work for the public good, and we can continue that work through striving for connection and inclusion with the individuals we work with. To quote Ruth Bader Ginsburg, "We will all profit from a more diverse, inclusive society, understanding, accommodating, even celebrating our differences, while pulling together for the common good" (Ginsburg, 2009). This is one area in which we can find global solidarity through our similarities, knowing that when we do get to work with our colleagues, whether informally at an annual meeting or more formally as we work through a contract, that we are at the core, very similar and have much to learn from each other.

As we got to know our international colleagues, we saw how they struggle with some of the very same day-to-day work issues.

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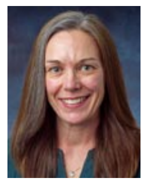

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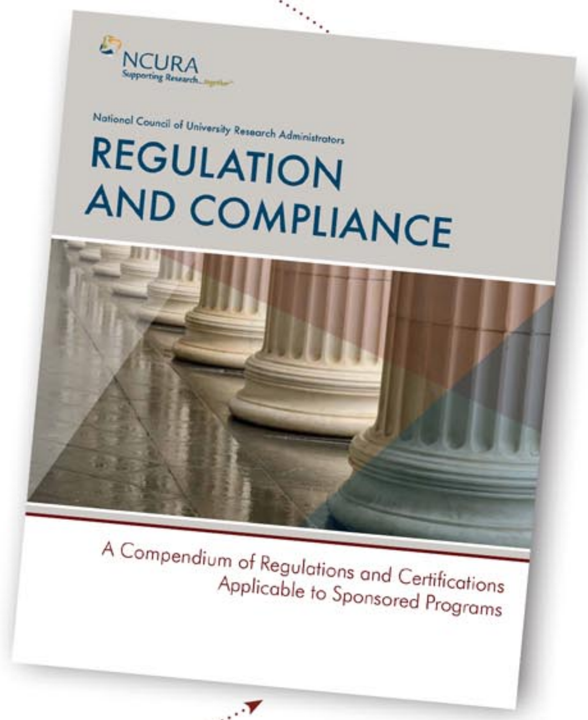
Research Administrators need to be familiar with a myriad of regulations...



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RECR

It's Not Just Another

By Lisa Stroud

In the sponsored programs world, we love our acronyms and a new one comes along seemingly every other day. RECR isn't new by any stretch of the imagination – but what is RECR anyway? The Responsible and Ethical Conduct of Research (RECR), or Responsible Conduct of Research (RCR), is "the practice of scientific investigation with integrity. It involves the awareness of and application of established professional norms and ethical principles in the performance of all activities related to scientific research" (National Institutes of Health, 2009, Definition section). RECR is "critical for excellence, as well as public trust, in science and engineering" (National Science Foundation, 2023, p. IX-3). Scientific integrity is so important that in January 2023, the federal government published their own definition:

> *Scientific integrity is the adherence to professional practices, ethical behavior, and the principles of honesty and objectivity when conducting, managing, using the results of, and communicating about science and scientific activities. Inclusivity, transparency, and protection from inappropriate influence are hallmarks of scientific integrity. (National Science and Technology Council, 2023, p. 8)*

When thinking about the implications of changes to RECR regulations, the historical framework is helpful. The National Institutes of Health (NIH) (1989) first mentions "a fundamental aspect of research is that it be conducted in an ethical and scientifically responsible manner" in their 1989 guide (p.1). Then again in 1994, a guide notice updated all prior notices, requiring applications for institutional training grants without an appropriate plan be returned without review, establishing minimum requirements for a plan, and laying out procedures for the review of plans (NIH, 1994).

In 2007, the National Science Foundation (NSF) decided to join in the fun through Section 7009 of the America COMPETES Act, which was then implemented in the 2010 Proposal and Award Policies and Procedures Guide (NSF, 2009). In 2009, NIH refreshed again in guide notice NOT-OD-10-019 and in 2013, the U.S. Department of Agriculture National Institute of Food and Agriculture (USDA NIFA) added a Responsible and Ethical Conduct of Research section to their own agency-specific research terms and conditions (National Institute of Food and Agriculture, 2013).

NIH continued to update guidance with NOT-RR-11-005 (2011) which clarified the requirement for R25 applications, NOT-OD-21-152 (2021) which extended the flexibilities for instruction provided for during the COVID-19 public health emergency, and most recently with NOT-OD-22-055 (2022) which reaffirmed the principle that education in RECR is "a fundamental element of research training" (Purpose section) and provided new guidance on format, frequency, and timing. And just this year, NSF expanded their guidance to cover all investigators, not just students, starting July 31, 2023 (NSF, 2023).

So what does this all mean (as of this writing)? NIH guidance indicates that appropriate RECR training includes both online and in person components, and should happen once during an investigator's early career stage and every four years thereafter. It applies to fellowships and training grants, as well as career development, dissertation research, and research education grants (D's F's, T's, K's, etc.), and there are specific subject matter guidelines that need to be addressed in the plan included in relevant proposals. New NSF (2023) guidance indicates that all undergraduates, graduate students, postdoctoral researchers, faculty, and other senior personnel who receive NSF funds (both salary and stipends) be RECR-trained. For USDA NIFA (2013), "program directors, faculty, undergraduate students, graduate students, postdoctoral researchers, and any staff participating in the research project receive appropriate training and oversight in the responsible and ethical conduct of research..." (p. 5).

> "Many institutions manage these requirements and training programs through their Research Integrity office or another similar office on campus, and readers should familiarize themselves with the appropriate office and responsible parties at your institution."

The specific content of RECR training depends on the sponsor from which you are receiving funds, but a comprehensive RECR program includes core research concepts such as plagiarism, publication, data and research integrity, and reporting misconduct. While NIH requires an in-person component, NSF and USDA NIFA rules are not that specific and the popular online Collaborative Institutional Training Initiative (CITI) Program (https://about.citiprogram.org) satisfies this requirement for most institutions with their broad catalog of training options. NSF and USDA NIFA do not specify recommendations for follow-up education after the initial training, but institutions could certainly argue in favor of that practice.

How do we manage this now?

At the time of NSF or USDA NIFA proposal submission, your institution certifies that they have a plan for RECR training that satisfies all applicable requirements. For NIH submissions, the application must include a plan at the time of submission. NIH requires training updates to be included with progress reports, while NSF and USDA NIFA can request records at any time to confirm that training has been completed by all necessary personnel. Many institutions manage these requirements and training programs through their Research Integrity office or another similar office on campus, and readers should familiarize themselves with the appropriate office and responsible parties at your institution. Again, the CITI module satisfies these requirements for NSF and USDA NIFA (if the courses are completed). For specific institutional management, please contact the responsible office on your campus.

RECR requirements – the future?

As previously mentioned, the 23-1 NSF Proposal & Award Policies and Procedures Guide (PAPPG) revises the RECR requirements for proposals submitted on or after July 31, 2023. It fully replaces the existing NSF requirements, expands the requirement to faculty and other senior key personnel, and is mandated to include mentor training and mentorship. Plans of course must be available upon request and are subject to review by the sponsor. This includes any funding that is directly from NSF or flowing through another entity. Institutions with any NSF funding should address their plan now to maintain compliance. Will awards be held at the time of setup? Will you require appropriate RECR training with any mandatory institutional training at the time of new hire? How will you address existing faculty who may not be trained? Are your current course offerings enough? Should all federally funded researchers at your institution be trained? If not mandated, how will you track and enforce? Is CITI enough or should there be a mandatory in-person component, if not already? As of this writing, CITI has not updated all modules to reflect new additional requirements for NSF, but they plan to release revised modules in time for the implementation. Additional federal agencies could easily follow suit, and even if institutions are not impacted by current sponsor terms and conditions requiring RECR training, the possibility for expansion in the future should be considered.

Responsible and Ethical Conduct of Research is a necessary requirement and fundamental part of supporting researchers in training. Requirements for these programs have evolved over the past 30 years, but are here to stay; and institutions should plan now for changes that will take effect later this year, as well as the potential for expansion in the future.

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Justice in Research: One Institution's Efforts Towards Leading Inclusive and Just Research

By Tanya M. Blackwell

Seattle Children's Research Institute (SCRI) is a relatively young but thriving research enterprise, receiving $219 million in extramural funding in its 16th fiscal year (2022). While SCRI's rapid growth is impressive, what stands out the most about this top pediatric research center's history is the intentional anti-racist efforts that have changed the way we do research and research administration. In September of 2021, Seattle Children's Hospital (Seattle Children's) released its Health Equity and Anti-Racism Action Plan (Seattle Children's, 2021). Since then, one of SCRI's ongoing goals has been to increase enrollment of diverse research participants. Engaging with research administrators, the research division leadership has led several initiatives throughout all stages of the research lifecycle to help lead us towards more inclusive and appropriately representative research participant enrollment. This article focuses on some of the efforts SCRI's Institutional Review Board (IRB) has made and continues to make towards more equitable and inclusive research.

In July of 2021, the Secretary's Advisory Committee on Human Research Protections (SACHRP) released its *Considerations of the Principle of Justice under 45 CFR part 46* (Secretary, 2021). This call-to-action states, "Human Research Protection Programs (HRPPs) and Institutional Review Boards have a limited but important role to play, and the recommendations in this document are intended as a starting point from which to develop more detailed policies and practices to help ensure fair access to opportunities for research participation and reasonable assurance that the potential benefits from research are available and meaningfully applicable to all."

Looking to the Belmont Report (Office, 1979) for guidance on the principles of ethical research on humans, SACHRP eloquently expands the principle of justice to address the lack of protection against unfair and biased exclusion from "both potentially beneficial research and the ability to contribute to future knowledge and the generalizability of results" (Secretary, 2021). It is no longer enough to simply protect human subjects from **inappropriate inclusion**; now, it is recognized that distributive justice is needed in research to protect human subjects from **unjust exclusion.** To put it plainly, justice and fairness in research means that the study population must adequately reflect those who suffer from the condition being studied, those who would benefit from the future risk reduction or therapeutic knowledge. At SCRI, the charges outlined by SACHRP have already begun to manifest in action. Putting on its "equity lens," Seattle Children's IRB has started the work of making research more inclusive and more just, providing a great framework from which we can consider the possibility of future roles for research administrators in this process.

SACHRP Recommends: the critical evaluation of study inclusion and exclusion criteria, as these criteria have historically excluded certain groups.

At Seattle Children's: the IRB has relayed to the research community that it will employ equity principles during the IRB review process and therefore may ask additional questions about inclusion and exclusion criteria. For example, a pilot study targeting a Latinx community with an exclusion of Spanish speakers would invite IRB questions. Consistent with

SACHRP's recommendations, the IRB would require justification for the exclusion of certain groups.

SACHRP Recommends: assessing whether study recruitment plans match the goals of the study and are likely to reach the intended population. SACHRP calls out a few of the study design decisions that can impact the equitable selection of subjects, including whether study documents are available in other languages.

At Seattle Children's: the Research Language Office offers services to help address the gap in research participant diversity. Not including English and Spanish, the top four languages of the Seattle Children's community are Somali, Vietnamese, Mandarin, and Cantonese. Now, robust rationale should be provided for in any protocol that excludes languages other than English and Spanish. The IRB has worked with a diverse multi-disciplinary team to refine required IRB consent template language to be more inclusive and clear. The revised required consent language was then translated into Spanish, Somali, and Vietnamese. The pre-translated template language facilitates enrollment of research participants who use languages other than English, by reducing translation costs for research teams and lowering barriers to inclusion. After a two-month optional use period, the use of the revised template language is now required for new studies. The multi-disciplinary team is also engaging with community translators and a robust cognitive interview process with families and community members to further vet and improve the translations over time. The Research Language Office also provides other services, such as translation services, interpretation support, and recruitment specialist support. Over 200 languages are available for telephone interpretation for research participants that speak languages other than English. Such measures are proactive steps towards removing the barriers of participation, and leads us towards more inclusive and just research.

Future Role of Research Administrators: Envision a future where departmental research administrators are equipped to pointedly ask Principal Investigators (PIs) about their plans for inclusion of underrepresented populations. Often, the PIs give the inclusion and exclusion criteria to the research administrator to enter into the Application Submission System & Interface for Submission Tracking (ASSIST). This serves as a great opportunity for the research administrator to discuss inclusion with the PI. Enrollment tables should reflect the population impacted by the condition being studied. Translation and other relevant services that will be needed to ensure equitable and inclusive research should be included and justified in the budget. The research administrator can also provide template verbiage for facilities and other resources that are available at the institutional level and point researchers in the right direction of those offices. On the post-award side, research administrators may possibly be empowered to assist with monitoring enrollment data for specific diversity metrics. Because research administrators are deeply involved in the research life cycle, there are countless opportunities for their involvement in addressing disparities in research participation. To combat such a pervasive issue, the engagement of all stakeholders in the process is critically important.

SACHRP acknowledges the structural inequities related to race, income, and socioeconomic status that continue to plague our healthcare system because of the systemic nature of white supremacy and oppression. SACHRP questions, "how can research be conducted so that it does not implicitly inherit the injustices of the healthcare delivery system?" Instead of seeking to unilaterally fix a broken system, research institutions are challenged to identify and implement methods to directly counter racist policies and practices throughout their research enterprise. Through the two actions described above, SCRI has taken steps towards answering this question. With the development of informed consents in top non-English languages and more critical review of inclusion and exclusion criteria, the institution has made participation in research more accessible to previously marginalized populations. And the work continues.

Leading the way, Seattle Children's has established its Research Division Anti-Racism Committee with a mission and scope "to identify and support the facilitation of activities that build a culture of inclusion where research participants and workforce members of racially marginalized backgrounds feel they belong and to dismantle racist policies and practices throughout the division to ensure the advancement of health equity." Other barriers must be removed or otherwise overcome. As our collective understanding of the longstanding impacts racism and oppression have had on research evolves, so too will our research policies and practices have to evolve. Seattle Children's demonstrates how research administrators are uniquely positioned to be involved in and engaged with the process. Institutions should look to their research administrators for policies and practices that support just, inclusive, and equitable participation in research.

> "Envision a future where departmental research administrators are equipped to pointedly ask Principal Investigators about their plans for inclusion of underrepresented populations."

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A Focus on Inclusion: Mindful Actions at the Departmental Level

By Sara Richey and Margaret Hudson

For many of us, the first introduction to how our organization integrates inclusion into its culture comes through onboarding training around diversity, equity, and inclusion (DEI). While these three terms are often discussed together, each distinct concept requires specific commitments and actions. In this article, our focus is on inclusion. Broadly defined, inclusion can be thought of as "a set of behaviors (culture) that encourages employees to feel valued for their unique qualities and experience a sense of belonging" (U.S. Department of Housing and Urban Development, n.d.).

As noted above, there are many organizational trainings that focus on inclusion, but a poorly executed module may leave employees wondering how much, or even if, their organization values the principles espoused. However, even the most engaging training can be difficult to translate into action or results. Examples from these trainings—in an attempt to make the content more widely digestible—can range from painfully obvious to incomprehensibly esoteric. This can make it hard for learners to connect with the concepts, draw direct links from what they are watching to their role, or engage meaningfully with the material. This is especially true in the remote or hybrid work environment in which training is often delivered passively through online modules that you likely are taking alone, in conjunction with a litany of required trainings. Even with good intentions at the organizational and individual level, these trainings often fall short of sparking action for the majority. With refreshers offered annually under the best of circumstances, any lessons are easily out of sight, out of mind.

So how do you leverage this groundwork and shared aspiration to develop actionable steps that individuals and departments can take to create a more inclusive workplace? As members of the Research Administration community, we have the opportunity to decide deliberately to bring an inclusion perspective into all that we do, but it requires more than intent; it starts with regular, mindful actions.

Strategies to Increase Inclusion

One simple way for research administrators to cultivate inclusion is to create intentional opportunities to connect with their peers, either through online social activities or in-person. This is especially crucial in today's environment where team members may be in the office, remote, or some combination thereof. Creating an inclusive environment with people you never, or hardly, see can be quite challenging.

There is a huge diversity of perspectives and experiences to be valued and elevated from across our institutions and amongst the numerous external stakeholders with whom we partner. From our unique position in this environment, research administrators can identify opportunities to engage with the larger research community and support collaborative relationships. By deciding to dedicate time to creating connections, employees can feel valued and cultivate a sense of belonging within their team and coworkers. For example, Kaiser Permanente Colorado Institute for Health Research (KPCO IHR), which is operating under a hybrid workplace model, implemented a series called "Fresh Air Breaks." Often scheduled over the lunch hour and done remotely, someone chooses a topic of their interest, usually outside of work, and invites others to come discuss. Topics run the gamut from cats, birding, and winter sports, to favorite local coffee shops and travel.

Furthermore, activities like "Fresh Air Breaks" have the benefit of engaging all types of research administrators. While many research institutions host online forums to discuss ongoing research (which the KPCO IHR does as well), expanding that platform to include interests outside of work helps engage more people and provides a low stress way to find others with similar interests or hobbies. The more opportunities there are to connect with others (be it your direct team, the numerous other divisions we as administrators interact with, or colleagues outside the organization) the more integrated you feel, and the greater the sense of belonging. Indeed, failing to cultivate an atmosphere of inclusion can make the work we do much harder, for ourselves and everyone involved.

Another step the IHR took was to create an "equity and learning action group." Like many organizations, Kaiser Permanente offers online module training on the topics of belonging and inclusion. Using that as a foundation, this group is meant to elevate those trainings by opening a more personal dialogue with peers in the immediate workspace. This forum allows individuals to share their own personal experiences, raise discussion points around these topics, and engage in collective action. This allows for more intimate connection with fellow co-workers and creates a space where all can feel welcome to contribute and learn about each other, thereby fostering a more inclusive community environment at work and setting the groundwork to grow other relationships.

While perhaps not groundbreaking, these mindful actions can go a long way in helping teams to be more inclusive. Indeed, these solutions are relatively simple, though many organizations still don't implement them. But the good news is you don't have to wait for an entire organization to take steps; individuals and departments can begin leading the way. As two new employees to the IHR, hired when almost everyone was working remotely, these activities have underscored the IHR's dedication to inclusion, allowing for a greater feeling of belonging, not only with our immediate team members, but with the IHR as a whole.

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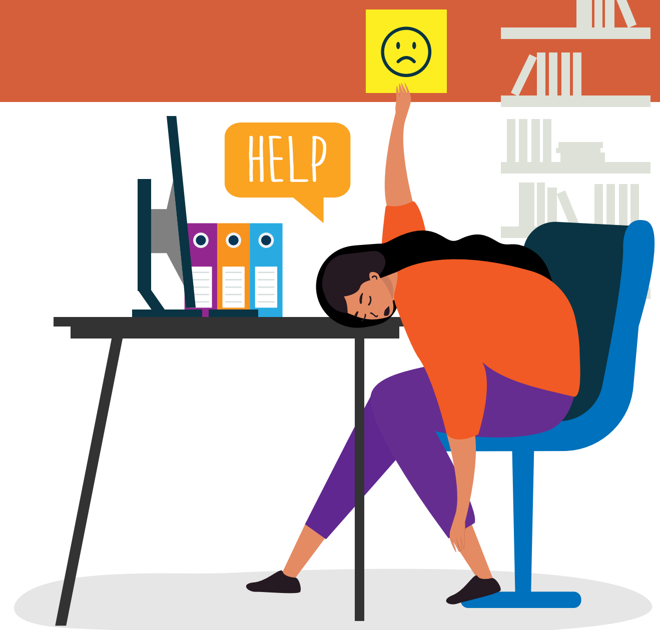
Sustained High STRESS is Putting Research Administrators at RISK OF BURNOUT



By Emily Long

Being a research administrator can be stressful. Pre-award and post-award administrators perform numerous roles and functions, work on tight schedules with frequent deadlines, must ensure compliance with governmental regulations and organizational policies, and manage what are often increasingly large workloads. Our work product is expected to be perfect. We play a customer service role to the researchers we assist, in addition to taking on additional work if our office is understaffed, and still meet all of these demands. I often think of my job as a post-award research administrator as a circus performer spinning plates: each award is a plate, and I have to keep all my plates spinning, as more plates are added down the line. All the duties and responsibilities that we juggle as research administrators can cause strain on our work, home life, health, and our ability to balance all three (Katsapis, 2012). It should, therefore, come as no surprise that several studies over the past few years report that research administrators are stressed out.

The Research Administrators Stress Perception Survey (RASPerS) has been conducted in 2007, 2010, 2015, and 2020. The results of each survey reflect over 51% of participants reporting high or extremely high work-related stress. The 2020 survey polled 786 research administrators in the United States, over 52% of whom reported that they experienced high or extremely high levels of work-related stress (Shambrook, 2020). These results are consistent with another study, wherein the Occupational Stress Inventory-Revised (OSI-R) Occupational Roles Questionnaire (ORQ) was completed by a sample of NCURA members in 2008. The results of that study indicated that university research administrators experience higher than normal occupational stress, and that there is a need for intervention by both research administrators and their institutions (Katsapis, 2012). These studies confirm that research administration is a high-stress career, and that it has been so for at least a decade and a half. But what happens when high workplace stress becomes the norm? Burnout.

What is Burnout?

The World Health Organization defines burnout in its 11th Revision of the International Classification of Diseases (ICD-11) as "a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed." Burnout is characterized by three dimensions: "feelings of energy depletion or exhaustion; increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and reduced professional efficacy." The term "burnout" refers "specifically to phenomena in the occupational context and should not be applied to describe experiences in other areas of life" (World Health Organization, 2019). Although this definition limits burnout to the workplace, burnout can negatively impact not just a person's occupation, but also their physical and mental health (Tabakakis, 2020). Further, burnout can have a domino effect from within the employee and onto the workplace itself. Occupational stress negatively affects not only employees but also their employers (Katsapis, 2012). If a research administrator misses work as a result of burnout's adverse health effects, or if the research administrator ultimately decides to leave their job, the remainder of the office of research can be affected by the loss.

Burnout and Research Administrators

Prone to experiencing high levels of sustained stress, research administrators are at particular risk of burnout. In fact, a recent study conducted by Tabakakis, Sloane, Besch, and To (2020) found that high burnout is prevalent among research administrators. The study analyzed three burnout outcomes: personal, work-related, and client-related burnout. Of the participants in that study, 68.3% reported high personal burnout, 60.0% reported work-related burnout, and 37.0% reported client-related burnout. Research administrators who indicated high "quantitative demands (workload)," "tempo (work pace or work intensity)," and "work-family conflict (impact of work on private life)" correlated with higher rates of all three types of burnout. Similarly, research administrators who indicated they worked 44 or more hours per week had higher average scores of all three burnout outcomes. Female participants showed higher average scores for personal burnout and work-related burnout, whereas male participants showed higher scores for client-related burnout. However, burnout scores indicate that research administrators across all role types and employment types experience all three types. It is therefore likely that the factors that contribute to burnout are those shared by all research administrators, namely "the high volume, deadline-driven nature of the workplace and the need to manage substantial risk while at the same time supporting sometimes aggressive growth targets." (Tabakakis, 2020).

Work-life balance is important for research administrators to prevent burnout, and organizations should promote a culture and environment that encourages this work-life balance, as this can have a positive impact on employees and their organizations. The positive impact of healthy workplace culture is confirmed by the study's results, as higher job satisfaction reflected lower levels of the three types of burnout. Healthy workplace

culture also encourages increased productivity and improved employee retention, among other positive outcomes (Tabakakis, 2020).

How to Address Burnout

Burnout is preventable. However, preventing burnout cannot be accomplished by the research administrator alone. The root causes of burnout stem from the workplace, not the individual (Moss, 2019). Therefore, there is a need for intervention by both research administrators and their institutions; the degree of intervention should be determined by the degree of stress (Katsapis, 2012). How organizational leadership responds to work-related stress is key to preventing burnout. A failure to address employee well-being can lead to reduced productivity and employees actively seeking a different job (Moss, 2019). The results of the Tabakakis et al. study reflect this effect of burnout: nearly 60% of research administrators participating in the study indicated they considered leaving their job in the 12 months prior to participating (2020). Addressing work-related stress and preventing burnout should be a priority to organizations employing research administrators.

Reducing stress in research administration requires a collaborative effort between employees and their organizations. Below are some suggestions on how research administrators can address work-related stress to prevent burnout:

1. Communication. Open and honest communication between research administrators and their organizations is necessary to address work-related stress and stressors. Communication is key to determining the steps necessary to reduce the likelihood of burnout, and leaders need to have conversations within their organizations to determine what needs to change. Research administrators need to feel empowered to share their experiences frankly and openly with leadership, and leadership should be prepared for what may be uncomfortable conversations.
2. Support. The support of research administrators by their leadership is paramount. When organizational leadership understands the stress and challenges of the workplace that threaten burnout, their advocacy and actions taken for their employees can make the employees feel valued and heard. Employees can also show support for one another by providing assistance if work feels overwhelming, or simply by listening and providing encouragement.
3. Boundaries. To help battle burnout, research administrators need to feel empowered to set boundaries for themselves. Leadership should stand behind their employees and support and respect these boundaries. Such boundaries can vary according to necessity, but some examples include setting working hours and being able to unplug from work email and phone calls at the end of the day.
4. Self-care. Taking time to care for your mental and physical wellbeing is essential. This can be as simple as remembering to actually eat on your lunch break, taking an afternoon walk, or starting a meditation practice. Find what works for you and make your wellbeing a priority. Finding healthy ways to care for yourself can help reduce stress and make burnout less likely.

Although it can be a stressful profession, being a research administrator is an incredibly rewarding career. Take the time to communicate with your colleagues, share your boundaries and self-care routine, and advocate for yourself and your team within your offices. By open communication, collaboration, and understanding, we can help each other prevent burnout less likely. N

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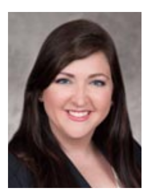

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Hot Topic

Angela Wishon, *Senior Editor*

Burnout. A term that is more common than ever. Even a quick search on Google shows more than 40 mainstream news articles today alone are related to burnout. While this isn't a new concept, the COVID-19 pandemic pushed it to the forefront and all professions are now starting to identify how to address and not just "accept" it.

In this issue *NCURA Magazine* is focusing on burnout as our "Hot Topic" so that members ensure that the self-care article is not just seen as a "nice to have" but that self-care is a "must" for every person. I am the perfect example of a research administrator who accepted that long hours, stress, and juggling more than one should was the norm or part the job–especially as I advanced in my career. While I would encourage others around me and fellow team members to have a good work-life balance, to take their earned leave, or to send the team early the day after working longer hours to meet a deadline, I rarely followed my own advice.

Research administrators need to better understand the signs of burnout and adapt so that we can learn to recover and prevent going forward. We can also better manage workflow and research services if we adapt and prepare rather than react and respond. The result is not just our health, but we become a more resilience profession that provides the care and support for our team members and can better deliver services to support and advance the research community.

Be sure to also check out AM65 and the opportunities to learn more ways to address burnout and get some self-care. N

Global Challenges Need Global Partnerships and Open, Inclusive, Transnational Funding Opportunities

By Pedro Corral

We work for Global Health, understanding globality as a plurality of groups, origins, cultures, and needs, so we try to make everyone feel represented. In fact, the current ISGlobal is the result of the merger of 3 previous centers, each with its own particularities and history. "We think of everyone, we are all here, and we all go for it;" this is one of our mottos.

One of the characteristics of ISGlobal's research is that the funding obtained by our researchers is of very diverse origins. In our portfolio, we manage local, national, and European donors, as well as others from around the world and of international status. Also, the center where I work is in direct contact with other research centers not only in my city but also with centers located in other cities or countries. When I talk with colleagues from other grant offices, we find that we share the management of similar funders who are well-known in our profession. The most important for Europeans is the European Commission through its Horizon Europe framework program which has just been launched. The regulations and guidelines of these funders are well known to all of us, as they concern projects which put us in constant touch with the financial officers. Additionally, there is plenty of training given in various formats, including in our native tongue. Thus, in a European context, linguistic diversity of services to foster and support broad European participation has been an essential pillar of inclusion in transnational funding structures. Outside the European context of special importance is NIAID, part of NIH, as much of our research regards the transmission of infectious diseases.

We were fortunate to be awarded an R01, where ISGlobal got the Prime Award. During the 7 years of this project, we were able to learn about the management of these types of federal funding projects and become familiar with concepts such as NoA, compliance, F&A, and FCOI; when it is necessary to apply for prior approval, and other things. We have passed 3 institutional financial audits on NIH funding management. We are currently participating in 15 NIH-funded projects as sub awardees and during this period many members of our organization have attended NIH training, obtaining scholarships to get to know American management centers, we have also hosted interns who have come to our facilities to learn our project know-how. We are proud that NIH has included us in their list of centers qualified to manage their funds. One of the significant goals that have allowed us to participate in financing American Federal Funds even though we are located on other continents is our partnership. In ISGlobal we have alliances with large hospitals, universities, and research centers located in various parts of the world where diseases occur that can hardly occur in Europe or North America such as Malaria, AIDS, Dengue, Chagas disease, etc... many of our studies are based on the monitoring of treatments and surveillance, especially in African and South American populations.

"One of the characteristics of ISGlobal's research is that the funding obtained by our researchers is of very diverse origins."

Our administration and project management team (the area from which I am writing) have been able to adapt to the needs of our researchers when it comes to having a study population located outside our borders and knowing how to obtain funding from financiers that are pretty different from the usual ones in our environment. We are currently working with populations in Paraguay, Bolivia, Morocco, Sierra Leone, Ethiopia, Kenya, Gabon, etc., and especially Mozambique. Including these populations and centers in our studies has been one of the keys to our shared success. If we have learned anything during these years of collaboration with our partners, it is as the African proverb says "If you want to go fast, go alone; but if you want to go far, go together," and this is what we do with them, working together to continue growing with them. N

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TRAINING TIPS

Creating Inclusive Classroom Environments

By Luke Lynch

Just as we find diversity and inequities in society, so may we find them in our classrooms. Students come from a variety of linguistic, national, ethnic, racial, gender, and ability backgrounds, to name a few. Are we calling on or engaging more with male students than female students or white students more than students of color? Are we teaching and constructing curriculum or assessments that resonate with all of our students' cultures, knowledge, experiences, abilities, or learning styles? In order to create curriculum and recognize, include, and engage all students in our learning environments, trainers should be cognizant of their own biases (implicit or explicit), attitudes, and worldviews while at the same time recognize the diverse perspectives and ways that their students understand and experience their worlds.

One example: language and inclusivity in the classroom

In addressing any biases instructors may have, let's consider language. We all have accents, ways of communicating, and vocabulary that may be unique to our social or cultural group, though some may see—instructors and students alike—the form of English they use as the standard by which to measure others. However, linguists accept that no languages or dialects are superior to any other, and that all suit the needs of the communities they serve (Stubbs, 2008). In our classrooms and as trainers, it is important that we interact with and assess our students in equitable and unbiased ways and do not stereotype or draw conclusions about our students by the way they speak.

Questions to ask when thinking about inclusive curriculum and instruction

Cornell (n.d.) offers some questions instructors can ask about their curriculum or teaching practices to make them more inclusive. These include aspects that touch on their cultural assumptions and how they may affect interactions with students, how students' backgrounds or experiences may influence their motivation with the curriculum or instruction, or how materials or assessments can be made accessible to all students in our classrooms.

Actions we can take to create inclusive classrooms

Through addressing these questions, important benefits can happen with our instruction. Some include an instructor's ability to engage and connect with students of varying backgrounds or creating classroom environments where all students feel comfortable in voicing themselves (Cornell, n.d.). Other considerations (Yale, n.d.) for inclusive teaching practices are incorporating diverse perspectives and human examples into course content and case studies and learning about students' backgrounds in order to connect with them or tailor instructional strategies. Instructors can also introduce a diversity statement at the beginning of their first class session to discuss classroom inclusivity or outline respectful classroom behavior and dialogue.

Given the multitude of student identities, abilities, and experiences we may engage with in our work, it may seem like a difficult task to address all of our students' learning. However, it is important we keep these considerations in mind and continually ask ourselves if our teaching is benefitting everyone in our classrooms. In this way, we can help create more inclusive learning environments where all students feel recognized, engaged, and valued.

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"Instructors can also introduce a diversity statement…to discuss classroom inclusivity or outline respectful classroom behavior and dialogue."

Becoming US, by Activating Belonging!

By Rashonda Harris

On the surface, inclusion appears easy enough, right? We see people and invite them to join us. Not quite: inclusion is multi-layered and requires intentional efforts taken into consideration. To foster inclusion, we must begin with belonging and add a bit of engagement. Have you heard the saying that, "diversity is being invited to the dance, and inclusion is being asked to dance" (Yacovelli, as cited in Westover, 2020, Becoming Consciously Inclusive Leaders section, para. 1)? No matter how much we want to be inclusive, it is important that we feel we belong and are engaged.

Nevertheless, who wants to be asked to dance to a song they do not like? That is where belonging comes into play. With many of us working in hybrid and remote settings, feelings of not belonging can set in quickly, turning to isolation. For example, "a recent Harvard Business Review article says 40% of workers today feel isolated at work, despite the fact that, in the U.S. alone, 'businesses spend nearly $8 billion each year on diversity and inclusion (D&I) training,' according to research from McKinsey & Company" (Fernandes, 2021, Belonging is Key to DEI section, para. 1).

Fernandes (2021) noted, "The pandemic reminded us that…we all crave connection…. Without connection, we see an increase in depression, anxiety, and a myriad of mental health issues" (para. 1). She further concluded that the results can be powerful when people feel connected to others and that they belong. Let us use research administration as an example. At the heart of research administration, inclusion and belonging are our core. Research administration is a niche profession. As administrators, we speak in Research Administration Linguistics (RAL). RAL conversations are filled with acronyms, Uniform Guidance citations, internal forms references, policies, and procedures, that only research administrators understand. Our linguistic communication forms a community that creates an inclusive environment and a sense of belonging. Think about your first NCURA meeting. You likely felt an immediate sense of community and belonging because of the multitude of research administrators. NCURA brings research administrators together, intentionally creating a community, fostering inclusion and belonging by hosting conferences with networking and educational opportunities for ***US***.

The ***US*** in inclusion is activated by belonging and engaging. Belonging correlates with engagement, and retention and effectiveness improve when combined (Fernandes, 2021). Yet, belonging is one of the most prominent "blind spots" in diversity, equity, and inclusion (Fernandes, 2021). Fernandes (2021) suggests that when diversity, equity, and inclusion initiatives have not recognized the value of belonging as a critical part of inclusion, engagement lacks severely, causing those efforts to fall flat. Furthermore, Fernandes notes that belonging should not only be a part of everyone's diversity, equity, and inclusion scorecard; it should be a standalone metric.

To belong, we must feel welcomed, seen, included, supported, and connected. We must be intentionally introduced to and incorporated within a culture and community to initiate belonging (Verlinden, 2023). So, the next time you are at an NCURA conference, think about belonging and inclusion to ensure we scratch "what about ***US***" before it starts. Instead, we can activate "becoming ***US***" by welcoming and integrating new research administrators into the community because it is a critical facet of belonging. Humans benefit from thoughtful, structured inclusion efforts that "socialize" new members by connecting them with peers, like our new member welcome and orientation done at the NCURA regional level. The research administration community is rapidly growing. Our community is more like a big family. Every conference is more than just a professional development opportunity; it is how we "Become ***US***." As we begin to feel that we belong, we become engaged; as we are engaged, we feel included, thus energizing incl**US**ion.

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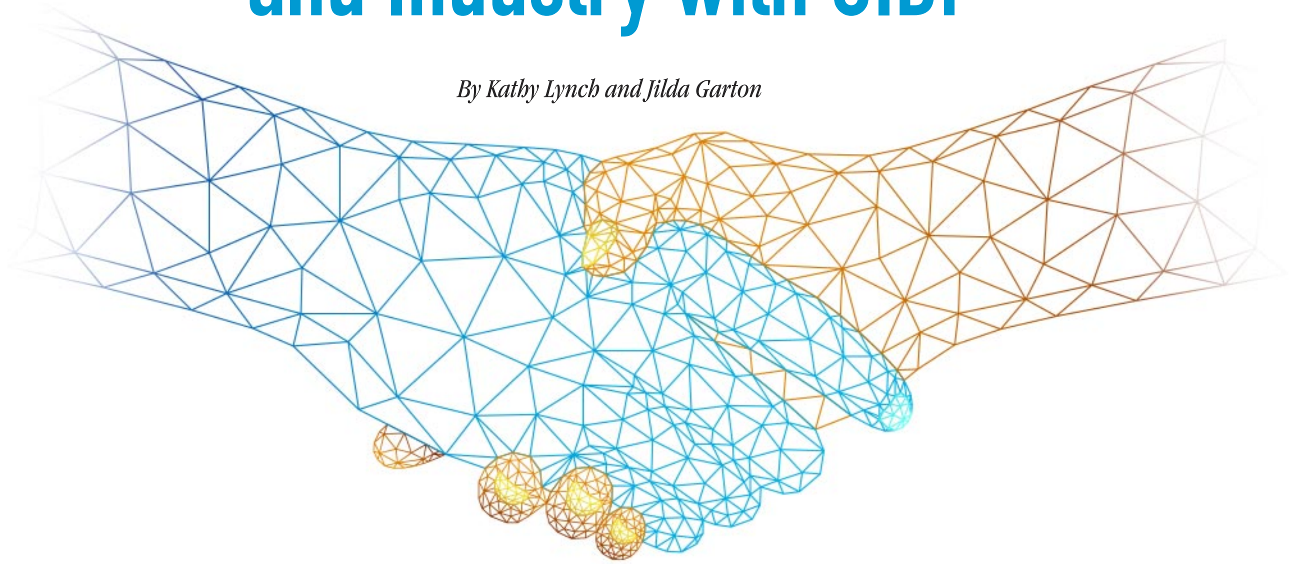
Connect, Collaborate, Create

Partnership across Academia and Industry with UIDP

By Kathy Lynch and Jilda Garton



Academic-industry relations are essential to innovation. Working together, universities and companies have brought solutions to the world that solve our most pressing technological, economic, biological, and social problems. Effective collaborations drive discovery, catalyze new markets and new products, and create new academic fields and industry sectors.

When universities and industry leaders enjoy a symbiotic relationship, society benefits from the resulting innovations that drive progress and provide a trained workforce. These collaborations answer today's most pressing challenges and create technologies to improve lives.

However, the cultures, reward systems, and metrics of industry and academia often do not align, and this can impede effective collaborations. Negotiations can be large, complex, and difficult to organize. They require two very different types of partners to work together: universities move at a measured pace, while industry must keep up with quarterly demands and a rapidly evolving economy. Developing and sustaining mutually effective partnerships requires coordinated relationship management, business development, and contracting to succeed. Strategic academic-corporate relations with an integrated internal and external approach can be an invaluable asset in these efforts.

Yale University, along with more than 100 other top-tier research universities and companies, collaborates within UIDP (formerly known as University-Industry Demonstration Partnership) to build relationships, share strategies, and solve problems to advance effective academic-industry relations. UIDP brings together professionals in a broad variety of roles, both in industry and in academia, who are essential to this work. UIDP programming is appropriate for academic staff in research administration, advancement, and business development, and on the corporate side, research and development, R&D, scouting, contracting, and corporate citizenship. This ability to bring together so many roles and functions and guide them into collaboration is UIDP's secret sauce and an invaluable contribution to the field.

"UIDP brings together the people who understand how to build collaborations," said Coleen Burrus, Director of the Office of Corporate Engagement and Foundation Relations at Princeton University, "For example, we recently chose to announce the Princeton Alliance for Collaborative Research and Innovation at UIDP's Mission in Motion conference. There were nearly 100 different organizations in attendance – HBCUs, industry, government, nonprofits, and other higher eds. We gained a lot of insight and many connections" (personal communication, February 1, 2023).

Founded in 2006, UIDP supports mutually beneficial university-industry collaborations by developing and disseminating strategies for addressing common issues between the academic and industry sectors. Guiding Principles of U-I Endeavors (2006) is perhaps the seminal document that lays out the philosophy of UIDP. The Contract Accords was an early project by UIDP that began with several papers examining common issues in industry-university contracting and has since been expanded from the original five to include 17 accords. Since its creation, UIDP has completed more than 40 projects and produced more than 100 publications, reports, and guides, many of which are available at www.uidp.org.

"UIDP helps to foster collaboration between universities and industry by providing an open forum in which members can discuss strategies and best practices in contracting policies," said Sophia L. Herbert-Peterson, Director of Corporate and International Contracting at Georgia Institute of Technology, "UIDP also provides numerous networking opportunities for members to discuss the value proposition of university-industry collaborations and the critical business issues that determine which research endeavors are funded. Members from the same commercial sectors can compare approaches to common issues that are unique to their industry, while universities can gain a better understanding of each other's perspectives on navigating complex contracting issues. By working together, we leverage our expertise and experience and contribute to a knowledge collective that drives the state of the art" (personal communication, January 24, 2023).

UIDP has broadened its scope well beyond contracting to include aspects of university-industry collaboration across the partnership continuum. UIDP publications are designed for the sectors to understand the respective roles, goals, barriers, and opportunities. Two areas with growth over the past several years include innovation ecosystem development and talent sourcing.

At Yale, the Corporate Strategy and Engagement team has benefited from the resources and relationships afforded by UIDP. Our team focuses on strengthening relationships with corporations in support of Yale research as well as increasing access to resources from private partners. To do this, we must work in partnership with colleagues across campus. We sit within Yale Ventures, launched in 2022 to support the translation of university research into impactful products, services, and social ventures, as well as to accelerate the expansion of the entrepreneurial ecosystem. We meet regularly with our colleagues in the Office of Sponsored Projects, Yale Ventures IP and Licensing Team, Office of General Counsel, research administrators across campus, and faculty leadership. We recognize that each office brings an important perspective and functional role to both the execution of academic industry agreements and ongoing relationship management.

The Yale Corporate Strategy and Engagement team also helps build deep relationships with industry partners that share our scientific goals and our commitment to social impact. Collaborations are customized to maximize our mutual goals. These partnerships bring critical resources to Yale scientists – data, tools, technology, funding, pathways to impact – and they contribute to the innovation and strategic goals of our partners. As we look forward to a world of AI and machine learning, we know that academic-industry collaboration will be needed. The most effective partnerships will generate pathways to create intellectual capital and drive innovations to advance the health and vitality of our global economy. At Yale, we've chosen to partner with organizations like NCURA and UIDP to inform our work with knowledge, tools, and relationships needed to advance our efforts.

> **"Strategic academic-corporate relations with an integrated internal and external approach can be an invaluable asset in these efforts."**

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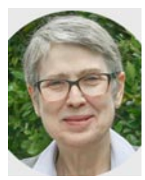

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UIDP Origin Story

In the early part of the 21st Century, research relationships between universities and companies began to shift. Private industry was increasingly interested in gaining access to the research capabilities of U.S. universities, while there was a growing interest among universities in working with private industry. Several factors spurred this mutual interest:

- Passage of the Bayh-Dole Act in 1980 led many university researchers to consider the practical applications of research findings and to engage in technology development. This led to new efforts to work with industry to commercialize discoveries. (Walters & Gratzl, 2020)
- Federal funding for research universities was constrained, and although federal funding for basic research remains the main source of support for fundamental research, collaboration with industry provides funding to advance technologies.
- Some companies reduced in-house research capabilities and adopted strategies to collaborate with external partners to identify and develop new technologies.
- Explosive growth in the IT sector and the need for more graduates with skills in computer science and related disciplines drove more engagement. However, the treatment of intellectual property (IP) in research agreements differed since there is less reliance on exclusively licensed patents than in other sectors.

There were many reasons to work together, but barriers soon became clear as companies and colleges entered contract negotiations. Negotiations around IP were particularly fraught as the mission of nonprofit and often publicly-funded universities did not mesh with the milieu of for-profit companies that relied on controlling risk and predictability of outcomes. Finding solutions that met the needs and respected the missions of both companies and colleges became very important to the success of both.

In 2003, a group of professional organizations, including NCURA, the Industrial Research Institute (now known as the Innovative Research Interchange), and the Government-University-Industry Research Roundtable (GUIRR) invited representatives to an "Industry-University Congress" in San Francisco. Participants from research universities, companies that fund university research, and organizations such as the Council on Governmental Relations and the Association of University Technology Managers were asked to identify barriers to contracting and collaboration, identify possible pathways to improving relationships, and propose next steps.

The work evolved into a 2006 white paper, Guiding Principles of U-I Endeavors, that proposed GUIRR formally convene the activity as a new demonstration: the University-Industry Demonstration Partnership (UIDP). UIDP would undertake projects to find solutions to problems in contracting, advance engagement and collaboration, and enhance the possibility for productive research that supports the missions of both companies and universities.

Building Stronger Research Administration Capabilities

Embracing Diversity and Inclusion for Better Outcomes

By Reem Jamil Younis

As society collectively deliberates on how best to incorporate artificial intelligence (AI) into our lives, we must pause to evaluate our progress in fundamental areas like inclusivity. Since we are already involving AI in most aspects of our daily lives, including our work, how are we doing in terms of harnessing the power of each other? How far have we come from our separatist ways towards a more accepting and unified front? The response to these inquiries undoubtedly varies across countries. While some may assert that significant strides have been made, others may emphasize the substantial amount of work that still needs to be done.

By using the United Arab Emirates (UAE) as an example, where I was born and currently reside, it is clear that this emerging country prioritizes inclusivity as a crucial practice, rather than merely a trendy term. This emphasis on inclusivity is demonstrated throughout its institutions, including government, industry, and higher education, as evidenced by its commitment to recognizing and valuing diversity. Consequently, the UAE implements measures to ensure that everyone feels accepted and can make a meaningful contribution.

In this article, we will explore the importance of inclusion in research administration practices, focusing on three key areas: inclusion in research, organizational inclusivity, and inclusion in research administration practices. By understanding the importance of inclusion in these areas, we can build a stronger, more diverse, and more equitable research community.

Inclusion in Research

As research administrators we understand the critical role we play in fostering inclusive research practices. Inclusivity in research is essential, particularly in human subjects' research. We have made significant progress since the dark times of the Tuskegee Syphilis Study (CDC, 2023) through the introduction of stringent global regulations and guidelines. The U.S. Code of Federal Regulations issued by the National Research Act (1974) includes comprehensive protections for research subjects and populations involved in research. Furthermore, it requires studies to undergo Institutional Review Board (IRB) evaluation ensuring greater accountability and oversight of research activities.

A similar guideline for Good Clinical Practice (GCP), by the International Conference for Harmonization of Technical Requirements for Registration of Pharmaceuticals for Human Use (ICH) was implemented in 1997 to establish good clinical practice quality standards (ICH-GCP, 1997). The ICH-GCP "is a harmonized standard that protects the rights, safety and welfare of human subjects, minimizes human exposure to investigational products, improves quality of data, speeds up marketing of new drugs and decreases the cost to sponsors and to the public" (Vijayananthan et al., 2008). Such guidelines and standards not only take patient safety and data privacy measures into consideration, but they also include measures to ensure inclusivity of patients included in clinical trials. Approvals, oversight, and monitoring of research by various committees, IRBs, and regulators represent the checks and balances meant to address ethical and empirical implications of research, such as the inclusion of patients from diverse genders, socio-economic status groups, ethnic backgrounds, and other characteristics.

Despite the growing emphasis on diversity, equity, and inclusion (DEI), medical research continues to exhibit a persistent lack of representation of diverse populations that make up society. This disparity is evident in health equity and clinical trial data. Flores et al. (2021) raise critical questions about equitable representation in vaccine clinical trials for underrepresented racial/ethnic groups, women, and individuals aged 65 years or older. The study found that U.S.-based vaccine clinical trials had inadequate representation of racial/ethnic minority groups and older adults, while Caucasian individuals were overrepresented. This reinforces the need for diversity targets and inclusion criteria in the field of medical research, particularly in studies involving human subjects. It is crucial that we take action to ensure that all populations are represented in research, promoting more equitable and effective healthcare outcomes for all.

The silver lining is that we are aware of those biases and can therefore employ various methods to remedy them. For instance, we are seeing an uptick in the inclusivity criteria that take varying patient anatomies into consideration, from research to practice. When taking total knee replacements (arthroplasty) as an example, a study found that patient satisfaction with patient-specific total knee replacement implants was significantly higher than that of patients who received off-the-shelf implants (Reimann et al., 2019). Such positive results indicate that we are moving in the right direction when it comes to DEI in the field of medical research by taking various ethnicities, genders, and age groups into consideration through research and practice.

> "Despite often hearing the words diversity and inclusion being used interchangeably, there is a clear distinction between the two in that diversity is an enabler for inclusivity, and yet it does not guarantee it."

Organizational Inclusivity

Despite often hearing the words diversity and inclusion being used interchangeably, there is a clear distinction between the two in that diversity is an enabler for inclusivity, and yet it does not guarantee it. Notably, "seeking greater diversity is only the first step—the next is to change the system to create a space where diverse groups feel supported, respected, welcomed, and willing to contribute. Inclusion is whether those who are in an organization experience acceptance of their identities and ideas, feel a part of the system in both formal and informal ways, and sense that their voices and opinions are welcomed at every level of decision making" (Moore et al., 2020). It is therefore empirical for organizations to promote inclusivity in their ideologies to support greater employee satisfaction, engagement, and retention.

Legislation in different parts of the world is increasingly taking gender, racial, ethnic, ageist, religious, and national discrimination into consideration, albeit to varying extents. However, what is less obvious is whether organizations are taking proactive measures to create inclusive organizational environments to embrace and retain their diverse workforces. The distinction between diversity and inclusion becomes even more nuanced when assessing the issue of inclusive leadership. "The highest turnover occurred when only some, and not all members of diverse work groups had a high-quality relationship with the manager" (Shore et al., 2018). Such studies clarify the importance of not only focusing on employing diverse work teams, but also elucidate the importance of consistent positive relations between leaders and their followers in diverse teams.

Evidence links inclusion to individuals' increased diversity, climate perceptions, increased leader-member exchange, job satisfaction, organizational commitment, and well-being, as well as decreased stress and turnover intentions. Leader inclusion lowers the perception of status differences, which allows for improved team performance, goals that every organization ought to be striving towards.

Inclusion in Research Administration Practices

Inclusion in research administration is just as important as inclusion in research itself, since sound research administration practices provide the groundwork required for inclusive research management, governance, and conduct. Our role as research administrators is crucial in ensuring that all groups have equal access to research opportunities and resources.

IRB and research advisory committees are often a function of research administration offices, and their role in guaranteeing that research is designed with the needs of various populations in mind is critical. Diversifying reviewer pools to reduce unconscious research funding decision biases is another hat that we wear as research administrators. It is therefore imperative that we curate IRB and research advisory committees carefully, with these objectives in mind.

Establishment of committees such as NCURA's Select Committee on Diversity, Equity, and Inclusion (SCDEI) are a strong indicator of NCURA's commitment and proactive approach towards those causes. Quantifiable indicators on DEI within NCURA and research administration in different organizations and countries will help measure the impact of DEI strategies.

The importance of inclusion in both research and research administration cannot be overstated. Inclusion not only promotes equity, accuracy, and innovation, but also ensures that all individuals can contribute to research and benefit from its outcomes. As professionals responsible for overseeing and ensuring that research reaches its full potential, it is essential that research administration takes proactive steps towards inclusivity within our profession, the research that we oversee, and the organizations that we are part of.

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If anyone was betting on this year's 17th Annual Pre-Award Research Administration (PRA) conference to be a success, they would have hit the jackpot! We had more than 650 attendees for PRA at the Caesar's Palace in Fabulous Las Vegas.

The opportunity to see so many familiar and new faces in person and not on Zoom or Teams was so uplifting. The venue and accommodations were perfect, providing an excellent learning environment Wednesday, for our content-packed day of workshops bringing both FRA and PRA participants together to share knowledge, network and learn best practices. The energy was outstanding!

On Thursday, we kicked off this year's PRA Conference with NCURA's first Acknowledgement Statement, written by NCURA's Select Committee on Diversity, Equity and Inclusion. Kathleen Larmett, NCURA's Executive Director, and Bryony Wakefield, NCURA's 2023 President, began with thanking our Year Long Sponsors and partners, and paying tribute, honoring the Indigenous communities of the region and acknowledging the contribution of enslaved and exploited persons, drivers of economic growth and development in the United States. This acknowledgement statement was displayed at NCURA's DEI table for all participants to read throughout the conferences, and many took photos, commemorating this very important time, keeping diversity, equity and inclusion at top of mind.

Our keynote speaker, Lee Rubin, followed with a dynamic and engaging opening, sharing the 5 Components of Extraordinary Teams. Lee Rubin, a former student athlete, who was team captain under the leadership of coach Joe Paterno, transcended his energy and stories, as we learned the winning strategies and principles of building extraordinary teams!



Throughout the two-day meeting, attendees, presenters and sponsors were collaborating, sharing insight and re-connecting as we embraced our theme of "Betting on a Bright Future" for Research Administration and continuing education. You know they say what happens in Vegas, stays in Vegas, but at the 17th Annual PRA Conference, it's really the complete opposite! We had an incredible program put together by the amazing PRA Program Committee and we were laying odds that everything learned at this year's conference will go right back to the attendees' institutions and put into practice.

We would be remiss if we did not send a huge thank you to the NCURA staff who dedicated many hours behind the scenes to ensure this meeting was a seamless success. Jeff and I are grateful to the NCURA President, Bry Wakefield for this incredible opportunity to serve as Co-Chairs of PRA this year. What a great experience this was with the guidance and navigation of Kati Barber and Tracey King. It was our honor and privilege to bring to you this year's PRA Conference and work alongside some of the best in the business. We hope those who were able to join us in Fabulous Las Vegas were as inspired and entertained as we were!

Until next time and remember, "If you see someone without a smile today, give them yours!" – Dolly Parton.

Sincerely,

Your 2023 PRA Conference Co-Chairs:

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Jeff

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Inclusion

Purposeful Planning to Ensure Research Participants Have Equitable Representation

By Angela Wishon

Inclusion. Individuals have an innate need to be included. It begins in childhood as I recall the younger sibling who shadows the older brother, the child on the kickball field who raises their hand to be picked next, or the new student who searches for a table to welcome them in the lunchroom. We naturally continue to seek this inclusion as we transition to adulthood, as we navigate to further our education, and as we find our place in our professions.

NCURA membership embraces this notion. Our theme for this year's annual meeting is "inclUSion" with a purposeful focus on "US" and defining as "an intentional practice to ensure people are embraced and integrated to make meaningful contributions to an organization's success." For me personally, I have always found university and research administration, including NCURA, to be an inclusive profession that values its different members that bring a variety of experience and perspective to enhance the profession research administration and support our research community. This is not a new concept, but one that members continue to ensure is a purposeful activity and not one left to chance or notion.

During the same time, I have experienced the research environment embracing inclusion, our sponsors and our federal agencies have also been striving to advance inclusion within those participating in research. The National Institutes of Health (NIH) issued its first version of "Guidelines on the Inclusion of Women and Minorities as Subjects in Clinical Research" in 1994 and updated the policy in 2001 (NIH, 1994, 2001). The Food and Drug Administration (FDA) followed suit in 1998 when it issued "FDAMA–Women and Minorities Guidance Requirements" (FDA, 1998).

While this ongoing activity has spanned over twenty-five years, the recent FDA Guidance, "Diversity Plans to Improve Enrollment of Participants from Underrepresented Racial and Ethnic Populations in Clinical Trials Guidance for Industry" (FDA, 2022). demonstrates that we still have more to do. If we are to ensure that populations that have been historically underrepresented in clinical research who have a "disproportionate disease burden for certain diseases relative to their proportional representation in the general population," then we must be purposeful in how we design clinical trials and develop diversity plans.

We must also ensure these participants feel respected and valued to restore trust that has eroded in part from past unethical research practices and to overcome the years of research where the participant populations were not proportional in representation. Inclusion cannot just be about the numbers in these recruitment plans. Rather, it must be a key component that forms a partnership between the researcher and the research participant so that we can have confidence in the therapies and treatments we are developing to improve health and access to health services, reduce health disparities, and most importantly to ensure safe FDA regulated products across diverse populations and subpopulations.

"Us" is at the center of Inclusion. AM65 focuses on "us"–we are all in this work together to advance and support research–so please be sure to join AM65 in August 2023. N

> "…our sponsors and our federal agencies have also been striving to advance inclusion within those participating in research."

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It's Like a JUNGLE Sometimes…

By Lamar Oglesby and Chea Smith

Implementing inclusive practices in a traditionally non-inclusive workplace can be a difficult and complex process, much like navigating a jungle. Just as a jungle is filled with unpredictable dangers and challenges, a non-inclusive workplace can be fraught with systemic oppression, prejudice, and discrimination, making it difficult to feel psychologically safe. While the dangers of a jungle are more physical in nature, the thought of constantly being in social or professional danger makes creating an inclusive workplace environment a very challenging situation. However, with strong and supportive leadership, it is possible to make progress and create a more inclusive workplace.

A ranger is a safari guide with extensive experience and knowledge of the land and the animals inhabiting the land. Just as a ranger might use a map and compass to navigate their way through the jungle, strong and supportive leaders can use their knowledge and resources to help guide their organization towards greater inclusiveness. They can start by understanding the sources of systemic oppression and prejudice, and work to dismantle them. This might involve reviewing policies and practices, conducting diversity, equity, and inclusion training, and promoting diversity and representation at all levels of the organization.

Leadership can also provide support for individuals who are working to create change, just as a ranger might provide support and guidance to tourists and other guides. This might involve creating safe spaces for individuals to share their experiences and concerns and taking steps to address the impact of prejudice and discrimination. By providing support and resources, leaders can help to create a more inclusive and supportive workplace, where individuals feel valued and respected. Understanding that prejudice and discrimination are closely tied to ignorance, providing learning opportunities for awareness (unconscious/implicit bias), sensitivity training, and the importance diversity, equity, and inclusion has on the environment and service/product your organization is providing is a great way to address them.

However, it is important to note that creating a more inclusive workplace requires continuous efforts and commitment, much like a ranger needs to constantly adapt to the changing terrain. Just as inhabitants of the jungle can be unpredictable and no two species are the same, creating an environment that addresses issues of inclusion that meet all the needs of a diverse workforce can be a challenge. Leaders must be willing to listen and respond to the varied needs of their employees and embrace fluidity to continuously improve their policies and practices. Leaders must understand that this is a marathon and not a sprint. Not all great ideas are approved or accepted right away. The word "No" can sometimes be a complete sentence, but great leaders understand that sometimes a no, is a not ready, not now, or a not yet. The commitment to serve those within your purview must not be deterred by those who are not willing to challenge themselves and their biases to create a more inclusive environment. Again, it is a marathon and you have trained for all 26 miles. Getting discouraged after two miles of no's defeats the purpose.

Understanding the Environment

Navigating a non-inclusive workplace can often feel like a journey through a dense jungle filled with danger at every turn. Just as the jungle is full of hidden

pitfalls and unpredictable challenges, non-inclusive workplaces are filled with systemic oppression, barriers, and harmful biases that can make it difficult for individuals to feel safe and carry out their responsibilities efficiently.

In the jungle, the terrain can be treacherous and difficult to navigate. Similarly, in a non-inclusive workplace, systemic oppression creates obstacles that are difficult to overcome. This can take many forms such as unequal pay and promotion opportunities and discriminatory policies and practices that disproportionately target marginalized groups. The rough terrain of the jungle represents the challenges that individuals face in non-inclusive environments, making it difficult to find a path to success and fulfillment.

Poachers, who hunt for valuable resources in the jungle, can also be seen as a metaphor for the various forms of prejudice and discrimination that exist in the workplace. Just as poachers exploit the jungle and its inhabitants for their own gain, individuals who practice prejudice and discrimination in the workplace take advantage of their power and position to harm and exploit others. Whether based on race, gender, sexual orientation, religion, different abilities, or any other characteristics, prejudice and discrimination create an environment of fear and mistrust, making it even more difficult to navigate the jungle of the workplace. For a leader, it slowly erodes the credibility and trust of that individual.

A lack of leadership can also contribute to the dangers and challenges of navigating a non-inclusive workplace. Just as a misguided ranger can create more danger and hostility in the jungle, misguided leadership in the workplace can exacerbate the problems of systemic oppression and prejudice. Leadership must be intentional about diversity, equity, and inclusion (DEI) efforts and not just pontificate about issues with no real actions taken. Without strong, informed, and compassionate leaders, the jungle of the workplace becomes even more hazardous, as individuals are left to navigate the challenges on their own.

> "A lack of leadership can also contribute to the dangers and challenges of navigating a non-inclusive workplace."

SAFETY WARNING!

Like most events or activities that can pose potential harm, there is a moment where things get a little serious about safety right before the fun commences. It can feel like just before the roller coaster takes off but there is the speech about keeping all hands, feet and objects in the car and properly making sure the seat belt is fastened. Another example is prior to lift off the cabin of the plane receives its safety instructions. If you are seated in the exit row it requires verbal consent that you can assist in the event of an emergency. You did not think those extra three feet of leg room came with no responsibility toward the souls on the plane who may need assistance exiting the craft during what could potentially be the scariest moment of their lives - did you?

Is there a safety warning or consent warranted for new leaders to ensure they understand the importance of the safety of their teams and environment or the responsibility to assist in the event of an emergency? The emergency could be the removal of predatory practices, policies and people in the workplaces that obstruct inclusivity or challenge the comfortability in doing things as they have always been done. Being a disruptor does not come without its own risks. But the rewards of achieving an inclusive environment make the risk worth the work.

There are several similarities between what can go wrong if university leaders and rangers fail at their roles.

Safety concerns: Both university leaders and safari or exploration leaders have a responsibility to ensure the safety of those in their care. If university leaders fail to provide a safe learning environment, students and employees may be at risk of physical harm, emotional harm, or discrimination. Similarly, if safari leaders fail to ensure the safety of visitors and rangers in the wilderness, there may be risks of injury or even death.

Negative impacts on the environment: University leaders and rangers both have a role in protecting the environment. If university leaders fail to teach about environmental stewardship, students and employees may not understand the importance of protecting the environment. Similarly, if rangers fail to protect the wilderness areas, there may be negative impacts on the ecosystems and wildlife.

Loss of trust and reputation: If university leaders fail to live up to their responsibilities, there can be a loss of trust and reputation. If students, faculty, or staff do not trust university leaders, there may be a negative impact on enrollment, retention, and funding. Similarly, if visitors do not trust rangers, there may be a negative impact on tourism and conservation efforts.

Financial implications: If university leaders or rangers fail to meet their responsibilities, there can be financial implications. If students do not receive a quality education, they may not be able to compete in the job market, which can have long-term financial implications. If staff and faculty are being discriminated against or systemically devoid of opportunities, it can lead to legal recourse. Similarly, if visitors do not have a positive experience on a safari, they may not return and may not recommend the experience to others, which can have financial implications for the safari company and for conservation efforts.

Overall, the failure of university leaders, or rangers, to meet their responsibilities can have serious consequences, including safety concerns, negative impacts on the environment and culture, loss of trust and reputation, and financial implications. It is important for leaders in both roles to take their responsibilities seriously and work to create a positive and inclusive environment.

Rangers and university leaders also have several similarities between them when it comes to creating an inclusive environment. Here are a few examples:

Both need to be knowledgeable and informed: Rangers need to have a deep understanding of the wildlife and ecosystems they are responsible for protecting, while university leaders need to be knowledgeable about the subjects they are teaching, researching, or administering. In both cases, having a deep understanding of the subject matter is crucial for creating an inclusive environment. When rangers and university leaders are well-in-

"What do you think?" A Commentary on Inclusive Practices in Research Administration

Research administration is a collaborative profession. No project is the same and the administration of each project is inherently unique. That is one of the reasons why the phrase "it depends" is a research administrator's marching call. While we can establish business processes and build know-how, there will always be a certain amount of spontaneity and critical thinking required in this challenging, yet beloved career. Add to that a fast-paced environment and countless stakeholders, and you quickly discover that inclusivity in research administration is a practical necessity.

When research administrators carry out their due diligence, they cast a wide net. From pre-award to post-award to research compliance, each decision made has countless implications. What can we do to ensure things run smoothly and projects are compliant, desirable, and fundable? By embracing inclusivity in research administration, you will serve not only the individual, but the success of your projects as well. By asking our teams one simple question, we can capture all necessary inputs. In essence, "What do you think?" may just be the most valuable query in research administration.

Consider what it takes to reach the level of synergy where vital information can flow and inform critical decisions. Logic tells us that to achieve this state, we need to create spaces to engage our teams. One-on-one check-ins, team meetings, and ad hoc huddles are opportunities for information exchange. By promoting a culture of collaboration and creating a space for information sharing, everyone can feel valued and empowered to contribute. Inclusivity in research administration recognizes that knowledge is dynamic and to compound knowledge, it is imperative we ask each other one simple question: So, what do you think? N

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formed, they can create an environment where everyone feels welcome and culture is transparent. However, university leaders must have a clear vision and understanding of the environment they want to create. While rangers are knowledgeable of the wildlife and ecosystems, unlike the university leader, they are not in the position to create the environment. University leaders should not only be concerned with what they know and how they will serve but the environment they wish to create while in service.

Both need to be excellent communicators: Rangers need to be able to communicate effectively with visitors, fellow rangers, and conservationists, while university leaders need to be able to communicate effectively with students, faculty, staff, and other leadership. Both roles require strong, effective communication skills to ensure that everyone is on the same page, the messaging is concise, and that everyone feels heard and understood.

Both need to be able to adapt to different audiences: Safari rangers may encounter visitors from all over the world with different cultures, languages, and backgrounds, while university leaders may have students and staff from diverse backgrounds and with different learning needs. Both roles require the ability to adapt to different audiences and create an environment where everyone feels welcomed, valued, and included.

Both need to be passionate and committed: Safari rangers and university leaders both need to be passionate and committed to their work. They need to believe in what they are doing and be willing to go the extra mile (or 26) to ensure that everyone is included and supported. Insincere gesturing and illusions of grandeur will not get far either.

Overall, both safari rangers and university leaders play a vital role in creating an inclusive environment. While their roles may be different, both hold a tremendous amount of responsibility, and the skills and qualities they need to possess are remarkably similar. The undertaking of the charge to implement a diverse, equitable, and inclusive culture is not for the faint of heart. Sincere belief in the positive outcomes that can translate into a culturally respectful university community should drive leaders to commit the time, finances, and resources to achieving the ultimate goal...Inclusivity & Respect! N

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Education Scholarship Fund Select Committee Update

NCURA, like many institutions, has been focused on creating more diverse and inclusive workplaces. Their efforts are paying off and the Education Scholarship Fund Select Committee (ESFSC) welcomed its most diverse roster yet, with three members representing Region VIII – The International Region. The committee elected to expand the number of members in an effort to engage more NCURA members and increase the diversity of opinions.

Current members include:
Chair, Nicole Nichols, Washington University in St. Louis;
Vice Chair, Georgetta Dennis, Attain Partners; **Joseph Gibbs,** University of California-Los Angeles; **Jennifer Harman,** University of Rochester; **Grace Martey,** University of Ghana; **Luigi Pellegrino,** Bocconi University; **Joanna Sabal,** University of Connecticut; **Charles Shannon,** Ulster University; and **Amanda Tan,** University of California-Los Angeles.

New faces bring new ideas for how to connect with members and partner with educational institutions. What remains consistent is our commitments to creating educational opportunities, serving the NCURA membership, and recognition of the role of research administration.

This ESFSC is continuing its work having released the call for applicants in March. A second round of applications will be considered in the fall. If you have thought about applying previously, but considered the membership requirements too restrictive we encourage you to look again. We have revised the guidelines in an effort to increase the number of eligible applicants.

Behind the scenes we continue to strategize new ways to fundraise, advocate for education, and foster relationships with masters of research administration programs. Rules and regulations have complicated our fundraising efforts, as have COVID restrictions, and everything else life has thrown at us these past few years. Despite the challenges we remain as committed as ever to giving back and supporting our fellow research administrators. We encourage you to engage with our committee, connect with us at meetings, apply for scholarships, fundraise, support your colleagues, or just spread the word. N

Business Technology University and NCURA Announce Partnership

Business Technology University (BTU), a university in Tbilisi, Georgia, and NCURA have signed a Memorandum of Understanding (MoU) to strengthen the partnership between Georgian institutions and US institutions and to increase research administration capacity in the South Caucasus region of Georgia. This partnership is intended to share information and resources to reduce barriers in global research collaboration. As a part of this partnership, NCURA South Caucasus and Ukraine Initiative will be launched by the BTU with the guidance and expertise from NCURA.

NCURA South Caucasus and Ukraine Initiatives will organize monthly educational and information sharing sessions in the South Caucasus region to support local research administrators and managers in building networks, sharing knowledge, and strengthening leadership.

Kathleen Larmett, Executive Director of NCURA, shared, "Expanding the community of research administrators around the world will enhance and facilitate research collaboration for investigators to learn from each other. This initiative will create a pool of talented individuals who will be able to interpret a multitude of various sponsor requirements and assist their institutions and countries to further their international research collaboration."

Prof. Dr. Nino Enukidze, BTU Rector, highlighted the importance of such collaboration for the entire region - for the academic community as well as entrepreneurs. Among other objectives, this program will lead students and early-career researchers towards better research and commercialization skills.

This MoU is supported by the US Embassy Tbilisi University Capacity Building Program (UCBP). The program aims to foster an entrepreneurial and research support culture at Georgia's higher education institutions, link practical research output to industry, increase innovation and economic growth to enhance the university-business-government triangle. UCBP is funded by the U.S. Embassy in Tbilisi and administered by American Councils for International Education.

> "This initiative will create a pool of talented individuals who will be able to interpret a multitude of various sponsor requirements and assist their institutions and countries to further their international research collaboration."

Inclusion in Effective Research Management

By Nikhil Singla

> "The journey so far has thus led me to understand that inclusion can only be practiced as a habit rather than an effort and therefore inclusion is a mindset–of giving equal importance and consideration to every individual."

Inclusion principles focused on sharing of ideas, skills, knowledge, perspectives, and styles have long been proven to be an essential component of business success. These tenets gain even more significance in research-related endeavors that increasingly depend on inter-disciplinary and multi-institutional teams and methodologies. This stems from the fact that no single institution or researcher can claim complete proficiency on a variety of next-generation advances and skills that are critical to the accomplishment of goals in any research program. Thus, research related efforts are not only centric on expert individuals but also on their capacity for forging effective and efficient intra- and inter-institutional collaborations and partnerships that are inclusive.

A key demonstration for inclusion in the modern age can come from the ancient Indian tradition of "Vasudhaiva Kutumbakam," meaning that the whole *world is one single family*. The essence of this phrase lies in overcoming the selfish competitive spirit of keeping "oneself" or "I" at the forefront, and instead appreciating the generous collaborative sense of flourishing "together" or as "we." The recent COVID-19 pandemic has further highlighted the benefits of this all-inclusive approach, especially in health sciences where multi-disciplinary partnerships have accelerated the design of innovative solutions and focused efforts from clinicians, policy makers and others have ensured that vulnerable populations have access to life-saving solutions and care. The coming together of diverse national and global forces has been significantly instrumental in addressing this challenge of a century!

(Fig 1).

Partnerships for Innovation – Ensuring Affordability and Sustainability – In Country Solutions and Capacity Building

Research Collaborations
- Vaccines, Drugs, Immunotherapies, Diagnostics
- Immunology – Cancer, Vision, Diabetes, TB, Viral diseases
- Brain Health & AI in Health

Innovation & Entrepreneurship
- Cross-Licensing
- Technology Transfer
- Product Development
- Industry/Start-up Linkages

Education
- Continuing Ed
- Executive Ed
- Non-degree programs
- Training
- Student Exchange

Establishing a Partner Network
- Formulation
- Implementation
- Advocacy & Resources

Support, Guidance and Mentorship

The inclusive methodology of living that focuses on the practice of unity amidst diversity was inculcated as a fundamental principle of living by my parents and has therefore played a foundational role in my career in research and related management initiatives. The above mindset has also been greatly catalyzed through my education and experiences across three continents in working with people from various social, economic, cultural, religious, and regional divides and differences. Exemplary such platforms include moving from my small hometown to a metropolitan city like Delhi in India; residing in a college at University of Cambridge in the UK with fellow students from sixty odd countries; living in cosmopolitan cities like New York and Boston in the USA; and engaging with different mentors and colleagues at top global institutions comprising of research centers, industry, law firm, and international non-profit entities.

The myriad experiences that I have garnered in this process have highlighted that while it is important to have a diverse workforce (across gender, ethnicity, race, sexual orientation, and generation) for ensuring greater innovation and creativity, however, it is even more critical to have an inclusive environment that provides a sense of belonging, connection, and community at work resulting in increased confidence and productivity to actually translate ideas to success. For example, being part of scientific innovation through the tri-institutional graduate program in chemical biology that brought together students like myself with training in chemistry to work at the interface of biology with top faculty and mentors having a varied set of expertise in biochemistry, cell biology, biophysics, genetics and others at Cornell University, Rockefeller University and Memorial Sloan Kettering Cancer Center; or the empowerment and independence experienced in my role at the intellectual property group of a top law firm in Boston which provided an opportunity to work in a high-pressure but congenial and supportive environment through hands-on mentoring and engagement from the senior colleagues and partners.

The emphasis on inclusion has been further magnified in my current role with Emory University's India program focused on establishing cross-country collaborations in education, research, and innovation (Fig 1).

This initiative has required my engagement with various partners in industry, academia, schools, government, international organizations, start-ups and incubation centers, and media on the India side; and with the senior leadership, world-renowned faculty across the portfolio of biomedical research and health sciences (such as vaccines, drugs, diagnostics, vision discovery, cancer care, public health) and at other schools and departments (such as business, law, humanities), and with diverse colleagues in strategy, legal, communication, technology transfer, fund-raising, alumni relations and other operations at Emory University on the USA side. The bridging

> "Moreover, an inclusive mindset makes you aware of the genuine emotional needs of others and accordingly designing platforms for working together through collaboration, communication, and respect resulting in successful outcomes."

together of multiple stakeholders and connecting them across cultural barriers in this 'start-up' like effort has required, among other things, an inclusive and patient approach to identify and facilitate meaningful discussions that can catalyze impactful collaborations. Exemplary such efforts of building alliances across a range of divides include the successful award of a highly competitive and prestigious 'team science grant' focused on conducting pioneering research in cancer immunology in India through an interdisciplinary research team comprising of physicians and researchers in a multi-institutional collaborative framework. This grant application, submitted under a tight timeline during the complete lockdown phase of the COVID-19 pandemic reiterated the need for inclusion in effective research management. This included connecting team members across borders who had never met or worked with each other previously over virtual platforms; curating roles for each based on individual skills and expertise; and in the process building strong relationships, empathy, and motivation within the team for adhering to timelines for grant submission.

The journey so far has thus led me to understand that inclusion can only be practiced as a habit rather than an effort and therefore *inclusion is a mindset*–of giving equal importance and consideration to every individual. Inclusion cannot be just practiced in isolation as a one-off cultural activity or as a policy checkbox in an organizational setting.

An inclusive mindset first aids in *focusing internally on oneself*–that one acknowledges and respects the diversity and differences of thought and living at a personal level within one's immediate family and friendship. This can help in being cognizant of barriers that one creates between oneself and others who we perceive to be different from us, and only an honest identification of these limitations can enable us to create tools for removing them. An inclusive mindset thus becomes prewired to pulling people in rather than shunning them away for their differences. These attributes provide for a more kind, joyful, and confident personality resulting in meaningful and sustainable engagements both personally and professionally. I have thus experienced that with an inclusive mindset, very uniquely, people (including family, friends, colleagues, stakeholders, and strangers!) become your champions rather than your competitors–one forms a genuine and personal connect rather than a superficial and distant link with a person. An example of this, is the support and guidance that I have received at various critical junctures in my career progression from individuals and their extended network.

As a next step, an inclusive mindset focuses on addressing *collective* need and *growth* rather than just being limited to one's own aspirations. Moreover, an inclusive mindset makes you aware of the genuine emotional needs of others and accordingly designing platforms for working together through collaboration, communication, and respect resulting in successful outcomes. An inclusive mindset aids in efficient management of internal teams and effective engagement with external stakeholders. Moreover, in the current era of artificial intelligence and information/digital technologies, there is the added impetus on inclusion and balance between talent and technology for navigating today's complex and interconnected society–there is greater recognition that we can't do it alone and that we all need allies.

I think Maya Angelou's quote "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel" summarizes the essence of successful inclusion–focused on compassion and care for each individual, regardless of where they come from with uncompromising essence on values of excellence and equity. N

Dr. Nikhil Singla *is the Country Director of the Emory India Research and Education Innovation LLP. He leverages his experience in life sciences to support the formulation and implementation of Emory University's India and region-specific plans. He completed his PhD in Chemical Biology as part of the Tri-Institutional Program between Cornell University, Rockefeller University, and Memorial Sloan Kettering Cancer Center, USA.*

NOTABLE PRACTICES

Diversity, equity, and inclusion are important aspirations in research administration. In 2017, NCURA created a Task Force on DE&I to promote a culture of respect for all. In 2021, the Task Force became the Select Committee on DE&I, whose members are committed to educating, engaging, and empowering our membership to actively participate in creating inclusive workspaces.

Like NCURA, our institutions are focusing efforts on promoting DE&I in their research administration operations. During recent reviews, Peer Review teams have highlighted notable practices that actively foster diversity of thought and inclusion in decision making and policy review and formation. Recent highlights include:

- Creation of cross-functional working groups to review current travel policies and barriers to timely processing of reimbursements.
- Inclusion of faculty in working groups for review of research administration policies and system changes.
- Engagement of internal and external stakeholders during the development of the research strategic plan.

In terms of staffing, institutions are exploring a permanent shift to full-time remote work. Opening the doors to a dispersed workforce allows institutions to build teams that are diverse in experience and backgrounds. While promoting a disperse workforce allows institutions to build diverse teams, it will be critical for leaders to focus on intentional inclusion. Team members will need avenues to express their interest in taking part in new initiatives and leaders will need to be mindfully inclusive when extending invitations. Inclusion requires us to take focused, intentional advantage of the diverse teams we have put together and to create spaces in which people feel their unique qualities, experience and input are valued. Notable practices around this intention include:

- Providing a place for staff to express interest in additional areas, then providing opportunities for growth.
- Including research administrative staff on decision-making committees that impact the research enterprise.
- Providing a safe space for staff to raise issues of concern or ask questions.

As demonstrated in these notable practices, institutions that seek to broaden diversity and foster inclusive environments, situate themselves to grow in new and exciting ways and ensure their operations are truly representative of their stakeholders. N

NOTABLE PRACTICES
Brought to you by
NCURA PEER PROGRAMS

Whether you work at a research institution or a predominantly undergraduate institution, the importance of providing quality services to your faculty in support of their research and scholarship is undeniable. NCURA offers a number of programs to assist your research administration operations and to ensure a high-quality infrastructure that supports your faculty and protects the institution.

Please contact NCURA Peer Programs:
NCURA Peer Advisory Services and NCURA Peer Review Program
at peerreview@ncura.edu.

NSF OIG CORNER

Efforts to Advance Diversity and Inclusion

By Elizabeth Argeris Lewis, Louise Nelson, and Ken Lish

Increasing diversity in science and engineering education and employment continues to be a high-priority goal of the National Science Foundation, the National Science Board, and the federal government. Like NSF, we are committed to advancing diversity and inclusion in our workforce, our practices, and our products.

What is NSF doing to advance diversity in STEM education and employment?

In our annual management challenges report, we described some steps NSF has taken to advance diversity and inclusion. For example, NSF:

- Expanded its Broadening Participation in STEM portfolio, including the NSF Eddie Bernice Johnson INCLUDES program;
- Offered training on unconscious bias to merit review panelists;
- Piloted the inclusion of Broader Impacts experts in its Committee of Visitors reviews, which provide assessments of the quality and integrity of program operations and advice about proposal decisions;
- Requested 23.5 percent more funding in FY 2023 for its Established Program to Stimulate Competitive Research (EPSCoR) program, which seeks to enhance research competitiveness in U.S. states and territories that have historically received a small share of NSF grant dollars;
- Convened a Racial Equity Task Force to examine the potential for racial barriers and recommend how NSF can address such barriers both internally, for the NSF workforce, and externally, for program delivery; and
- Developed a Diversity, Equity, Inclusion, and Accessibility (DEIA) strategic plan to improve DEIA internally.

How is NSF OIG helping to advance diversity and inclusion at NSF and in the research community?

We are also taking several steps to help advance diversity and inclusion. For example, we are:

- Monitoring NSF's progress in measuring and evaluating the outcomes of its policies and programs to increase diversity in the NSF workforce, as well as for program delivery, in areas such as merit review.
- Working with NSF to resolve our audit recommendations. For example, as a result of our review regarding whether merit review panels held remotely are less expensive and provide more diversity and inclusion opportunities than those held in person, NSF is considering ways to improve merit review demographic data to inform future decisions.
- Helping educate and build the capacity of diverse grantees through outreach presentations to the research community.
- Sharing promising practices from our audits of NSF award recipients and NSF operations. For example, our promising practices report describes the most common findings from 18 audits of NSF award recipients and suggests ways to improve compliance in those areas. We also issued a capstone report to summarize key issues identified at multiple recipients of NSF's EPSCoR awards and included suggestions to help the recipient community address them. Both reports aim to help established as well as emerging research institutions and other institutions that are new to managing federal awards.

How are we advancing diversity and inclusion within our own office?

We are developing a DEIA strategic plan for our office to further our DEIA goals and solidify our commitment to DEIA values and principles. We are also active members of the Council of the Inspectors General on Integrity and Efficiency's DEIA Committee, which strives to advance DEIA in continuing education; staffing, recruitment, and hiring; promotions and professional development; business suppliers' diversity; and more through employee work groups and other initiatives.

Want to hear more from us?

Would your institution benefit from learning more about our common audit findings and promising practices we've identified to prevent those findings from occurring? Reach out to Ken Lish at klish@nsf.gov to coordinate an institution-level outreach presentation.

To report research misconduct or other forms of fraud, waste, abuse, or whistleblower reprisal, please contact us by:

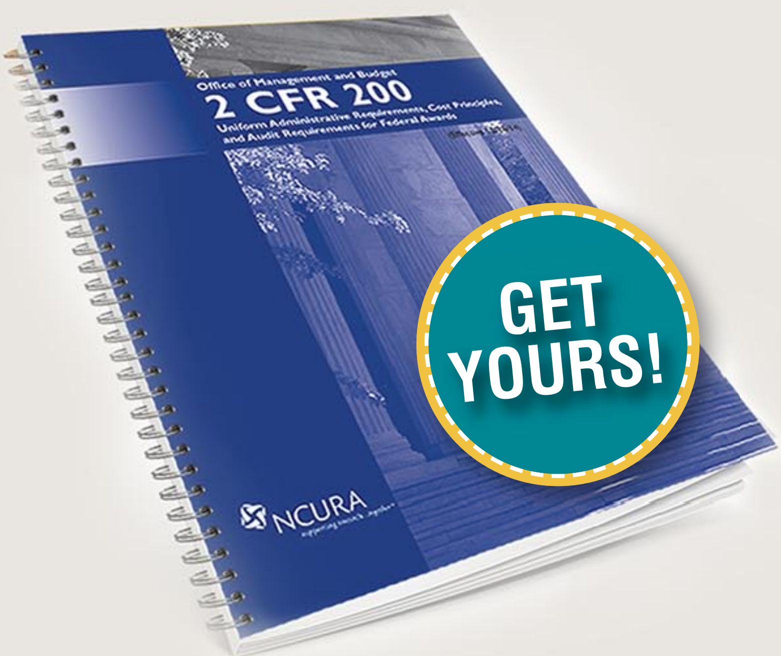
- **Web:** https://oig.nsf.gov/contact/hotline
- **Anonymous Hotline:** 1-800-428-2189
- **Email:** oig@nsf.gov
- **Mail:** 2415 Eisenhower Avenue, Alexandria, VA 22314
  ATTN: OIG HOTLINE.

Elizabeth Argeris Lewis, MPA, *is the Executive Officer for the Office of Audits at the National Science Foundation Office of Inspector General, where she advises on internal and external communications. She joined NSF OIG in 2016. She can be reached at* **ealewis@nsf.gov.**

Louise Nelson *is the Director of Audit Support in the Office of Audits at the National Science Foundation. She is responsible for overseeing quality control of NSF OIG audits of NSF award recipients, and is also the NSF OIG DEIA Council Coordinator. Louise joined NSF OIG in 2011. She can be reached at* **lnelson@nsf.gov.**

Ken Lish, CPA, CFE, MBA, *is the Director for the Contract Grant Audits team in the Office of Audits at the National Science Foundation. He is responsible for overseeing NSF OIG audits of NSF award recipients. Ken joined the NSF OIG in 2009. He can be reached at* **klish@nsf.gov.**

Have a question or an idea for NSF OIG's Corner?
Please contact us at OIGPublicAffairs@nsf.gov



Office of Management and Budget
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Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
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NCURA

Diversity is in Our DNA

By Ida Salin

The purpose of Aalto University is to solve global challenges by bringing talent together across science, art, technology, and business. We have successfully become a forerunner in our key areas, and our campus has rapidly grown into a world-class collaboration hub. In addition to strengthening the interdisciplinary collaboration, we have mostly been focusing on two aspects of diversity: internationalization and gender-balance.

We currently follow two diversity metrics: internationality and gender*. Since 2010, the share of international professors has increased from 4% to 27%, and international academic personnel from 14% to 47%. This makes us the 40th most international university in the world. We have more than doubled the share of female professors during this time. An important strategic choice for talent attraction and internationalization was the establishment of an international tenure track career system for professors. In all recruitment, we are aiming to have fair and equal treatment for every applicant. We created recruitment tools, such as an in-house headhunting service "Talent Search" for identifying and attracting underrepresented groups to apply to Aalto. We also introduced methods to minimize bias in the process, such as a "Gender decoder" tool to verify gendered language in job advertisements, and we published a handbook and e-learning tool on equality and diversity aspects in recruitments. Our next challenge is to adopt corresponding internationalization measures for service personnel, such as research support services. We have made great progress but there is still room for development.

…and we foster an empowered community that shines by working together

Having more than 100 nationalities represented in our personnel, ensuring a well-working multicultural community is essential. Finland has two official languages, Finnish and Swedish, and in addition English is working language at Aalto. Aalto has language guidelines that encourage linguistic diversity and the parallel use of diverse languages within the community. Aalto university offers personnel the opportunity to study Finnish, Swedish and English, and provides high-quality translation and proofreading services. Internal documents concerning academic administration and services are available mainly in Finnish and English which enables all Aalto staff to participate in the activities of working groups and committees. Our policy and principles in general seem appropriate, but the implementation and daily practices need more effort.

I believe this is most likely true with all inclusion measures. Universities can create policies, guidelines and processes, but at the end it is the grass-root level daily encounters that create a sense of belonging. Of course, we need to implement further structural measures, but priority is to raise awareness and build competences for equity, diversity and inclusion. We have, for example, monthly equity, diversity and inclusion (EDI) discussions and team level trainings to encourage thoughtful and productive habits to speak-up, enabling a collaborative and empowering work culture based on neuroscience. Tailored team workshops cover topics as unconscious bias, social brains, curiosity, empathy, and inclusive service design. Basic team development support such as team charters for agreeing on team purpose, roles and responsibilities and team culture together, lays the foundations for collaboration.

Recently, a new dimension about inclusiveness was added to student course feedback. It helps students to reflect on how they perceive inclusiveness and to verbalize their thought on it. For teachers, the qualitative data offers insights and understanding on what kind of actions students perceive as purposeful in highlighting the positive. At university level we have been able to recognize well-working inclusive teaching practices.

Building one's own awareness is the first step. Start by having discussions with colleagues, read books, listen to podcasts, and seek diverse perspectives. Unlearning and changing habits requires time, conscious efforts, and concrete action. Fostering inclusive culture is a shared learning journey, and it's also important to be compassionate to yourself and others while learning!

*only binary data available.

Ida Salin (she/her) *is an Equality, Diversity and Inclusion officer with background on people and organization development. Actively working towards an inclusive community in which employees and students with diverse backgrounds feel a sense of belonging. She can be reached at* **ida.salin@aalto.fi.**

Team Approach to Managing Indefinite Delivery/Indefinite Quantity Contracts

By Rachel Kinney and Bella DiFranzo

Indefinite delivery/indefinite quantity (IDIQ) contracts have become increasingly prevalent in recent years, as they provide the government an opportunity to more easily execute Task Orders with varying scopes of work with relatively minimal additional administrative work. However, IDIQ contracts present unique challenges for institutions of higher education given the associated administrative responsibilities. As a result, institutions should use a team-driven approach to ensure that they have the necessary resources and expertise to apply for and administer these contracts so as to benefit from the mechanism's flexible nature.

> "...the more that all appropriate individuals are aware of the project and its related requirements at the proposal stage, the more likely it is that potential issues will be minimized."

Contract Application

At application stage, the involvement of several key players is necessary, whose roles carry on through the life of the project.

The Principal Investigator (PI) is the primary point of contact for scientific or technical aspects of the application, who is responsible for identifying collaborators, outlining the scientific needs, and providing budget development or input.

The department administrator or project manager (PM) may assist the PI in gathering necessary information, and can further act as a bridge between the PI and central institutional offices in the development of the business component of the application. The PM may also assist the central office with budget development, as well as assemble the full application for review by the central office as required.

The Sponsored Programs Office (SPO) is responsible for proposal management and pre-planning for potential issues, which involves a host of important activities that include:

- Reviewing proposed contract terms for possibly problematic terms
- Determining if any special considerations or additional information need to be included in the institution's application
- Assessing the budget and troubleshooting any potential budgetary issues early in the process

The SPO may also liaise with the institution's Information Technology (IT) Office regarding the level of security required for the project, and should also facilitate discussions among appropriate institutional representatives directed to administration of the contract should an award result. It can be advantageous to assign a team of responsible individuals within the SPO early on in the process to more efficiently navigate the complex cycle of these projects and facilitate any required approvals prior to submission.

Once looped in, the IT Office is able to comment on the institution's ability to comply with FISMA (Federal Information Security Management Act), as well as any other IT-related restrictions or requirements arising under the proposal and subsequent award.

Finally, other institutional offices and departments may need to be included as part of the overall proposal management team. For example, Privacy Officers can determine if any activities may require a secondary review with respect to research involving human subjects or associated data. Legal departments may review the proposed contract if that authority does not reside within the SPO, and the Technology Transfer Office might comment on the proposed intellectual property terms and discuss their possible impact with the PI. An Institutional Risk Officer may be needed to assess the project as a whole, while the Purchasing Department supports the development of a Small Business Subcontracting (SBS) plan, in addition to helping identify proposed vendors. Finally, the Asset Management Office can potentially address any equipment needs.

Overall, the more that all appropriate individuals are aware of the project and its related requirements at the proposal stage, the more likely it is that potential issues will be minimized upon inception of the work itself, creating more effective project implementations and reducing approval times.

Contract Negotiation

While much of the heavy lifting occurs at the proposal stage, the negotiation and execution of the resultant contract requires significant project team involvement to avoid delays and complications.

Upon receipt of the contract, the PI should weigh in regarding any changes to the project scope and budget, and communicate with the appropriate institutional representatives to ensure that the study is not unduly compromised. The PM can step in to assist the PI in obtaining any revised documents from collaborators, while further coordinating with the various central office team members to revise documents for the best and final offer submitted by the SPO. As the various team members work to finalize the contract, the PI generally liaises with IT and the various internal regulatory offices to obtain any necessary approvals and prepare for any required actions in anticipation of the award.

Contract Administration

Once an IDIQ award is received, the complexity of these particular types of such arrangements begins to truly unfold, requiring a significant level of team collaboration throughout the lifecycle of the contract.

Not surprisingly, during the performance of the research activities, the PI plays a critical role in ensuring that the project meets the requirements of the Statement of Work and the timeline for deliverables, all the while keeping the award's Program Officer up to date on the project's progress. A PI must generally work with both internal and external collaborators to ensure that project needs are being met, including, for example, approving expenditures related to the project. Additionally, as the work is performed, the PI will usually determine whether subsequent task order applications should be pursued, which would require reinitiating the application process as needed while existing task orders continue.

With so many moving parts, the PM and PI must work closely with the other team members to ensure that the technical and administrative aspects of the project remain compliant with the terms of the award. The PM and SPO should ensure that all appropriate offices are aware of any reporting requirements and coordinate to ensure any related deadlines are properly met. These reports might include IT security reporting, SBS plan reporting, project personnel changes, changes in regulatory status, and information on any adverse events. Once collected, SPO will likely act as the central point of contract funneling team-generated information, requests, and reports to the award's Contracting Officer (the government's representative).

Meanwhile, the SPO assists with overseeing adherence to the terms and reporting requirements alongside the PM and PI, manages invoicing and budget conformity, and monitors expenditures to ensure compliance with Federal Acquisition Regulation (FAR) clauses. The SPO may also work with the PM and PI to ensure effective budget management and universal understanding of budgetary commitments and restrictions.

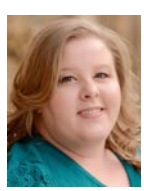
> "Once an IDIQ award is received, the complexity of these particular types of such arrangements begins to truly unfold…"

Contract Closeout/Audit

Once the award has concluded and the parties have reached the closeout stage, all team members come back together to wrap up the project.

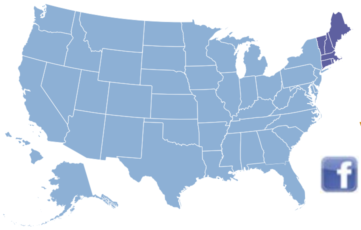
The PI leads the charge with respect to any final technical reports, and confirming that all work has been completed on the various task orders. The PI and PM also assist SPO, Asset Management, Purchasing, and other team members with any other required final reports, and with collecting all necessary documentation required for the closeout of the project. With respect to work product itself, any final invention statement will require conversations with the institution's Technology Transfer Office, who may also work with the PI to protect intellectual property that was created during the project. Finally, the various regulatory offices will also perform their required closeout activities, such as closing any applicable protocols, and wrap up any additional loose ends on their part.

Given the rise of IDIQ contracts, it is essential for institutions to understand the full lifecycle of federal contracts and utilize a team approach to negotiate and administer these contracts effectively. By assembling a team with diverse skills and expertise early in the process, institutions can ensure that all aspects of the contract are managed effectively, leading to award compliance and, ultimately, operational success. N



Rachel Kinney, JD, CRA, *(she/her), Director, Research Administration and Sponsored Programs at High Point University, has nine years of experience in research administration at an academic medical center and institutions of higher education focusing on contracting and compliance. She can be reached at* **rkinney@highpoint.edu.**

Bella DiFranzo, MPA, CRA, *(she/her), Senior Consultant at Research Enterprise Services at Attain Partners in McLean, VA, has eleven years extensive experience in research administration at higher education and sponsoring agency level. She can be reached at***iszdifranzo@attainpartners.com.**



REGION I New England

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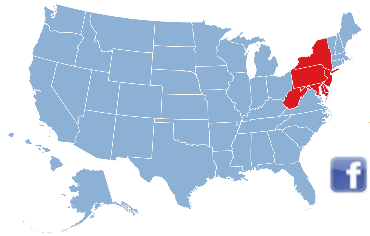
By the time you are reading this, spring has sprung, summer is around the corner and the Region I meeting has occurred in Portsmouth, NH. Special thanks to Nick Fisher, Co-Chairs, Kyle Lewis and Shannon Sewards, and the amazing program committee! It takes a village to plan, implement and carry out the large task of an in-person NCURA regional meeting so hats off to all the volunteers who helped make it a success.

Reorganization is the word of the year. We have made some updates to our current programming. For the Mentor/Mentee program, with new members, hybrid, and remote work scenarios, we needed to adjust the program to meet all needs of mentees. The new program will increase collaboration between mentees/mentors and offer a more robust agenda. Thank you to Jay Alves for heading up this effort! The Curriculum Committee is reorganizing RADGs (Research Administrators Discussion Groups) to also embrace a hybrid agenda. We would like to accommodate those who want to attend sessions online, in-person, or a mix of both. Special thanks to Roseann Luongo for chairing this Committee for Region I. Roseann brings great experience, and we are so happy to have her assistance, along with her awesome committee.

The new Communications and Membership Committee is creating a regional calendar, posting to social media, and tweaking the website to increase communication. Thank you to Caitlin Crowley for heading up this effort. We have also instituted Quarterly New Member informational sessions. The first one was a success so look out for the next one in July!

We have two new recognition awards, Outstanding Speaker, and Outstanding New Speaker. Outstanding Speaker was presented at the spring meeting. The nominee must have presented outstanding, compelling, and informative presentations in past years. Congratulations to our first winner! The second award, Outstanding New Speaker, is granted to someone who presented at this past spring meeting AND who has positively impacted NCURA's mission by presenting for the first time. This award will be selected by the members who attended the meeting via the meeting evaluation. The award will be presented after the meeting. It will be announced on social media and on our regional website. Congratulations to both winners! We hope these new recognition awards will encourage others to present for NCURA. A special thank you to Amanda Humphrey for chairing this effort and to the Awards Committee for all the hard work.

Stacy Riseman *is the 2023 Chair of Region I and serves as Director, Office of Sponsored Research at College of the Holy Cross. She can be reached at* sriseman@holycross.edu.



REGION II Mid-Atlantic

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www.facebook.com/groups/ncuraregionii

Greetings and Salutations Region II! I am writing this article a few weeks after an incredible meeting at FRA/PRA which was held in Las Vegas, Nevada. My first thoughts were to write a review of my appreciation and excitement of NCURA's land and labor acknowledgement statements which were discussed frequently throughout the event in various settings. Then my thoughts turned to the great books I picked up *Do It Well. Make It Fun, and If Not Now. When?* from FRA keynote speaker, Ron Culberson. Similarly written in the style of his keynote address at FRA, humor, and wisdom is coupled together for an entertaining and informative experience. More relevant perhaps were the many Region II members I was able to meet at our Region II happy hour. The region hosted a happy hour at Senor Frogs that was extremely fun, had great food, drinks, and prizes!

If you haven't done so already, mark your calendars! Our regional meeting will take place at the Graduate Hotel in Annapolis, Maryland from November 12-15, 2023. Our volunteers, led by Adriel Villegas-Estrada and Charles Bartunek, are putting together an exceptional program. For more information about the regional meeting, please contact Adriel Villegas-Estrada at adv2007@med.cornell.edu or check out the Region II website.

Our Site Selection Committee is hard at work finding the location for our 2024 Regional Meeting that will take place in Pennsylvania. The exact location and dates will be announced at the business meeting during the annual conference this summer.

Continue to look for announcements on the web, Facebook, and in e-blasts as we continue through the year. To stay connected to the Region, be sure to join our Facebook page and the Region II community on NCURA Collaborate.

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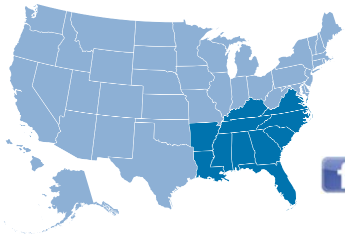
- Join our Facebook page: www.facebook.com/groups/ncuraregionii
- Join the Region II Community on NCURA's Collaborate: https://collaborate.ncura.edu/communities/community-home?communitykey=8e4f210c-9468-4adc-a1bd-18a950e5be70&tab=groupdetails
- Complete your NCURA profile: www.ncura.edu/Login/tabid/128/Default.aspx?returnurl=%2fMembershipVolunteering%2fMyDashboard.aspx

Have a wonderful spring and stay safe!

Lamar Oglesby *is the Chair of Region II and serves as Executive Director of Research Financial Services at Rutgers University. He can be reached at* lamar.oglesby@rutgers.edu.



REGION III Southeastern

www.ncuraregioniii.com

www.facebook.com/ncuraregioniii

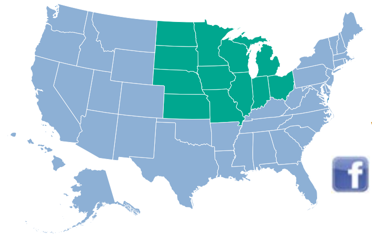
Happy summer Flamingos! Many Region III members have enjoyed reconnecting with colleagues in person at our 2023 Region III Spring Meeting in Myrtle Beach, South Carolina! Thank you to all of our members and volunteers who joined us in Myrtle Beach and enjoyed a great professional development opportunity and shared expertise! Thank you to the Planning Committee (listed below) for their hard work on the 2023 meeting!

Tanta Myles (Univ. of Alabama): Chair
Laneika K. Musalini (Columbus State Univ.): Co-Chair
Tameria Mace (Univ. of Central Florida): Attendee Experience
Stephanie Cassavaugh (Coastal Carolina Univ.): Attendee Experience
Elizabeth Reed (Coastal Carolina Univ.): Attendee Experience
Melissa Freudenberger (Univ. of Tennessee): Philanthropy Coordinator
Molly Ingham (Univ. of South Carolina): Volunteer Coordinator
Ford Simmons (Medical Univ. of South Carolina): Website & Meeting App Coordinator
Kendra Ellis (Duke Univ.): New Member Activities
Lorelei Sells (Univ. of Tampa): Sponsorship Coordinator
Kim Johns (Univ. of Virginia): Hospitality
Trey Bauer (Univ. of Kentucky Louisville): A/V & Meeting App Coordinator
Rebecca Wessinger (Univ. of South Carolina): Program Book & Public Relations Coordinator
Shekinda Ward (Vanderbilt Univ.): Speaker Liaison
Jenn Garye (Florida State Univ.): Surveys &Evaluations
Celeste Rivera-Nunez (Univ. of Central Florida): Diversity & Inclusion Advisor
Ashley Pinkard (Arkansas State Univ.): Nominations & Elections Coordinator
Lee Broxton (Georgia Tech): Honors & Awards
Jessica Lambdin (Florida State Univ.): Social Media Coordinator
Laney McLean (FAMU-FSU): Secretary
Jaime Petrasek (Univ. of Virginia): Treasurer
Natasha Williams (Emory Univ.): EC Chair
Pamela Whitlock: Emeritus

This time of year also means new leadership in Region III. Natasha Williams has worked tirelessly as Chair for the past term and is now the Immediate Past Chair. Tanta Myles will be taking up the reins as our new Chair while Scott Niles has finished his term as Immediate Past Chair. Laneika Musalini joins the executive committee as the new Chair-Elect. Thank you to all our outgoing and shifting executive committee members for serving Region III! Please see volunteer opportunities available to you on our website and remember–not all volunteer commitments are large or time-consuming. Many opportunities are one-time or small commitments of time and are a fantastic way to begin getting involved with NCURA and Region III.

We hope to see lots of Region III members at this year's Annual Meeting August 6-9, 2023! Until then, keep up with the latest regional news by connecting on Facebook, Twitter, Instagram, the RIII Members Collaborate Community, and at ncuraregioniii.com.

Rebecca Wessinger *is the Region III Public Relations Coordinator. She is the Assistant Director of Research Development for the University of South Carolina College of Engineering and Computing Office of Research. She can be reached at* rineharr@mailbox.sc.edu.



REGION IV Mid-America

www.ncuraregioniv.com

www.facebook.com/pages/Ncura-Region-IV/134667746605561

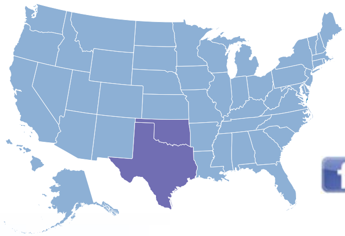
Greetings from Region IV! Congratulations to our newly elected Region IV Board members! I'm looking forward to working together with you in the coming year. And as always, thank you to all of our fantastic volunteers, we truly couldn't do what we do without the help of each and every one of you!

The PRA/FRA Conference held in Las Vegas, NV was a great opportunity to learn as well as connect with NCURA friends and colleagues from within our region and beyond. And as usual, Region IV was well represented on both program committees. Thank you to those who served on the PRA Program Committee: Beth McClendon (Washington University in St. Louis), Kathy Durben (Marquette University), Dorothy Johnson (University of Wisconsin-Madison), Danielle Smith (University of Michigan), Roger Wareham (University of Wisconsin-Green Bay), and Samantha Westcott (University of Wisconsin-Milwaukee); and the FRA Program Committee: Glenda Bullock (Washington University in St. Louis).

We recently held our 2023 Spring Meeting in Sioux Falls, SD. The theme of the meeting was "Miles Apart, Close at Heart." With over 1200 members spanning 12 states, Region IV has always felt like one big extended family and whenever we get together, it feels like no time has passed. This was our first time holding the Spring Meeting in South Dakota but after the warm reception from everyone there, it certainly won't be our last! I'd like to extend a special thank you to my program co-chairs, Katie Schortgen (The Ohio State University) and Amanda Gibbs (The Ohio State University), as well as the rest of our program committee; Barb Bittner (Creighton University), Lauren Gee (University of Wisconsin-Madison), Diane Domanovics (Case Western Reserve University), Nancy Reidelberger (Washington University in St. Louis), Crystal James (Medical College of Wisconsin), Georgetta Dennis (Attain Partners), Jennifer Rodis (University of Wisconsin-Madison), Dorothy Johnson, (University of Wisconsin-Madison), Sandy Fowler (University of Wisconsin-Madison), Jamie Caldwell (University of Missouri), Michele Kennett (University of Missouri), Erica Kennedy (John Carroll University), and Charlotte Whited (Carleton College).

Next year we are planning to return to Ann Arbor, Michigan for the first time since 1975! This is especially exciting for me as the Region IV Chair because I work for the University of Michigan, which is located in Ann Arbor, and I look forward to sharing my professional hometown with the rest of the Region!

Julie Olivero *is the Chair of Region IV and serves as Research Administration Manager in the College of Engineering at the University of Michigan. She can be reached at* jolivero@umich.edu.



REGION V Southwestern

www.ncuraregionv.com

www.facebook.com/groups/ncura5

Our region leadership recently gained a new team member as we welcomed Sheleza Mohammed of the American Heart Association as our new Chair-Elect. The officers held a half-day mini-retreat in mid-March on the beautiful campus of Sam Houston State University in Huntsville, Texas. We hope to gain more ideas and inspiration when we join officers from other regions in June for a Symposium in Washington, DC.

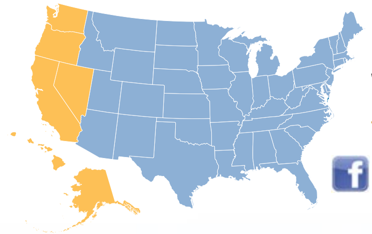
We are moving into full planning mode for our fall meeting in historic Oklahoma City, Oklahoma, October 22-25, 2023. Be on the lookout for more information regarding the conference including volunteer opportunities as we *Navigate the Future – Together.*

As you may have noticed the region has worked to increase our social media presence over the past two years. Our website team has been hard at work creating a much-improved experience and the new website was launched in mid-April. Be sure to check out the NCURA Region V website (https://ncuraregionv.com) when you have a chance and let us know what you think! Don't forget about our Instagram, Facebook, Twitter, and LinkedIn pages. If you are not following our pages, check them out, too. A link to each can be found on our re-launched website. A huge shout out and thank you to our Publications/Communications Committee for all their hard work.

Nominations will open in July/August for the 2023-2024 Executive Committee. Positions which will be up for election include Chair-Elect, Secretary, and an At-Large Member position. Information on the nominating process will be sent as an e-blast and posted on the Region V website. The position descriptions are posted on our website on the Officers and Committees page. Click on each position to view the description.

We have continued our monthly virtual Lunch and Learn series over the last year and would like to say a big THANK YOU to everyone who has helped. These have continued to be a great success. The April session had well over 70 registrants! We are always looking for topics and speakers, so please reach out if you have suggestions. Thank you for your continued support.

Jennifer Husmo *is the Region V Chair and serves as Associate Director, Academic Research Operations at the University of Texas MD Anderson Cancer Center. She can be reached at* JAHusmo@mdanderson.org.



REGION VI Western

www.ncuraregionvi.org

www.facebook.com/groups/729496637179768

The year has already been full of activity, with all of our committees engaging members in new ways while sustaining well-established practices. As we continue to emerge from COVID's distancing, I see more opportunities for us to engage with each other in person. Our virtual experiences of the past three years can be leveraged to reach each other without travel. We heard your feedback from RM2022 and will offer a virtual day again during this year's Regional Meeting. Whether it's participating virtually, volunteering behind the scenes, or greeting new members at an in-person event, I hope that all our members take the opportunity to engage.

Some updates from our committees:

Our Education and Professional Development Committee has been very busy developing new offerings, including a pre-award basics workshop and DEI discussion groups. We hope you take advantage of these great opportunities. Look for announcements via e-blast and our webpage.

Also related to professional development, our LEAD Me program is underway with a record number of 12 mentees! The team is excited about their course and looking forward to completing projects that will be presented at the September Regional Meeting. Thank you to Matt Michener, Chair LEAD Me, and to all the Mentors and MINTS for your engagement in this amazing program.

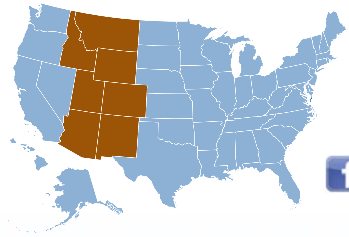
We expanded our reach to new members with the addition of a dedicated Chair for Membership-Outreach. Erika Clark hit the ground running, launched a new member e-blast, a competition for active engagement, and established a Region VI Collaborate Community. Check it out and connect with your fellow Region Sixers!

Hopefully, you took advantage of the opportunity to submit a proposal to present at RM2023. If not, it is not too late to volunteer to participate in the conference. Please reach out to our Chair of Membership-Meetings, Mich Pane, or any of our regional officers to find out how you can contribute.

We look forward to seeing many of you at the Annual Meeting in Washington, DC. It is one of my favorite events of the year, a time to connect with colleagues and friends from all corners of the US and beyond, and to better get to know fellow Region VI members. If you can attend the AM, be sure to come to the Regional Business meeting so that we can say hello!

We welcome your continued feedback about our activities!

Jennifer J. Cory, MA², CRA, *is the Region VI Chair and serves as Director of Strategy and Operations, Center for Definitive and Curative Medicine, Stanford. She can be reached at* jcory@stanford.edu.



REGION VII Rocky Mountain

www.ncuraregionvii.org

www.facebook.com/groups/NCURARegionVII

By the time you are reading this, summer will be just around the bend. This also means that most of us are approaching the fiscal year end and the myriad tasks for us all to complete in our respective roles. As a follow-up to my last message, we continue to work with our peers in Region VI to plan for September's Regional Meeting 2023 that will be held in Anchorage, Alaska, on September 24-27. The theme for the meeting will be "Beyond Your Dreams, Within Your Reach." I am so excited to see many of you there!

In March, we established the Region VII program committee and are making progress to develop the program which includes workshops and activities to make this an amazing experience for attendees. We are also working with our hotel partner to finalize the contract (which might have already happened by the time this issue is released) and will update our website as we have more details. Lastly, we announced our travel award "Call for Applications" in April and will notify the recipients once we've received all applications and made final decisions.

I would encourage each of you to reach out to me or any of the Region VII officers if you have any questions or just want to connect. We would love to hear from you!

As usual, please reach out to me if you are interested in learning more about elected positions, becoming involved as a volunteer, or to provide feedback that can keep our region moving in a positive direction! And a HUGE thank you to those who are already giving back and providing much needed support and guidance for our regional activities. We really appreciate you!

Stay connected to the Region: Join our Facebook page and the Region VII community on NCURA Collaborate or visit our regional website: www.ncurgaregionvii.org.

Want to volunteer? Contact Volunteer Coordinator Garrett Steed, garrett.steed@cuanschutz.edu. Garrett will be able to advise on the various opportunities available

David Scarbeary-Simmons *is the 2023 Chair of Region VII and currently serves as the Director of Research Financial Services and Interim Deputy Controller for the Controller's Office at the University of Colorado Boulder. He can be reached at* david.simmons-1@colorado.edu.

REGION VIII International

www.ncuraintlregion.org

Hello Region VIII,

By the time you read this, we'll be approaching the middle of 2023. How quickly time passes.

Our region leadership, the Advisory Board, and the Executive Committee have been busy planning collaborative and regional-only initiatives with the goal of offering Region 8 members the opportunity to gain access to resources and tools that support the development of our members. We started the year with our first regional webinar in February on navigating the NIH ASSIST Portal. The free webinar presented by our colleague Michelle Jarvis was well attended, with over 60 people joining from across the globe. Later in the year, we hope to bring you additional virtual webinars and/or workshops – watch for details.

In collaboration with Regions 1 and 2, we are working on co-regional virtual workshops over two days. The co-regional workshops are designed to bridge the gap between research administrators working domestically in the US and abroad.

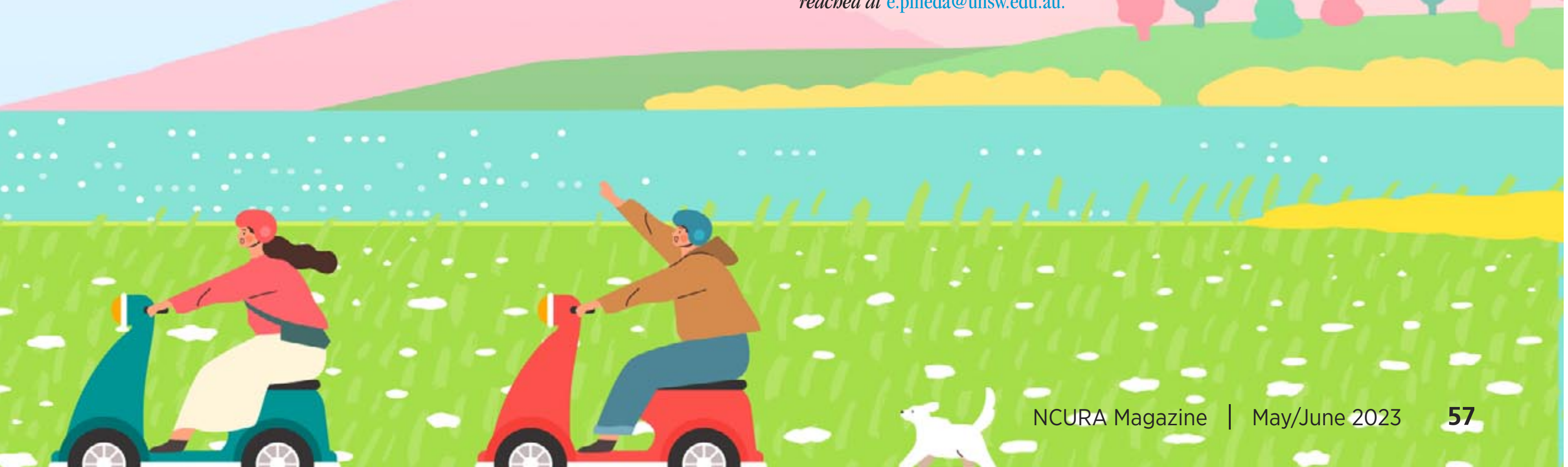
The Annual Meeting in D.C. is not far away, and we're planning activities for our Region 8 members, including an additional in-person workshop on Thursday. This year's theme is *Inclusion.* I hope many of you can attend, hear from your peers, and make new friends. I'll be there, as well as many of the leadership team. We'll offer a travel award for region members to attend the Annual Meeting to help cover travel expenses such as transport and lodging. Check your emails and our regional website for the travel award call.

We are reviewing the regional bylaws and administrative policy and will have an open comment and voting period on the proposed changes later in the year. More information will follow.

Finally, to quote George Bernard Shaw, *"The single biggest problem in communication is the illusion that it has taken place."*

My goal as your Chair is to be inclusive and accessible, that being said, given our diverse geographic, language, and cultural differences as a region, I acknowledge that we take communicating in English for granted. So, I encourage you to let me or one of the regional officers know how we can communicate more effectively, which may help you. Thank you for reading and looking forward to serving you.

Elly Pineda *is the 2023 Chair of Region VIII and currently serves as the Research Hub Manager at the University of New South Wales (UNSW) Sydney, Australia. She can be reached at* e.pineda@unsw.edu.au.



NCURA Member Milestones

Eva Björndal is now the Director of Award Administration at King's College London.

Derek Brown is now the Conflict of Interest and Commitment and Export Control Manager for the School of Humanities and Sciences at Stanford University.

Dorothy Johnson is now the Director of Research Compliance at the Gladstone Institutes.

Saiqa Anne Qureshi is now Head of Reporting, Fiscal Affairs at Stanford University School of Medicine.

Do you have a milestone to share?
Email schiffman@ncura.edu.

Wayne State research team receives funding to accelerate use-inspired solutions for persons with disabilities

Dr. Marco Brocanelli, professor of computer science at Wayne State University, has received a $613,000 grant from the National Science Foundation's 2022 Convergence Accelerator program.

A team of Wayne State University researchers has received a $613,000 grant from the National Science Foundation (NSF) to address transportation-related employment needs of individuals with disabilities living in metro Detroit. The project, nicknamed MicroBoost, aims to create and implement human-centered artificial intelligence (AI) technology to enhance availability and access to public microtransit options for individuals with disabilities. The goal is to increase transportation freedom for persons with disabilities, thereby enhancing community inclusion and the ability to connect with meaningful employment.

The project is a collaborative effort between Wayne State's College of Engineering and the Michigan Developmental Disabilities Institute, North Oakland Transportation Authority, the University of Delaware, and Michigan Rehabilitation Services. The team is led by Marco Brocanelli, Ph.D., assistant professor of computer science in Wayne State's College of Engineering.

MicroBoost is part of the NSF Convergence Accelerator program's 2022 cohort. Launched in 2019, the NSF's Convergence Accelerator builds upon research and discovery to accelerate use-inspired convergence research into practical applications. The program, aligned with the Directorate for Technology, Innovation and Partnerships, funds a cohort of teams to work interactively toward solving grand societal challenges. The Wayne State-led team was selected as one of 16 multidisciplinary phase one teams for the 2022 cohort's Track H: Enhancing Opportunities for Persons with Disabilities.

"We are excited to be part of the Convergence Accelerator program's 2022 cohort," said Brocanelli. "Our team is looking forward to harnessing the tools and expertise offered by the NSF to expand and improve transportation options for individuals with disabilities."

"I am excited to lead the development and deployment of assessable, trustworthy artificial intelligence sociotechnology," said Dongxiao Zhu, Ph.D., founding director of the Wayne AI Research Initiative, associate professor of computer science at Wayne State, and co-PI on the NSF-funded project. "This technology will aid microtransit services in determining when and where to pick up/drop off people with disabilities. The goal is to ameliorate the spatiotemporal mismatch between where people live and where they work. It is another AI4Good project coming out of this initiative."

The Convergence Accelerator is a unique NSF program. While the program is focused on advancing research toward societal impact, it is also intentionally developed around four key components to provide the greatest benefit. These include a convergence research approach, strong multi-organization partnerships, high-impact deliverables and track alignment. Teams will engage weekly with NSF coaches and experts from various fields with a shared goal of helping projects have the greatest impact.

Convergence Accelerator research topics begin as an ideation process, gathering input from the community. Identified topics must meet a societal need at scale, be built upon foundational research and be suitable for a multidisciplinary, convergence research approach. Each Convergence Accelerator research topic involves a two-phase approach. This ensures the selected teams and funded use-inspired convergence research are proactively and intentionally managed.

The nine-month phase one competition runs from Jan. 1 through the end of September. Teams will work to develop their initial concept, identify new team members, participate in the innovation curriculum and develop an initial prototype. The innovation curriculum consists of training in human-centered design, team science activities, inter-team communications, pitch preparation and coaching — all of which are essential components of the Convergence Accelerator's model. This training helps the teams better prepare for success in the next phase.

At the end of phase one, each team participates in a formal pitch and proposal evaluation. Selected teams will proceed to phase two, with potential funding of up to $5 million for 24 months. To that end, the MicroBoost team will be seeking input from community members with disabilities, transportation professionals, employment specialists and other stakeholders.

"Gaining insight from end users and other professionals will be key to developing a prototype that meets the transportation needs of individuals with disabilities and those who support them," said Brocanelli. "We hope to have a significant impact on the ability of public microtransit to meet the evolving needs of riders with disabilities." N

To learn more about the MicroBoost project, , contact the project's PI, Marco Brocanelli, at brok@wayne.edu. Visit the NSF website to learn more about the Convergence Accelerator program.

The award number for this National Science Foundation project, NSF Convergence Accelerator Track H: **Leveraging Human-Centered AI Microtransit to Ameliorate Spatiotemporal Mismatch between Housing and Employment for Persons with Disabilities,** is 2235225.

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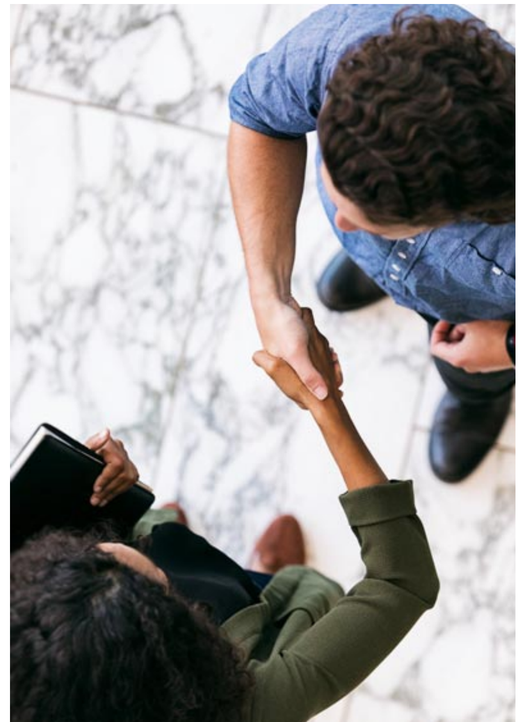

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NCURA CALENDAR OF EVENTS

NATIONAL CONFERENCES

- Annual Meeting
  August 6-9, 2023
  Washington, DC

REGIONAL MEETINGS

- Region I (New England)
  May 8–11, 2023
  Portsmouth, NH
- Region II (Mid-Atlantic)
  November 12–15, 2023
  Annapolis, MD
- Region III (Southeastern)
  April 29–May 3, 2023
  Myrtle Beach, SC
- Region IV (Mid-America)
  April 30–May 3, 2023
  Sioux Falls, SD
- Region V (Southwestern)
  October 22–25, 2023
  Oklahoma City, OK
- Region VI (Western)/Region VII (Rocky Mountain)
  September 24–27, 2023
  Anchorage, AK

VIRTUAL WORKSHOPS

- Financial Research Administration
  May 15-18, 2023
  1:00-5:00 pm ET
- Level I: Fundamentals of Sponsored Project Administration
  June 12-15, 2023
  1:00-5:00 pm ET
- Departmental Research Administration
  June 26-29, 2023
  1:00-5:00 pm ET

ONLINE TUTORIALS—10 week programs

- A Primer on Clinical Trials
- A Primer on Federal Contracting
- A Primer on Intellectual Property in Research Agreements
- A Primer on Subawards

TRAVELING WORKSHOPS

- Contract Negotiation & Administration Workshop
  June 5-7, 2023
  Denver, CO
- Departmental Research Administration Workshop
  December 4-6, 2023
  Austin, TX
- Financial Research Administration Workshop
  September 18-20, 2023
  Chicago, IL
- Level I: Fundamentals of Sponsored Project Administration Workshop
  June 5-7, 2023
  Denver, CO
- Level I: Fundamentals of Sponsored Project Administration Workshop
  September 18-20, 2023
  Chicago, IL
- Level I: Fundamentals of Sponsored Project Administration Workshop
  December 4-6, 2023
  Austin, TX
- Level II: Sponsored Project Administration-Critical Issues in Research Administration (SPA II) Workshop
  June 5-7, 2023
  Denver, CO
- Level II: Sponsored Project Administration-Critical Issues in Research Administration (SPA II) Workshop
  December 4-6, 2023
  Austin, TX

For further details and updates visit our events calendar at www.ncura.edu.