

SUNDRI Survey Preview

Important:

This reference document contains the full wording of all potential survey questions used in the SUNDRI study. Please note that when you take the survey, you will not see every question listed here. Survey routing is used to tailor the experience based on your previous responses, so the specific questions you receive will be fewer than seen here.

The survey is estimated to take, on average, 30 minutes to complete. This will vary for each institution based on its unique research development situation. To complete the survey as efficiently as possible, you may find it helpful to know where to access the following data and documents:

- institutional fact sheets or Common Data Set
- most recent strategic plan
- administrative organizational chart
- most recent annual report on sponsored research and grants activity
- a staffing list for the RD office(s)

A complimentary data dashboard, which includes benchmarking data for a wide range of higher education institutions, is available at <https://sundri.rti.org>. Institutions that complete the SUNDRI survey will receive access to an updated version of the dashboard that includes aggregated SUNDRI survey responses after the end of data collection.

The survey is organized into topical sections which can be viewed below in the table of contents.

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Survey Introduction

Dear Prospective Participant,

This NSF-funded survey is the first nationally representative study of research development (RD) services and activities in the wider context of research administration (RA) across the baccalaureate, masters, and doctoral universities and colleges in the United States.

We ask you to report here on the RD services and activities at your institution, which may include but are not restricted to your own office. Following the definition of the National Organization of Research Development Professionals (NORDP), we consider RD to encompass a set of **pre-award strategic, catalytic, and capacity-building activities and services that help researchers find funding opportunities, become more successful grant application writers, advance their research programs, and spur discovery and innovation.**

The topics covered here include your institution's RD services and activities, related processes, people, and structures. A preview of all survey questions can be found here: <https://sundri.rti.org/survey>.

It could prove helpful to have your institutional fact sheets, strategic plan, administrative organization chart, most recent annual report on sponsored research and grants activity, and information about RD personnel accessible or on hand when you begin entering responses. The online survey should take about 30 minutes, on average. Participation in this survey is voluntary, with no compensation, incentives, or penalties for participating or not. You may decline to answer any individual questions (leave blank), exit the survey at any point, or exit and return to complete it later. Your agreement to these terms is signaled by proceeding to the next screen. We very much appreciate your participation, and we welcome any questions via email to any of the research team members.

This project is supported by NSF GRANTED awards 2334228 and 2334229, "RD/RA Support Networks at Diversified Research Institutions (SUNDRI)." The study received an exempt determination from the IRB at RTI International (#00023198). Any opinions, findings, conclusions, or recommendations derived from this project are those of the funding recipients and do not necessarily reflect the views of NSF.

Sincerely,
SUNDRI Research Team

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Institutional Information Section

This survey is designed for responses about the following institution: **<INSTITUTION NAME FILL>**. Just to confirm, is this the institution for which you are responding?

(Please feel free to contact sundrihelp@rti.org with any questions.)

- Yes
- No, the institution named is not one with which I am affiliated (please describe)

Please provide your name as the primary respondent for the survey.

What is your full job title?

How many offices or units at your institution provide research development (RD) services?

(We consider research development to encompass a set of pre-award strategic, catalytic, and capacity-building activities and services that help researchers find funding opportunities, become more successful grant application writers, advance their research programs, and spur discovery and innovation.)

- 0
 - 1
 - 2
 - 3
 - 4
 - 5
 - More than 5
-

Please provide the names of up to two offices or units that provided the highest levels or amounts of RD services in the past 12 months (e.g., Office of Research Development, Sponsored Programs Office).

(If you have more than one office to report, please list the office that provided the highest level or amount of RD services first.)

Office 1 _____

Office 2 _____

Institutional Research Development Context Section

The following section will ask a few introductory questions about your institution.

Is grant-seeking or external/sponsored research funding explicitly mentioned in your institution's strategic plan or other vision or mission statements?

- Research is not mentioned
 - Research is mentioned but not external research funding
 - Included as part of general or higher-level goals
 - Specified as one of the major goals
-

To what extent does the Chief Financial or Administrative Officer at your institution follow or participate in research funding and staffing decisions?

- High level of involvement
 - Somewhat involved
 - Minimally involved
 - Not at all involved
-

Does your institution have any of the following arrangements with external organizations?

(Please check all that apply.)

- Your institution belongs to a college or university **system of governance** with multiple members that are bound by legal agreements (for example, a state university system; this does not

include partnerships or associations based not on formal governance but mutual regional or academic interests.)

- Your institution has one or more **joint degree** programs in collaboration with one or more other academic institution(s)
- Your institution administers or manages one or more joint research **centers, institutes, or laboratories** with one or more other **academic** institutions
- Your institution administers or manages a **federal or state** research center or laboratory (on its own or jointly)
- Your institution participates in a formal partnership or joint enterprise with one or more private **companies**
- Your institution has a partnership with an **indigenous** or tribal organization (excluding federal agencies)
- Your institution administers office, lab, or maker space for **independent** businesses/start-ups
- None of the above

How has your institution's level of interest in pursuing external research funding changed between the 2024-25 academic year and 2025-26 academic year, if at all?

- Decreased interest in pursuing external funding in 2025-26 relative to 2024-25
 - No change in interest in pursuing external funding in 2025-26 relative to 2024-25
 - Increased interest in pursuing external funding in 2025-26 relative to 2024-25
-

How many courses are most typical full-time tenure-track faculty members (or equivalent) at your institution expected to teach for a full-time salary during a 12-month period?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- More than 10

How often does your institution provide **releases from teaching** one or more courses for the purpose of **developing a grant proposal** in STEM (Science, Technology, Engineering, and Mathematics) or CASSHE (Creative Arts, Social Sciences, Humanities, and Education) fields?

Please defer to your institution's definition or interpretation of STEM and CASSHE.

Do not include earned sabbatical leave.

| | Never | Rarely | Sometimes | Around half | Most of the time | Almost always | Always |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Research Development for Institutions With No RD Offices Section

If a faculty member (or equivalent potential PI) at your institution is interested in pursuing an external research grant, which of the following could that person consult for advice and support for the application submission?

(Please check all that apply.)

- Fellow faculty members/researchers
 - Senior administrators at the institution (e.g., Provost, Deans)
 - Accounting/business/finance staff
 - Advancement/development staff
 - Institutional research staff
 - Grants/contracts staff
 - Legal/general counsel staff
 - Library and information science staff
 - Other (please specify) _____
 - No one
-

If a faculty member (or equivalent potential PI) at your institution receives an external grant for research or programs, which of the following would be most likely to oversee the financial and contractual components of that grant?

(Please check all that apply.)

- Accounting/business/finance staff
- Advancement/development staff
- Institutional research staff
- Grants/contracts staff
- Legal/general counsel staff
- Library and information science staff
- Other (please specify) _____
- Do not know

Does your institution have plans to pursue a greater amount of external research funding and/or programmatic grants in the future?

- Yes, our institution is seeking to increase the amount of both external research funding and programmatic grants
 - Yes, our institution is seeking to increase the amount of external research funding only
 - Yes, our institution is seeking to increase the amount of programmatic grants only
 - No
-

Research Development Office 1 Functions Section

We would now like to ask you about the following office at your institution: <OFFICE 1 NAME FILL>.

How would you describe your level of familiarity with the personnel and activities of the <OFFICE 1 NAME FILL>?

| | Not familiar at all | Somewhat familiar | Very familiar |
|-------------------|-----------------------|-----------------------|-----------------------|
| Office personnel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

To which primary executive level does the <OFFICE 1 NAME FILL> report?

- Reports **directly** to the President (Chancellor, Chief Executive Officer)
 - Reports **directly** to the Vice President or Vice Chancellor of **Academic Affairs** (VP/VC-AA) or equivalent, such as the Provost, Dean of the College, Chief Academic Officer
 - Reports **through** one or more intervening positions or offices to the VP/VC-Academic Affairs or equivalent (not a "dotted line")
 - Reports **directly** to the VP/VC of **Research** or equivalent, such as VP/VC of Research and Economic Development, Research and Innovation, Knowledge Enterprise, Chief Research Officer, Chief Innovation Office
 - Reports **through** one or more intervening positions or offices to the VP/VC of Research or equivalent
 - Reports **directly** to the VP/VC of **Administration** or **Finance** or equivalent, such as Chief Financial Officer, Chief Administrative Officer, Chief Business Officer
 - Reports **through** one or more intervening positions or offices to the VP/VC of Administration, Finance, or equivalent
 - Reports **directly** to the VP/VC of **Advancement** or **Development** or equivalent, such as Chief Advancement Officer
 - Reports **through** one or more intervening positions or offices to the VP/VC of Advancement or Development, or equivalent
 - None of the above, please specify:
-

If a proposal that was developed by <OFFICE 1 NAME FILL> results in an award, where will most (or all) of the post-award research administration services for that award be housed?

- In the same office or unit
- Academic Affairs or equivalent
- Administration, Finance or equivalent
- Advancement or equivalent
- Research
- Other, please specify: _____

The next set of questions focuses on the people working in this office and their workload.

How many people work in the <OFFICE 1 NAME FILL>?

Which of the following workplace arrangements are currently used by at least one person in the <OFFICE 1 NAME FILL>?

(Select all that apply.)

- Fully remote
- Regular hybrid schedule
- Strictly in-person schedule

How many people currently on staff in the <OFFICE 1 NAME FILL> were on staff 12 months ago?

Please count all staff, including those who work part-time, as 1 when responding to this question.

How many full-time equivalent (FTE) staff work in the <OFFICE 1 NAME FILL>?

For example, if one person works full-time (1 FTE) and another works half-time (0.5 FTE), you would enter 1.5 FTE.

How many FTE staff work in the <OFFICE 1 NAME FILL>?

Report those who work full-time and part-time separately. The total should sum to <TOTAL FTE FILL> FTE.

Total FTE who work full-time: _____

Total FTE who work part-time: _____

Total: _____

Compared to 3 years ago, has the number of FTE staff in the <OFFICE 1 NAME FILL> decreased, stayed the same, or increased?

- Decreased by a third or more
 - Decreased by less than a third
 - No change in number of FTE
 - Increased by less than a third
 - Increased by more than a third
 - This office did not exist 3 years ago
-

How many positions in the <OFFICE 1 NAME FILL> have remained unfilled for 3 or more months in the past 12 months, if any?

In the <OFFICE 1 NAME FILL>, does the workload need to be periodically rebalanced across the various mid-level and support staff?

- Yes
- No

How would you describe the <OFFICE 1 NAME FILL>'s process for monitoring, managing, and balancing workload across the staff?

- A formal, data driven process
- An informal but fairly consistent process
- No process, just ad hoc response to perceived or expressed inequities

Does the <OFFICE 1 NAME FILL> focus entirely on research development (RD), or does it perform RD plus other functions?

- Focuses entirely on RD
- Performs RD plus other functions

Of the total FTE working in the <OFFICE 1 NAME FILL>, approximately how many FTE are exclusively devoted to performance of RD functions?

The next section contains questions on the Research Development (RD) responsibilities and activities conducted by the <OFFICE 1 NAME FILL>.

What types of projects does the <OFFICE 1 NAME FILL> provide RD support for?

(Select all that apply.)

- Research / investigator-initiated projects
- Programmatic / institutional projects
- Fellowships
- Prizes, honorific memberships
- Communications about research
- Other, please specify: _____

Is the <OFFICE 1 NAME FILL> regularly responsible for RD directed to...

| | Yes | No |
|---|-----------------------|-----------------------|
| Public (governmental) sponsors? | <input type="radio"/> | <input type="radio"/> |
| Private foundations, corporations, or other private philanthropies? | <input type="radio"/> | <input type="radio"/> |
| Professional societies and similar associations? | <input type="radio"/> | <input type="radio"/> |

Please review the following list of RD activities and select all that apply to the <OFFICE 1 NAME FILL>:

- Develop or implement strategic goals for growing my institution's research enterprise (e.g., identify areas of institutional research priorities, advise leadership)
- Maintain faculty expertise database
- Conduct funding searches or prospecting
- Communicate research opportunities, deadlines, changes in sponsor guidelines, etc.
- Facilitate engagement with sponsors or government actors to advance my institution's research enterprise
- Coordinate research interest groups
- Facilitate collaborations within and among institutions
- Actively promote values of diversity and inclusion within areas of influence
- Manage limited-submission programs
- Provide general proposal development support to individual PIs or small teams
- Coordinate or provide project management-type support to large, interdisciplinary teams
- Write proposal components
- Develop or review proposal budgets and justifications
- Edit proposals
- Coordinate peer review or 'red team' review of proposals
- Manage requests for cost sharing
- Submit proposals
- Manage competition for internal funding
- Provide training or professional development for prospective PIs intended to support and increase competitiveness for obtaining external grants or contracts
- Provide other research-related training or professional development for PIs
- Provide training or professional development to PIs not related to research
- Provide training or professional development for research-related staff other than PIs
- Provide training or professional development for non-research-related staff
- Compile and disseminate proposal and award information metrics

Support communication of research activities on campus (e.g., via internal or external newsletters, annual reports, institutional websites, social media)

Of the activities you reported in the previous question, please select the three activities on which the <OFFICE 1 NAME FILL> spends the most time.

- Develop or implement strategic goals for growing my institution's research enterprise (e.g., identify areas of institutional research priorities, advise leadership)
- Maintain faculty expertise database
- Conduct funding searches or prospecting
- Communicate research opportunities, deadlines, changes in sponsor guidelines, etc.
- Facilitate engagement with sponsors or government actors to advance my institution's research enterprise
- Coordinate research interest groups
- Facilitate collaborations within and among institutions
- Actively promote values of diversity and inclusion within areas of influence
- Manage limited-submission programs
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- Provide other research-related training or professional development for PIs
- Provide training or professional development to PIs not related to research
- Provide training or professional development for research-related staff other than PIs
- Provide training or professional development for non-research-related staff
- Compile and disseminate proposal and award information metrics

Support communication of research activities on campus (e.g., via internal/external newsletters, annual reports, institutional websites, social media)

Which three of the following factors are the **primary strengths or assets** that help the <OFFICE 1 NAME FILL> support the institution's overall RD/RA research enterprise?

- The extent of RD/RA experience of personnel in this office
- The range of RD/RA expertise of personnel in this office
- The strong support from and collaboration with other individuals within the institution
- The strong support from and collaboration with external organizations (e.g., nonprofits, government agencies)
- The robust software or technology solutions currently in use in this office
- The moderate workload for personnel in this office
- The ready availability of qualified applicants when new job openings become available in this office
- The low staff turnover rate in this office
- The clarity of the institution's overall RD/RA strategic vision
- Other, please specify: _____

Which three of the following factors are the **primary challenges or weaknesses** facing the <OFFICE 1 NAME FILL>'s efforts to support the institution's overall RD/RA research enterprise?

- The limited extent of RD/RA experience of personnel in this office
- The limited range of RD/RA expertise of personnel in this office
- The weak support from and collaboration with other individuals within the institution
- The weak support from and collaboration with external organizations (e.g., nonprofits, government agencies)
- The lack of software or technology solutions currently in use in this office
- The high workload for personnel in this office
- The lack of qualified applicants when new job openings become available in this office
- The high staff turnover rate in this office
- The absence or unclear nature of the institution's overall RD/RA strategic vision
- Other, please specify: _____

Does the <OFFICE 1 NAME FILL> regularly have any of the following post-award type responsibilities?

(Select all that apply.)

- Post-award financial management
- Negotiating sub-awards, subcontracts, or subaward management
- Monitoring or processing post-award reporting requirements
- Other, please specify: _____
- None of the above

Does the <OFFICE 1 NAME FILL> regularly have any of the following other research-related responsibilities?

(Select all that apply.)

- Compliance, such as IRB, IACUC, RECR, FCOI, export control
 - Technology Transfer and/or Intellectual Property
 - Manage competition(s) for internal funding
 - Other, please specify: _____
 - None of the above
-

Does the <OFFICE 1 NAME FILL> regularly have any of the following significant non-research-related responsibilities?

(Select all that apply.)

- Developing strategic initiatives
 - Training non-research-related staffing
 - Teaching students
 - General community or government relations
 - Stewardship
 - Administrative support to executive leadership
 - Administrative support to departments or divisions
 - Administrative support for the board of directors or equivalent
 - Other, please specify: _____
 - None of the above
-

What is the number of potential PIs in the service area of the <OFFICE 1 NAME FILL>?

Please report how many faculty or staff members at your institution are eligible to be PIs that this office might serve.

- 5 or fewer
- 6 to 10
- 11 to 20
- 21 to 40
- 41 to 100
- 101 to 250
- 251 to 1000
- More than 1000

How many grant or contract applications for faculty-led (or equivalent PI/PD-led) research or for programmatic grants led by faculty or PI/PD-equivalent did the <OFFICE 1 NAME FILL> support in the past 12 months?

Include **fellowships**, if awarded to the institution or during a Sabbatical leave. Please include only competitive applications for new funds, not continuation or incremental funds for previously awarded grants or contracts.

How many of these proposals have included external collaborators (either as sub/prime or as separately-awarded collaborations) **in the past 12 months**?

- None or few (less than 10%)
- Many (10-50%)
- Most (More than 50% but less than 90%)
- All or nearly all (90% or more)

How many unique individuals were named as a PI, PD, or Co-PI and participated in the writing of an application **supported by the <OFFICE 1 NAME FILL> in the past 12 months?**

- 5 or fewer
 - 6 to 10
 - 11 to 20
 - 21 to 40
 - 41 to 100
 - 101 to 250
 - 251 to 1000
 - More than 1000
-

What was the approximate total requested dollar value (direct and indirect costs) of those supported applications in the past 12 months?

- Less than \$1 million
 - \$1 million to \$2.5 million
 - \$2.5 million to \$10 million
 - \$10 million to \$25 million
 - \$25 million to \$100 million
 - \$100 million to \$250 million
 - More than \$250 million
-

How many grant or contract awards **did the <OFFICE 1 NAME FILL> accept or process** in the past 12 months?

- None
- 1 to 5
- 6 to 10
- 11 to 20
- 21 to 50
- 51 to 100
- 101 to 250
- 251 to 1000
- More than 1000

You just provided information about the numbers and dollar values of project applications and awards handled by this office in the past 12 months.

On a scale from 1 to 4, with 1 being "not at all confident" and 4 being "very confident," how confident are you in your responses to these questions?

- 1 - Not at all confident
- 2 - Slightly confident
- 3 - Moderately confident
- 4 - Very confident

Next, we would like to ask you about some of the characteristics of key personnel in this office (e.g., Director, Assistant Director, Assistant VP, Assistant Dean, Senior Manager).

Please provide the job titles for up to three positions in this office that would be considered key personnel. (If a key position is currently vacant, please include the job title for that position.)

- Key Personnel 1 _____
- Key Personnel 2 _____
- Key Personnel 3 _____

Is each of the following key positions currently occupied or vacant?

| | Currently occupied | Vacant |
|------------------------|-----------------------|-----------------------|
| <KEY PERSONNEL 1 FILL> | <input type="radio"/> | <input type="radio"/> |
| <KEY PERSONNEL 2 FILL> | <input type="radio"/> | <input type="radio"/> |
| <KEY PERSONNEL 3 FILL> | <input type="radio"/> | <input type="radio"/> |

How long has the current or most recent person in each key position worked in an RD role (including any time spent at a different institution)?

| | Less than a year | One year | Two years | 3 to 5 years | 6 to 10 years | 11 to 20 years | More than 20 years | Do not know |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <KEY PERSONNEL 1 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <KEY PERSONNEL 2 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <KEY PERSONNEL 3 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What is the highest level of education of the current or most recent person in each key position?

| | Doctorate (e.g., PhD, DSc, EdD) | Professional degree (e.g., JD, LLB, MD, DDS, DVM) | Master's degree (e.g., MS, MA, MBA) | Bachelor's degree (e.g., BA, BS) | Associate's degree (e.g., AA, AS) or undergraduate certificate | High school diploma | Do not know |
|------------------------------|--|---|--|---|--|---------------------------|-----------------------|
| <KEY PERSONNEL 1 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <KEY PERSONNEL 2 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <KEY PERSONNEL 3 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What is the field of the highest degree of the current or most recent person in each key position?

| | Business Managem ent or Business Administ ration | Educat ion | Engine ering | Humani ties or Creativ e Arts | Physical, Biologica l, or Geoscie nces | Mathemat ical, Statistica , or Computer and Informatio n Sciences | Psychol ogy or Social Science s (e.g., Economi cs, Sociolo gy) | Other field (e.g., Law, Communic ation, Public Administ ration, Social Work) | Do not know |
|----------------------------------|---|-----------------------|-----------------------|--|--|---|--|---|-----------------------|
| <KEY PERSON NEL 1 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <KEY PERSON NEL 2 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <KEY PERSON NEL 3 FILL> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please indicate the degree to which the current or most recent **<KEY PERSONNEL 1 FILL>** is active in the following organizations.

| | Not a member | Member | Do not know |
|--------------------------|--------------------------|--------------------------|--------------------------|
| NORDP | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NCURA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SRA International | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Local RD/RA organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate the degree to which the current or most recent **<KEY PERSONNEL 2 FILL>** is active in the following organizations.

| | Not a member | Member | Do not know |
|--------------------------|--------------------------|--------------------------|--------------------------|
| NORDP | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NCURA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SRA International | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Local RD/RA organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate the degree to which the current or most recent <KEY PERSONNEL 3 FILL> is active in the following organizations.

| | Not a member | Member | Do not know |
|--------------------------|--------------------------|--------------------------|--------------------------|
| NORDP | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| NCURA | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| SRA International | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Local RD/RA organization | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Research Development Office 2 Functions Section

Thank you for providing information about <OFFICE 1 NAME FILL>.

We now have a small set of questions about this office at your institution: <OFFICE 2 NAME FILL>.

How would you describe your level of familiarity with the personnel and activities of the <OFFICE 2 NAME FILL>?

| | Not familiar at all | Somewhat familiar | Very familiar |
|-------------------|-----------------------|-----------------------|-----------------------|
| Office personnel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Office activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How many full-time equivalent (FTE) staff work in the <OFFICE 2 NAME FILL>? For example, if one person works full-time (1 FTE) and another works half-time (0.5 FTE), you would enter 1.5 FTE.

Does the <OFFICE 2 NAME FILL> focus entirely on research development (RD), or does it perform RD plus other functions?

- Focuses entirely on RD
- Performs RD plus other functions

Of the total FTE working in the <OFFICE 2 NAME FILL>, approximately how many FTE are exclusively devoted to performance of RD functions?

Is the <OFFICE 2 NAME FILL> regularly responsible for RD directed to...

| | Yes | No |
|---|-----------------------|-----------------------|
| Public (governmental) sponsors? | <input type="radio"/> | <input type="radio"/> |
| Private foundations, corporations, or other private philanthropies? | <input type="radio"/> | <input type="radio"/> |
| Professional societies and similar associations? | <input type="radio"/> | <input type="radio"/> |

Please review the following list of RD activities and check all that apply to the <OFFICE 2 NAME FILL>:

- Develop or implement strategic goals for growing my institution's research enterprise (e.g., identify areas of institutional research priorities, advise leadership)
- Maintain faculty expertise database
- Conduct funding searches or prospecting
- Communicate research opportunities, deadlines, changes in sponsor guidelines, etc.
- Facilitate engagement with sponsors or government actors to advance my institution's research enterprise
- Coordinate research interest groups
- Facilitate collaborations within and among institutions
- Actively promote values of diversity and inclusion within areas of influence
- Manage limited-submission programs
- Provide general proposal development support to individual PIs or small teams
- Coordinate or provide project management-type support to large, interdisciplinary teams
- Write proposal components
- Develop or review proposal budgets and justifications
- Edit proposals
- Coordinate peer review or 'red team' review of proposals
- Manage requests for cost sharing
- Submit proposals
- Manage competition for internal funding
- Provide training or professional development for prospective PIs intended to support and increase competitiveness for obtaining external grants or contracts
- Provide other research-related training or professional development for PIs
- Provide training or professional development to PIs not related to research
- Provide training or professional development for research-related staff other than PIs
- Provide training or professional development for non-research-related staff
- Compile and disseminate proposal and award information metrics

Support communication of research activities on campus (e.g., via internal or external newsletters, annual reports, institutional websites, social media)

How many grant or contract applications for faculty-led (or equivalent PI/PD-led) research or for programmatic grants led by faculty or PI/PD-equivalent did the <OFFICE 2 NAME FILL> support in the past 12 months?

Include **fellowships**, if awarded to the institution or during a Sabbatical leave. Please include only competitive applications for new funds, not continuation or incremental funds for previously awarded grants or contracts.

Please provide the job titles for up to three positions in this office that would be considered key personnel (e.g., Director, Assistant Director, Assistant VP, Assistant Dean, Senior Manager). If a key position is currently vacant, please include the job title for that position.

- Key Personnel 1 _____
 - Key Personnel 2 _____
 - Key Personnel 3 _____
-

Institutional Faculty Section

The next set of questions are about the institutional context in which research development and administration take place, focusing mainly on faculty and students.

The questions may ask you to differentiate between STEM (Science, Technology, Engineering, and Mathematics) and CASSHE (Creative Arts, Social Sciences, Humanities, Education, and other disciplines) fields.

How often does your institution provide releases from teaching one or more courses for the purpose of performing **internally funded** research activity?

Do not include earned sabbatical leave.

| | Never | Rarely | Sometimes | Around half | Most of the time | Almost always | Always |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How often does your institution provide releases from teaching one or more courses for the purpose of performing **externally sponsored** research activity?

Do not include earned sabbatical leave.

| | Never | Rarely | Sometimes | Around half | Most of the time | Almost always | Always |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How easy or difficult is it to arrange course releases based on the availability of instructors (e.g., among your institution's existing faculty or among other adjunct faculty in your labor market)?

- Very difficult
- Somewhat difficult
- Somewhat easy
- Very easy

How often does your institution provide individual startup research funding to faculty (or equivalent) who are eligible to serve as PIs in STEM or CASSHE fields?

| | Never | Rarely | Sometimes | Around half | Most of the time | Almost always | Always |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

For faculty (or equivalent) who receive a startup package, what is the typical amount?

| | Less than \$10,000 | \$10,000 to \$25,000 | \$25,000 to \$100,000 | \$100,000 to \$250,000 | \$250,000 or more | Do not know |
|--------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How often does your institution provide internal seed type funding for grant development, such as salaries and wages and/or direct cost support for preliminary studies, to faculty (or equivalent) who are eligible to serve as PIs in STEM or CASSHE fields?

| | Never | Rarely | Sometimes | Around half | Most of the time | Almost always | Always |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

For faculty (or equivalent) who receive internal seed funding, what is the typical amount?

| | Less than \$5,000 | \$5,000 to \$20,000 | \$20,000 to \$35,000 | \$35,000 to \$50,000 | \$50,000 to \$65,000 | \$65,000 to \$80,000 | \$80,000 to \$100,000 | \$100,000 or more | Do not know |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

To what extent is grant-seeking prioritized or expected in faculty promotion and tenure (P&T) decisions at this institution?

| | Not a priority/expectation for P&T | Low priority/expectation for P&T | Medium priority/expectation for P&T | High priority/expectation for P&T | Do not know |
|--------|------------------------------------|----------------------------------|-------------------------------------|-----------------------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

To what extent do researchers at this institution have access to the equipment, facilities, and other resources necessary to faculty research (internally or via local collaborators)?

| | No access | Limited access | Moderate access | Considerable access | Excellent access | Do not know |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| STEM | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| CASSHE | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In terms of grant writing activity across the faculty at your institution, how would you describe the share of faculty who fall into each category below?

| Largest group | Middle group | Smallest group |
|---|---|---|
| _____ Recently grant active (within past two years) | _____ Recently grant active (within past two years) | _____ Recently grant active (within past two years) |

_____ Grant active in more distant past (up to a decade)

_____ No known grant activity in past decade

_____ Grant active in more distant past (up to a decade)

_____ No known grant activity in past decade

_____ Grant active in more distant past (up to a decade)

_____ No known grant activity in past decade

For faculty at your institution who submitted a grant application within the last decade, how would you describe the distribution of grant writing skills?

| Largest group | Middle group | Smallest group |
|--------------------|--------------------|--------------------|
| _____ Advanced | _____ Advanced | _____ Advanced |
| _____ Intermediate | _____ Intermediate | _____ Intermediate |
| _____ Rudimentary | _____ Rudimentary | _____ Rudimentary |

Does your institution have an indirect cost (IDC) allocation policy or standard practice?

- Yes
- No
- Do not know

Approximately what percentage of indirect costs are allocated to each of the following categories?

The total should sum to 100 percent.

Research office: _____

General funds: _____

Central administration, but dedicated to research: _____

College department: _____

Principal investigator: _____

Other: _____

Total: _____

Across the entire institution, approximately how many new faculty-led grants or contracts were awarded **during the most recent** 12-month period? If information from the most recent 12-month

period is not readily available, feel free to respond based on the most recent fiscal year or calendar year.

- None awarded
- 5 or fewer
- 6 to 10
- 11 to 20
- 21 to 40
- 41 to 100
- 101 to 250
- 251 to 1000
- More than 1000

Across the entire institution, what was the approximate total dollar value (direct and indirect costs) of all the awarded external grants or contracts received by faculty members during the most recent 12-month period?

- None received
- Less than \$250,000
- \$250,000 to \$1 million
- \$1 million to \$2.5 million
- \$2.5 million to \$10 million
- \$10 million to \$25 million
- \$25 million to \$100 million
- \$100 million to \$250 million
- \$250 million to \$1 billion
- \$1 billion or more

Institutional Students Section

The next section collects information about student experiences with research. Does your institution have an office of undergraduate research?

- Yes
 - No
 - Do not know
-

What percentage of **undergraduate students** does your institution fund to participate in a faculty-led or faculty-supervised research project (not part of coursework) during their undergraduate years?

- None
 - Less than 25%
 - 25% to 49%
 - 50% to 74%
 - 75% to 99%
 - All
 - Do not know
-

What percentage of **masters students** does your institution fund to participate in a faculty-led or faculty-supervised research project (not part of coursework) during their graduate years?

- None
 - Less than 25%
 - 25% to 49%
 - 50% to 74%
 - 75% to 99%
 - All
 - Do not know
-

What percentage of **doctoral students** does your institution fund to participate in a faculty-led or faculty-supervised research project (not part of coursework) during their graduate years?

- None
 - Less than 25%
 - 25% to 49%
 - 50% to 74%
 - 75% to 99%
 - All
 - Do not know
-

Survey Conclusion

To complete your response to this survey, please click "Submit" at the bottom of this screen. If you have any additional thoughts you wish to share related to RD/RA at your institution, please add them in the comment box below.

We know this has been a lot to consider and respond to. Thank you so much for your time, and please feel welcome to contact any of us with questions or concerns.

SUNDRI Research Team

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