



The RAP Up

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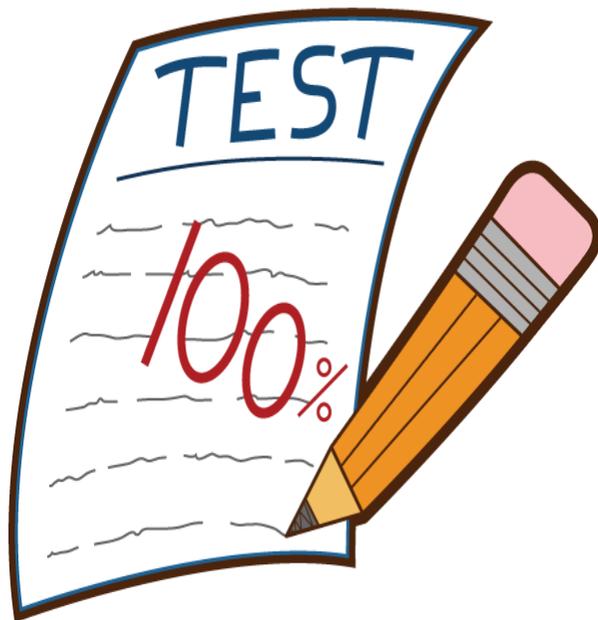
NURAP'S QUARTERLY NEWSLETTER

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New Certified Research Administrators (CRAs) at NU



Every two years the NURAP Continuing Education Subcommittee organizes study sessions on the Evanston and Chicago campuses for the **Certified Research Administrators (CRA)** Exam. This certification confirms that an individual has met the requirements of the Research Administrators Certification Council (RACC), and demonstrated a level of knowledge necessary for a person to be a professional research or sponsored programs administrator. In essence, the CRA is a nationally recognized credential that endorses one's expertise in the field of research administration, and it is a wonderful way of enhancing one's resume.

The NURAP Continuing Education Subcommittee prepared this past season's CRA study sessions over Spring 2015, with Joseph Boes leading efforts on the Chicago campus, and Aaron DeLee leading on the Evanston campus. Both campuses averaged 15 attendees respectively each week from January through April in sessions that covered a broad range of research administration issues, providing content expert presentations and reading materials that address our profession beyond the scope of any one institution. While some attendees were studying with the intention of taking the test, others frequently joined for their own personal and professional development.

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New Certified Research Administrators (CRAs) at NU (continued)

Area experts presented hour-long topics to the groups, including Kathy Mustea on Financial Reporting and Closeouts, Michael Moore on Intellectual Property, Lane Campbell on Export Controls, Jane Roy-Singh on Audits, Kate Booth on COI, and many more. And, between the weekly sessions, attendees read through hundreds of pages of the *Guide to Managing Federal Grants for Colleges and Universities*, an online source secured by NURAP and shared with the community to support studying for the test as well as general professional development.

Between both campuses, **8 of the regular attendees who registered for the CRA took the exam and all passed!** With this successful past season, NU now has 30 certified research administrators total among the ranks. Our newest certified within the workforce include:

Aaron DeLee
Agnieszka Engstrom
Maria Galent
Carol Govern
Ryan McConnell
Catherine Neuses
James Puricelli
Elena Zvirbulis

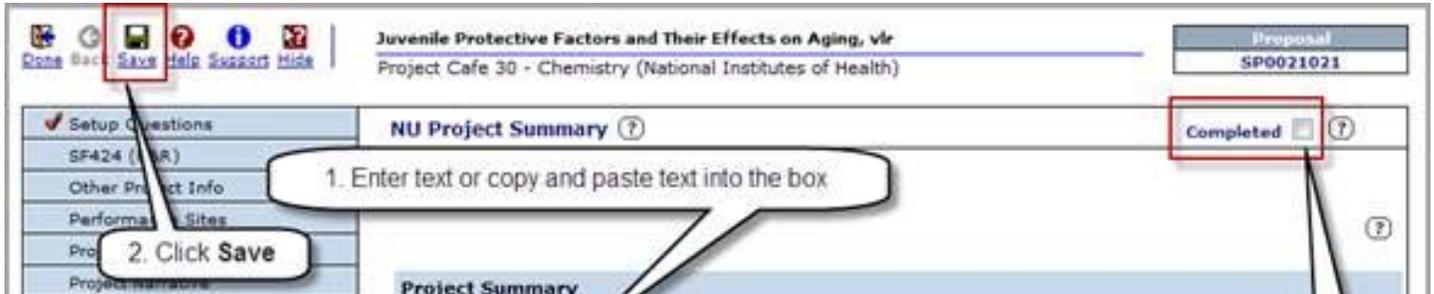
We applaud all attendees that participated in the study sessions throughout the season, and we congratulate those that took this difficult exam! It is no small feat to invest the time and effort to build the comprehensive knowledge base of research administration required to achieve certification.

The NURAP Continuing Education Subcommittee will host the next complete study sessions in the Spring of 2017. Until then, please feel free to contact the subcommittee with any interest, questions, or concerns you might have about taking the CRA to obtain resources and support.



Joseph Boes is the Associate Director of Research Administration in the Department of Basic Sciences Administration and is also the current Co-Chair of NURAP's Continuing Education Subcommittee.

InfoEd v14 Upgrade — Includes Improved Budget Entry



In September 2015, **OSR and FFRA upgraded InfoEd to version 14**. InfoEd's goal with the upgrade was to have the Budget and Personnel pages for both Proposal Tracking and Proposal Development have the same look, feel and layout of information. The consistency across modules makes it much easier for you to enter and locate information.

Besides an overall update to the look and layout of the Budget and Personnel pages, there are many new and improved features in InfoEd:

- New budget model with easier, more flexible data entry of the budget and one click for budget completion.

- Bulk entry of non-personnel budget categories, up to 5 categories at a time.

- Navigation within the budget pages can be done in any order.

- Preview the S2S budget page with a **Build PDF** option to see the information as it will be submitted to Grants.gov.

- Subcontract F&A Entry has been simplified to allow for entry of all periods on one page.

- Progressive text searches replace the split search with staring letter and drop-down menus.

The overall opinion was that the Budget and Personnel pages were much improved from the previous version.

InfoEd Upgrade 2015 announcement

<http://ffra.northwestern.edu/announcements/ieupgrade.html>

InfoEd Status

<http://ffra.northwestern.edu/status/infoed.html>

InfoEd v14 Upgrade webinar

https://northwesternuniversity.adobeconnect.com/_a826375917/p986lqon49g/?launcher=false&fcsContent=true&pbMode=normal



Virginia Robbins is the Senior Training Specialist-Team Lead in IT Administrative Systems.



Sara Krentz is the Business Systems Analyst in the Office for Sponsored Research — Information Team.



Susan Held is the Systems Analyst in Finance, Facilities, and Research Administration.



Derek Kozlowski is the Business Systems Analyst Senior in Finance, Facilities, and Research Administration.

DEPARTMENT DOSSIER: How to Interact Effectively with Various Personality Types



Kate Angevine was the Research Administrator in the Institute of Public Health and Medicine (IPHAM). We wish her well as she starts a new future in Washington, DC!

As the liaison between the PIs and OSR, Research Administrators can sometimes feel stuck between a rock and a hard place, especially when it comes to building positive working relationships. As RAs, it is our job to be all things to all people, and diffuse stressful situations with professionalism, poise, and knowledge. However, we sometimes encounter personalities that do not bring out the best traits in ourselves, and likewise our personalities sometimes do not bring out the best in those who work with us. When combined with day-to-day stress and inter-departmental politics, being a successful RA without ruffling any feathers can seem nearly impossible. **So, how do we maintain healthy, mutually respectful relationships in the workplace while ensuring that quality and timely work gets done?** I have created 6 archetypes of the most common personality types encountered in Research Administration from a combination of scholarly business and psychology articles, market research, and my own experiences over 2+ years as an RA and 5+ years working in research in general. As you read about each archetype, I encourage you to think of some of the most challenging individuals you work with and where you feel they would fit, keeping in mind the current strategies you are using to work with them.

Type 1: The Chronically Unavailable:

How to spot one:

You can identify a Chronically Unavailable person due to their unresponsive nature. They never seem to be around, constantly buzzing from meetings to phone calls to organizational gatherings. This person is a typical over-achiever – someone who takes on too much and never says no to anything. They thrive on networking and extracurricular involvement, and consequently their attention spans are



The Know-It-Alls



The Passives



The Dictators



The "Yes" People



The "No" People



The Grippers

shorter than most. They are virtually impossible to get a hold of – their office door is always closed, they almost never respond to emails, and if you leave them a voicemail they will most likely not return your call.

What they don't want to see from you:

Because this person is habitually spread too thin, anything that requires them to consistently follow through will be too overwhelming. This means that phone calls and emails are not usually the best way to get a hold of them. Moreover, due to their short attention spans, these individuals are the last ones that should be copied on emails or included weekly internal meetings, especially if those meetings are for discussion or brainstorming purposes.

Tools to use when working with them:

The best way to communicate with a Chronically Unavailable person is to only reach out to them for administrative, not strategic, tasks. Strategic tasks are more tangible and take less intense focus, so they seem less daunting. If at all possible, delegate. If it is feasible to have an assistant or colleague complete the task, leverage these resources to save yourself lots of time and stress. If these are tasks that only the Chronically Unavailable individual can do, make sure that your objectives are clear, concise, and simple. Forbes Magazine advises "prioritizing like an ER at a hospital" when working with individuals who are over-committed.

Type 2: The Technologically Challenged:

How to spot one:

The Technologically Challenged archetype is not a natural with technology of any kind, whether it be an email, a webinar, or an electronic grant submission portal. Technology can prove to be too intimidating for some, and as Research Administration has become almost entirely electronic in nature, technology struggles can lead to some frustrating situations for everyone involved. The Technologically Challenged person has difficulty knowing what is required in grant submissions and has trouble keeping track of information in general. This is someone who has difficulty uploading and approving in InfoEd, using NU Financial systems, or logging into eRA Commons to check a submission status or complete a progress report.

DEPARTMENT DOSSIER: How to Interact Effectively with Various Personality Types (continued)



What they don't want to see from you:

Since the Technologically Challenged will freeze at the sight of instructions for electronic systems, you may encounter situations when working with them where you think initially think something was completed only to find out later that it wasn't. For example, if you are working on a small foundation grant that requires creating a username and login to create an electronic application, this person may have assumed that the Research Administrator would take care of this task. These types of assumptions can create last-minute administrative burden that could and should have been completed at the front end of a submission. If they receive an email asking them to approve an ESPR or InfoEd request, they will often become frazzled by the request and not remember what steps to take. Simply sending a link, written instructions, or spreadsheet likely will not work with this type of individual.

Tools to use when working with them:

The best way to communicate with a Technologically Challenged individual is to meet in person. According to business insiders, those who struggle with technology tend to be visual learners that need literal instruction as opposed to being left on their own to interpret broader guidance. While it may be more time-consuming and tedious to make yourself available to meet frequently to discuss everyday actions, these in-person meetings go a long way to build rapport and mitigate any confusion. These individuals are used to being patronized, so they will appreciate your extra effort. Taking initiative to get your hands dirty in person will ensure that everyone is on the same page and will save you time and frustration on the back end. Finally, be sure to specifically delegate tasks so there is no confusion as to who is responsible for what.

Type 3: The Stalker:

How to spot one:

The name says it all for this type! This is a very anxious individual who will not rest easy until the job is done. Their impatience with internal Northwestern processes shows in

their escalation of any request that is not taken care of immediately. Combined with a general lack of awareness or realistic expectations regarding inter-departmental workflow, this person always thinks the worst in any situation. Therefore, when someone does not respond to them right away, their mind races with detrimental "what ifs." This is someone who will constantly call, email, and stop by asking for status updates when they do not hear from you.

What they don't want to see from you:

The worst thing you can do with a Stalker is to ignore them. However, it is important to strike a delicate balance between responding and indulging. This person is a worry-wart, and nothing fuels their anxiety more than uncertainty. Ignoring their calls, emails, and drop-ins will escalate their fears. While working with a high-strung Stalker can be stressful to say the least, pushing back on their concerns will make them feel invalidated and act even more irrationally.

Tools to use when working with them:

The first thing to do with a Stalker is to stay calm. When someone is visibly stressed, it is easy for those around them to rise to the same heightened stress level. With this personality type in particular, because their mind always jumps to the worst possible scenario, seeing you frazzled will only compound the intensity of the situation. Staying calm allows you to respond with facts that will lessen their catastrophic thinking and show them that safeguards are in place. Finally, set precedence early and often. Even something as small as a one-sentence email telling them when you are going to be busy and when you will be free to respond can go a long way to manage their expectations.

Type 4: The Librarian

How to spot one:

A Librarian is a Type A individual. Their knowledge of university and institutional guidance is extremely thorough and their memory is almost super-human. They respond to emails right away and never let anything sit. They always go the extra mile and expect the same from everyone else. They want to act immediately on everything and never procrastinate. They tend to micromanage both their own staff and people they work with

DEPARTMENT DOSSIER: How to Interact Effectively with Various Personality Types (continued)



on the periphery. If they see anyone make a mistake, small or large, they will call them out on it, so consequently they can be viewed as condescending. They thrive on details and structure, and believe that rules are meant to be followed.

What they don't want to see from you:

The worst thing you can do with a Librarian is show vulnerability in the form of your skills or knowledge. Hesitation, disorganization or uncertainty can signal to a Librarian that you are unreliable and not to be trusted with important tasks. Any shakiness or unfamiliarity with the basics of Research Administration will be the nail in your coffin when it comes to how a Librarian views you. While we are all human and even the best Research Administrator makes mistakes, a Librarian is impatient and almost intolerant of errors because they are such perfectionists. While the Librarian moves quickly, do not try to keep up with their pace. Doing so will expose you to the risk of making careless errors that could tarnish the relationship.

Tools to use when working with them:

The best way to engage with a Librarian is to put your absolute best foot forward. That means first and foremost to take your time with everything, even tasks that you see as second nature. The Librarian will be watching every last detail, so thorough knowledge of the business and University policies is crucial. Go the extra mile and do your due diligence before completing any task. Be consistent, thorough and over-achieving. Take your time to make sure you know your projects forwards and backwards, and prioritize quality over quantity. As tiresome as this can be, always remember that, because Librarians thrive on routine and structure, they are predictable. Forbes magazine recommends observing their patterns and ticks so you can anticipate their pressure points and respond accordingly.

Type 5: The Classic Procrastinator

How to spot one:

A Classic Procrastinator is somewhat of a mad scientist. They are driven by ideas and innovation and want to wait

for inspiration to come to them. They are not remotely mindful of internal Northwestern deadlines and will work up until the minute something is due to a sponsor or stakeholder. They set unrealistic goals for themselves and others and have no problem giving assignments at the 11th hour. You will regularly see them responding to emails at all hours of the night and marching to the beat of their own drum when it comes to how they get their work done.

What they don't want to see from you:

Because the Classic Procrastinator is motivated by ideas, they will not respond well to commands. Reminders will generally be construed as a nuisance. According to Dr. Neil Fiore, a psychologist specializing in workplace productivity, procrastinators in particular rebel against any kind of commands, because they are already pressuring themselves to get more done and resent the reminder from someone else. Therefore, expressing worry about whether the work will get done on time will trigger their shame and self-doubt. "You should" and "You have to" almost always evoke rebellion from procrastinators.

Tools to use when working with them:

There are many strategies you can use to "trick" a Classic Procrastinator into completing their work in a more timely manner. The first is to give them choices. For example, if you give a Classic Procrastinator the option of completing a budget justification writing an abstract, they will feel as though their processes are being respected and can follow the train of thought that is most compelling to them in the moment. Second, focus on what has already been done, even if it has just been a few emails or a preliminary discussion. Dr. Fiore explains that, when procrastinators are given positive feedback, their mind focuses on the present and does not feel as overwhelmed about all of the things that have not yet been done. Psychologists and entrepreneurs agree that starting small to get the momentum rolling will ensure that more productivity will follow. Finally, repurpose as much as you can. If you can send a Classic Procrastinator an example of what needs to be done, they can use this as a reference and getting started will be less frightening.

Type 6: The Non-Believer

How to spot one:

A Non-Believer is usually a senior professor who has worked in research for many years. This individual has been around the block and witnessed many changes in the industry. They have

DEPARTMENT DOSSIER: How to Interact Effectively with Various Personality Types (continued)

climbed to the top of the ladder and feel that they have seen it all. Because of their senior status, they like to make their own rules. They are often set in their ways and are resistant to change from the sponsor or the institution. They are not used to being told “no,” and believe that they know best. They thrive on feeling in charge and in control of their work, and do not like being told what to do.

What they don't want to see from you:

One of the worst things you can do with a Non-Believer is bog them down with administrative burden. New guidance or internal policy is usually seen as problematic and unnecessary. This person generally sees compliance activities, and most administrative tasks in general, as cumbersome and pointless. For example, the Non Believer may not consider the importance of Conflict of Interest disclosures or InfoEd pre-route signatures.

Tools to use when working with them:

When working with a pessimistic Non-Believer, always try to stay positive and frame activities as a win-win. The best way to do this is to frame administrative tasks as an opportunity to make the research stronger, as opposed to just another pointless burden. This means fully explaining to them the tangible benefits to all of the rules and administrative policies. Familiarizing them with the guidelines helps them to focus on the end goals. Creating a team-oriented environment and an air of “we're all in this together” makes it seem less like you are out to get them and more like you are advocating for their projects.

In conclusion

In reading about the six personality types, I hope you were able identify new strategies for collaborating with individuals that approach their work much differently than you do. Learning about how others think and work can also help us to pinpoint what we are doing that may not be working and adjust our behavior accordingly. It can also help us understand how we work and what category each of us may fall into. Ultimately, I hope you came away with a deeper understanding of how different people approach their work. Finally, please note that none of these archetypes are “good” or “bad” – each personality type has its own strengths and weaknesses. In the end, we are all working towards the same goals, and clear communication ensures an environment of collaboration that fulfills the University's mission.

NIH Grant Codes



Cracking the NIH Grant Number Code

Anatomy 101: A grant code such as 1 R01 AI 083723-01A1 is made up of the following components:

Application type – Activity code – Institute – Serial no. – Suffix

By “translating” the code in the above example, you can tell that it is a new research project grant assigned to NIAID, in the first budget year, and was funded on resubmission.

Application type - The first digit on an application identification number:

- Type 1 - New — provides PHS support for a new research project grant.
- Type 2 - Renewal — extends a project period that would otherwise expire for one or more grant budget periods; applications are peer reviewed and compete for funding.
- Type 3 - Supplement, a.k.a. administrative supplement — adds funds to a grant without peer review.
- Type 4 - (Traditional usage) Extension — provides time and funds beyond recommended levels. Applies to MERIT and Small Business Innovation Research Fast Track applications. (New usage) **NIH is using type 4s as a technical solution to separately track obligations and payments for awards that are transitioning to PMS subaccounts during FY13, FY14, FY15 and FY16.**

NIH Grant Codes (continued)

- Type 5 - Noncompeting continuation — continues support in the out years of a grant; does not compete for funds.
- Type 6 - Change of grantee — transfers a grant when one organization buys out another, also called successor –in-interest.
- Type 7 - Change of grantee — transfers a grant from one institution to another.
- Type 8 - Change of NIH institute or Division — transfer of a type 5 grant from one NIH institute to another. (or when the primary institute is renamed)
- Type 9 - Change of institute or Division — transfer of a type 2 grant from one NIH institute to another. (or when the primary institute is renamed)

Activity Code - The 3-4 digit identifier of an award type, e.g., R01 is a research project grant. The format always begins with one or two *letters*, followed by two *numbers*. Activity codes are grouped together to form funding mechanisms. The major mechanism series are:

- F - Fellowships
- K - Career development awards
- N - Research contracts
- P - Program project and research center grants
- R - Research project grants
- S - Research-related programs (typically equipment)
- T - Training grants
- U - Cooperative agreements
- Y - Interagency agreements

A comprehensive list of activity codes can be found on the Web at

http://grants.nih.gov/grants/funding/ac_search_results.htm

Please note that codes ending in “01”, e.g. R01, P01 and U01, even though commonly pronounced as “Ar-Oh-one” instead of “Ar-zero-one” are written with a zero (0) as the second character, not the letter (O). The same is true for most other activity codes -- the “0” is a number not the letter. Now you won’t look like a newbie!

The Two-Letter Code

This field indicates the primary NIH funding institute. Many awards are shared, with one or more secondary NIH institutes being involved but only the primary, managing Institute or Center (IC) is incorporated in the grant application number - check the NIH acronym list for the IC abbreviations.

http://grants.nih.gov/grants/acronym_list.htm.

For example, a grant to develop a device for diagnosing or treating diabetic retinopathy may contain EB in the code to denote NIBIB as the primary institute in the grant code, but may also be funded in part by NIDDK and/or NEI, since diabetes and the eye are also involved in the research.

The Glossary may also be useful too, <http://grants.nih.gov/grants/glossary.htm>

The Serial Number

This is the six-digit number assigned by the Center for Scientific Review (CSR). Rarely, you may come across a 5-digit code, which is the old format. If for any reason you need to look it up in NIH RePorter or list it in a biosketch or report, you will need to insert a “0” as the first digit.

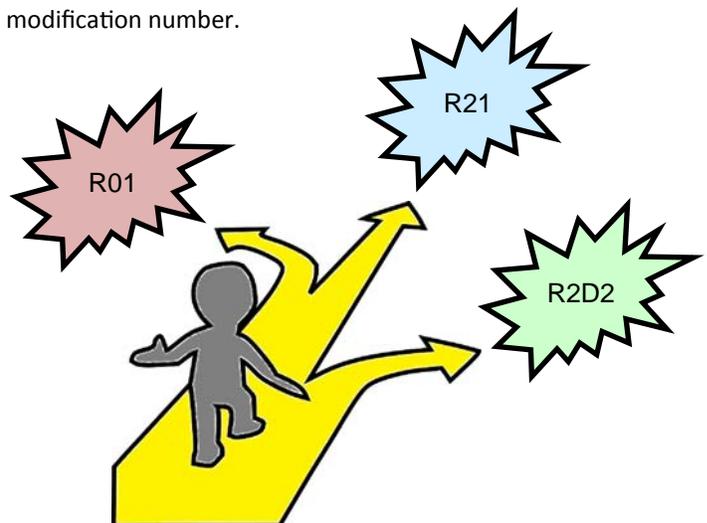
The Suffix

This starts with and often only includes the current funding year (-01 for first year etc.).

Other common suffixes are:

- | | |
|----|---|
| A1 | An amended application (resubmission) was funded, and this designation will be appended only to the first year of funding |
| S# | diversity or administrative supplements; the number refers to whether this is the first, second, etc. supplement requested for the parent grant (which has its own separate number *without* the “S” in the suffix. |

Note that for **contracts**, however, the suffix is replaced by a modification number.



NIH Grant Codes (continued)

Changes in the Code over the Life Span of a Grant

Using the example at the top, 1 R01 AI083723-01A1 will become 5 R01 AI083723-02 in the next year of funding (non-competing renewal), because it becomes a type five, and it's in the second year.

Let's pretend that the above example is a renewable R01 with a 5 year project period in the first segment. So if this grant was renewed on the first try (competing renewal), the next grant code it will have will be: 2 R01 AI 083723-06, since a type 2 denotes renewal. 2 R01 AI 083723-06A1 means the first proposal submitted for renewal was not funded, but it was funded on the second try/re-submission. The next year, the non-competing renewal code will revert to a type 5, and pick up -07 as the suffix.

The grant code changes every year with one exception. During a no-cost extension, the grant code stays the same as the last non-competing renewal.



Jody Hirsh is the Senior Research Administrator in the Center Chemistry of Life Processes Institute and is also the current President of NURAP.



NSF Grants Proposal Guide Updates for 2016

A Department RA Perspective on GPG 16-1

A year and a month to the day after the sweeping changes of GPG 15-1 went into effect, the National Science Foundation has a few more updates. All proposals submitted on or after January 25, 2016 will need to adhere to 16-1. Here is a summary of the changes to the Grant Proposal Guide (PAPPG Part I) from the perspective of a departmental RA:

Biosketch – The biggest change is that the Collaborators and Other Affiliations has been moved entirely off of the biosketch. NSF has provided no suggestions about what to do with the extra space, but Synergistic Activities is the most likely candidate for expansion, since the other three sections are immutable.

Conflict of Interest – Before you get excited about removing Collaborators, be aware that they haven't gone very far—just over to Single Copy Documents. You'll need to convert the list from the biosketch into a table or spreadsheet, and upload this as a separate document. You no longer have to report total numbers for each category. The GPG update also removes some ambiguity about how long to keep track of past affiliations. Post-docs from the last five years must be included, and all Ph.D. students ever must be listed.

There's no need to include any information not requested, such as co-advisors, honors, graduation year, etc., as this list will no longer be seen by any reviewer. Its sole purpose is to help NSF administration avoid a conflict of interest when choosing reviewers.

Broader Impacts – Just when you finally got your grant-writers used to it, GPG 16-1 returns to requiring "a separate section within the narrative . . . labeled 'Broader Impacts,'" removing "of the proposed work." You'll probably need to spend the next year and a month changing this back.

Formatting Consistency – This update is more for the NSF solicitation writers than for us, but individual solicitations can no longer specify exceptions to GPG formatting requirements.

Current and Pending – You must include internal awards now. This will be challenging, since these awards are often not tracked in InfoEd, and will therefore not be reflected in the Active Awards Cognos report (GM060).

Bundling Documents – If, for some reason, you compiled all your senior personnel biosketches into one doc, well just stop it! Ditto for Current and Pending. These docs must now be uploaded separately for each person. However, if you are required to upload these for personnel not named, they should be compiled and uploaded as supplementary docs.



NSF Grants Proposal Guide Updates for 2016 (continued)

Letters of Collaborations – the formerly recommended format for letters of collaboration is now the required format. Regardless of how mellifluous a collaborator's prose, NSF just wants a single sentence that states an intent to collaborate if awarded.

Miscellaneous – No URLs in Project Description, and the Project Summary can be uploaded only if it contains special characters. Overview, Intellectual Merit, and Broader Impacts sections must be present and labeled as such.



David Wemhaner is the Associate Research Administrator in the Department of Mechanical Engineering.

New Conflict of Interest System — eDisclosure

eDisclosure

Northwestern is launching a **new disclosure system for conflict of interest (COI) requirements** on February 15th! *eDisclosure* replaces the Faculty and Staff Information System (FASIS) COI module previously used for annual and research-related disclosure requirements.

As presented during the NURAP @ Noon Sessions on January 21st and 25th, *eDisclosure* offers enhancements that will benefit researchers and research administrators in a variety of ways, including:

- More user-friendly interface and elimination of technical obstacles impacting system access and user experience
- Increased flexibility in response options to questions, and new ability for disclosers to easily edit and delete previously-disclosed relationships and interests that have changed or no longer exist
- Enhanced functionality allows for more efficient business processes for disclosers, reviewers, and administrators

Additional information available to research administrators via *eDisclosure* "Compliance" pages to monitor investigator and project compliance, and understand where a project is in the review process in cases where review completion is impacting award set-up or contract execution

Streamlined and systematic processes for handling subrecipient investigators and persons outside the institution (POIs)



Julia Campbell is the Director in the Conflict of Interest Office.

New Conflict of Interest System — eDisclosure (continued)

Stay tuned for additional communications regarding these research-related processes and the new *eDisclosure* system; please sign up for the *NUCOI Listserv* (<http://www.northwestern.edu/coi/contacts/index.html>) if you are not already subscribed, as we use this listserv for important announcements as well as communications relative to process enhancements and the availability of new resources.

Please note that the annual disclosure process for faculty and staff opens in *eDisclosure* system on February 15th. Each faculty and staff member subject to this annual disclosure process will receive an email on February

15th with a website link to access the system and complete their disclosure. Training resources for use of the new system will be available online here beginning February 8th: <http://www.northwestern.edu/coi/training/index.html>.

Contact Northwestern's Conflict of Interest Office (NUCOI) at nucoi@northwestern.edu or 847.467.4515 if you have questions. For more information regarding Northwestern's conflict of interest program, visit the Conflict of Interest Office website: <http://www.northwestern.edu/coi/>.

InfoEd Proposal Workflow Goes Live on March 17th!



Melissa Mizwa is the Project Administrator in the Office for Sponsored Research — Information Team.

The initiative to streamline proposal and award processing in the Office for Sponsored Research (OSR) takes a major step forward with the implementation of Proposal Workflow in InfoEd on March 17, 2016. Key features of the **new Proposal Workflow process** using InfoEd include:

- Updated process flows within InfoEd PD for administrative shell and final proposal review and submission
- New statuses to accommodate the new system-based process flows
- Visual proposal workflow map to allow users to see which proposals are in each status
- Action items with associated email notifications to facilitate the handoffs between statuses
- Action Item List to enable individual users to quickly see all open items assigned to them

Proposal Workflow is the culmination of efforts that began in 2013 with the piloting of “administrative shell review” and “final route” for sponsored project proposals. This pilot yielded valuable information regarding both the strengths and weaknesses of final route implementation. Drawing on lessons learned, a cross-campus workgroup made up of representatives from OSR, Finance Facilities and Research Administration (FFRA), and various school/departmental offices, worked to design a solution that would:

- Provide a consistent, predictable user experience in InfoEd
- Distinguish between administrative shell and final reviews
- Leverage InfoEd's workflow capabilities
- Capture hand-off's between individuals to provide real-time status information regarding “where” a proposal is in the review process

The aim of Proposal Workflow is to improve the quality, efficiency, and transparency of the proposal development and submission process, as well as to provide relevant metrics to facilitate organizational decision-making. The next phase of the initiative will be fleshing out and refining metrics.

Additional information about the Proposal Workflow release and training opportunities is available on the OSR and FFRA websites and listservs.



Visit the NURAP website!

<http://www.nurap.northwestern.edu/>



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<https://twitter.com/nurapinfo?lang=en>

