

*Faculty Grant Submissions, Management, and Success at CSUB:
Findings and Recommendations of the CSUB Faculty Advisory Committee for
Research, Scholarship, and Creative Activities (FAC-4-RSCA) 2025*

Report approved by the committee on 22 December 2025

Report Authors

R. Brandon Pratt (Faculty Liaison to GRaSP and Survey Coordinator), Brittney Beck, Linh Bui, Elaine Correa, Joseph Florez, Heidi He, Matthew Herman, Anna Jacobsen, Nyakundi Michieka, Eduardo Montoya, Maryann Parada, and Liaosha Song

Contents

Report Scope and Committee Charge.....2
Executive Summary.....2
Report Part 1: Evaluation of progress from the 2021 recommendations.....4
 Table 1.....5
 Recommendation 1.....7
 Recommendation 2.....8
 Recommendation 3.....9
 Recommendation 4.....9
Appendix 1: Report Data & Analysis.....11
Appendix 2: Survey Questions.....50
Appendix 4:2021 Survey & Appendices.....77
Appendix 4:2023 Special Report on GRaSP Progress.....138
Appendix 5: Report on Grants in RTP at CSUB147

Report Scope and Committee Charge

The Faculty Advisory Committee for Research, Scholarship, and Creative Activities (FAC-4-RSCA) conducted a survey regarding faculty experiences in grant writing and management at CSUB for AY 2024-2025 (see detailed survey results and questions in Appendices 1 & 2) at the behest of the AVP of GRaSP Dr. Isabel Sumaya. A previous survey was conducted in 2020-2021 by an *ad hoc* committee of faculty convened by then Provost Vernon Harper. The previous 2020-2021 report generated 10 recommendations for improvement (Table 1), most of which involved GRaSP. Our main tasks as part of the current report were to 1) Evaluate progress toward meeting prior recommendations, and 2) use results from a newly administered survey to identify areas of progress, capture potential new concerns, and make recommendations for continued improvement. Our overarching goal is to improve the grant writing, support, and management on campus.

Executive Summary

This report evaluates the progress CSUB has achieved in improving grant management and support since the 2020-2021 survey. Recommendations, and updated findings from the 2025 faculty survey are provided. Together, these analyses highlight meaningful progress in building a more supportive culture around research, scholarship, and creative activity (RSCA), while also underscoring persistent challenges in the operational and administrative aspects of grant-funded work.

Progress on 2021 Recommendations

To assess progress since 2021, each of the ten prior recommendations was reconsidered (Table 1). In some areas, there has been considerable progress reflecting notable successes in structural and cultural changes. However, major challenges remain. Budget transparency and the processing of grant-related requests continue to be a struggle for PIs and reflect persistent barriers in day-to-day administration. Faculty also reported ongoing challenges with communication and limited support from HR, procurement, and facilities.

2025 Survey Findings

The 2025 survey reinforces these conclusions, highlighting both the successes of recent reforms and the barriers that continue to limit faculty productivity. Faculty remain committed to RSCA but struggle with limited time for grant writing, uneven support across units, and inadequate infrastructure and professional development. While the campus culture around grants has improved, operational inefficiencies pervade—especially in budget management and post-award processes—that continue to frustrate PIs.

In response, this report advances four new recommendations:

Recommendations:

1. Invest in PIs through assigned time, recognition, and incentives. Invest in PIs and incentivize grant activity by providing sustained assigned time, encouraging units to recognize grant efforts, and creating meaningful incentives such as awards and honorary titles.
2. Strengthen GRaSP pre- and post-award support, especially budget communication. Improve GRaSP support, with a focus on better communication, professional development opportunities (including AI-assisted grant writing), and more reliable post-award services, especially in budget management.
3. Upgrade infrastructure, travel support, and faculty development opportunities. This can be achieved by improving research and teaching facilities, increasing travel support, and offering more training and mentorship opportunities for grant writing.
4. Improve campus services (HR, procurement, facilities) through clearer, more consistent processes. Improve campus support services for grant-funded activities by strengthening cross-unit communication, centralizing accessible guidance, and standardizing HR, procurement, and facilities procedures to reduce delays and uncertainty.

CSUB has achieved important progress since 2021, particularly in building a more collaborative and supportive campus culture for grant-seeking faculty. Yet the operational systems that underpin grant management remain significant obstacles, with inefficiencies in budget transparency, administrative processing, and infrastructure continuing to frustrate faculty. By maintaining the momentum of improvements that help to cultivate research while prioritizing finding solutions to these persistent operational challenges, CSUB can create a more effective and responsive grant support system. Doing so will not only increase faculty satisfaction and productivity but also strengthen the university's ability to secure external funding that advances RSCA, enriches student experiences, and elevates the institution's research profile.

Report Part 1: Evaluation of progress from the 2021 recommendations

This first section of this report evaluates the success of implementing past recommendations concerning university grant management and support. It has been structured to assess whether the proposed changes have led to more efficient and effective grant administration. To provide an assessment of progress, we considered each of the ten prior recommendations from the 2021 report (Table 1). This analysis considers specific actions taken to address the recommendation and the degree to which each recommendation was successfully implemented. This report provides a comprehensive overview of the current state of grant management, highlighting areas of successful implementation, identifying ongoing challenges, and informing future strategies to ensure the university's research enterprise continues to thrive. We base our assessments on two data streams: 1. The response of respondents to survey (Appendix 1); and 2. Our direct experiences as a committee. For our conclusions, we most heavily weighted the detailed written responses section of the survey (Appendix 1; Section 9), and direct experiences.

The university has made significant progress on some prior recommendations, particularly in areas of structural change and advocacy. For instance, the university made excellent progress by establishing a faculty committee (FAC-4-RSCA) to provide input on grant policy and procedures, a move that successfully integrated faculty into the oversight process.

However, the university faces significant ongoing challenges with the practical, day-to-day aspects of grant administration. Pls continue to report difficulties with:

- **Communication:** Although a new website was developed and a change in culture is apparent, there are still miscommunications between Pls and post-award personnel.
- **Administrative Processes:** The most notable areas for significant improvement are in the areas of budget management and request submission/review. These areas continue to pose challenges for Pls. The report also highlights a need for better support infrastructure and more concrete steps to improve grant writing and communication about existing programs.
- **Infrastructure:** A separate and distinct challenge lies in the university's support infrastructure. Facilities supporting grant-funded activities need significant improvement. This highlights a need for better physical support for research activities.

Over the past several years, many key recommendations have been addressed that led to significant structural improvements and a more supportive grants culture (Appendix 4). The establishment of a faculty advisory committee (FAC-4-RSCA) and the strong advocacy from the Associate Vice President for Grants and Sponsored Programs (AVP of GRaSP) are notable successes that demonstrate a commitment to collaboration and the recognition of grant activities. However, this momentum must be maintained to address the critical challenges that remain. The limited progress in budget transparency and the complexity of administrative processes highlight a clear need for continued improvement and investment in the university's core infrastructure. By building on the current successes and focusing on these persistent operational gaps, the university can ensure that its grant management and support systems are not only collaborative and recognized but also fully equipped to empower faculty and drive the research enterprise forward.

The newly administered 2025 survey also highlights these issues (see Part 2 below) and raises some additional concerns and recommendations for improvement.

Table 1. Prior recommendations from 2021 survey and an assessment of the progress that has been made to address the recommendations (see also Appendix 4).

Number	Recommendation	Status of Follow-up
1	<i>Establish a constructive, collaborative, and collegial working relationship between PIs and post-award personnel.</i>	Strong progress. However, miscommunications continue between post-award and PIs.
2	<i>Clear and inclusive grant policies, procedures, and organizational structure.</i>	Some progress. GRaSP pre- and post-award were restructured and a new website was created but some pages are incomplete as PIs remain unclear about many policies.
3	<i>Faculty inclusion in grant office oversight, policy development, and procedures.</i>	Excellent progress. A standing committee of faculty was established (FAC-4-RSCA) that advises the AVP of GRaSP.
4	<i>Faculty service and support as key goals of post-award.</i>	Some progress. Restructuring has been completed and a change in culture is apparent, but more work is needed.
5	<i>Increase recognition of grant activity.</i>	Strong progress. AVP Sumaya has been an advocate for grants and has led efforts to celebrate them.
6	<i>Improve support for grant writing and communication about existing programs.</i>	Some progress. This has been pursued but limited concrete steps have been completed and a permanent program/plan is required.
7	<i>Faculty feedback in performance review.</i>	Strong progress. Faculty participate in AVP performance review and informally provide feedback through FAC-4-RSCA. A GRaSP website link for feedback has been added and the AVP consults with PIs.
8	<i>Accurate, transparent, and simple request submission and processing.</i>	Limited progress. Managing a grant continues to be a challenge for PIs.
9	<i>Improved accuracy and availability of budget information.</i>	Limited progress. Timely & accurate grant budget information for funded grants is a challenge.
10	<i>Improve university support infrastructure.</i>	Limited progress. PIs report that campus offices/facilities that support grant-funded activities need to improve.

Report Part 2: Key Findings and Recommendations (R) from the new 2025 Survey

This section of the report presents the results of a new survey of faculty, whose feedback highlights both significant successes and persistent challenges (see complete results in Appendix 1). The structure of this survey was designed to match that of the survey conducted in 2020 and reported on in 2021 (see complete content of the survey and questions in Appendix 2). The new data are directly comparable to those from the prior survey, and this was done for a subset of questions in Appendix 1 Section 10. The report from 2021 is included in Appendix 3 to facilitate further comparisons for interested readers. Additionally, new questions were included that gathered additional information and context for our recommendations. Some of these results were already discussed in a report on RSCA completed by FAC-4-RSCA in Spring 2025.

The results of the faculty surveys and analyses reveal that while CSUB faculty are deeply committed to research, scholarship, and creative activity (RSCA), they face persistent barriers that limit their ability to pursue grants and sustain scholarly productivity. Chief among these challenges is the lack of time for grant writing, uneven levels of institutional support across units, limited infrastructure and professional development opportunities, and administrative processes that hinder rather than facilitate grant-funded work. These findings underscore that faculty success in external funding is not simply a matter of individual effort, but one that depends on intentional investment, institutional alignment, and streamlined support.

The university has made commendable strides in fostering a more collaborative and supportive culture for researchers. However, there is a critical need for continued effort, particularly in the operational and administrative aspects of post-award grant management.

The major themes of the 2025 survey related to grants support can be summarized as follows:

- **Progress in campus Culture and Collaboration:** The university has successfully fostered a more positive environment for grant-seeking faculty. The establishment of a faculty committee (FAC-4-RSCA) and strong, visible leadership have been key to building better working relationships and increasing the recognition of grant activities.
- **Persistent Operational and Administrative Hurdles:** While the campus culture has improved, faculty continue to face significant challenges with the day-to-day administrative tasks of managing grants. This is particularly evident in the areas of budget management, accurate communication from post-award staff, and the complexity of existing processes.
- **Need for Strengthened Infrastructure and Professional Development:** The survey responses indicate that grant-funded work is frequently hindered by broader issues with university infrastructure, including research and teaching facilities, as well as limited travel and professional development support. There is a clear call from faculty for more training, mentorship, and updated resources, especially in a rapidly changing technological landscape.

In response, this report outlines four key recommendations. Recommendation 1 (Invest in PIs and incentivize grant activity) emphasizes the importance of addressing time constraints, strengthening assigned time for RSCA, and creating meaningful incentives to encourage faculty grant writing. Recommendation 2 (Work to improve GRaSP support) highlights opportunities to strengthen both pre- and post-award processes, improve communication, and provide professional development,

especially as faculty adapt to new tools such as AI for grant preparation. Recommendation 3 (Upgrade infrastructure and support faculty travel/professional development) calls for targeted investment in research and scholarship facilities, as well as increased opportunities for training, mentoring, and conference participation to better equip faculty for success. Finally, Recommendation 4 (Improve services provided by entities on campus that support grant-funded activities) identifies the need for more transparent, consistent, and efficient processes across HR, procurement, and facilities to reduce barriers to research and grant management.

Together, these recommendations provide a roadmap for strengthening the research culture at CSUB, improving faculty satisfaction, and positioning the university for greater success in securing external funding to support both faculty RSCA and student opportunities.

Each recommendation is discussed further below, with reference to relevant survey results.

Recommendation 1 (R1) - Invest in PIs and incentivize their grant activities

The main impediment for faculty writing grants at CSUB is time, which is the main conclusion from both surveys (Appendix 1 section 2; Appendix 3). Faculty want to spend more time on RSCA and grant writing, but they have little time for these activities given their teaching, scholarship, and service duties (Figs 2.1-2.11). The inability to spend the desired time on RSCA is a likely reason why faculty reported that most were unsatisfied with the time spent on their various work duties (Appendix 1 Table 3.10). Nearly all faculty reported that assigned time for grant writing was an important form of support (Table 6.2). Faculty produce notable numbers of peer-reviewed products indicating their dedication to RSCA (Table 1.17), and they report that writing grants is important to advance their RSCA and to support students (Appendix 1 section 5).

The “culture of RSCA and grant support” at CSUB suggested more support is needed for grant writing (Appendix 1 section 6). Many faculty disagreed that the administration and their department’s encourage grant writing (Table 6.1). Support from various sources were cited as important for grant writing (Table 6.2), but a lack of support was limiting faculty for grant writing (Table 6.3). Many faculty agreed that the administration should incentivize grant writing.

We have identified three priority areas to meet this recommendation:

Priority 1. Time.

Time is the biggest constraint in faculty writing grants, thus support for assigned time for grant writing should be sustained and strengthened.

Priority 2. Support, recognition, and encouragement.

Units should be encouraged to support grant writing, and to recognize the efforts of grant-writing faculty, grant submissions, and faculty grant management.

Priority 3. Incentives.

Incentivize PIs in order to encourage their grant-associated efforts. Some potential ways to do this were discussed in our prior FAC-4-RSCA report from Spring 2025 on RSCA at CSUB.

All of the many support areas for assigned time for RSCA should be sustained and strengthened. Additional support programs should be considered a high priority. Part of this effort should be advertising existing support and communicating the importance of this support for

RSCA/grants. This will be especially important for new faculty to understand as they establish and adapt their RSCA activities at CSUB.

Units could be encouraged to incentivize grant writing by including and recognizing grants in their unit RTP documents and guidelines. Currently, units widely differ in how they consider grant writing in the context of RTP with very limited units requiring grant submission, some mentioning grant writing, and others not considering it as part of the RTP criteria (Appendix 5). A prior analysis found that units that do emphasize grant writing in their RTP criteria submit more grants (Appendix 5). Writing grants may not be necessary to successfully conduct RSCA in some disciplines and this should be part of the equation. However, in many others, RSCA is costly and writing grants is essential to supporting RSCA activities. Grants to support teaching and student mentoring could also be considered as scholarship according to models of academic scholarship (e.g. see Boyer's model of scholarship; Appendix 5).

There are other ways faculty could be incentivized to write grants. These could include recognition and prestige-based support mechanisms that highlight the value of their efforts. In addition to providing assigned time and material resources, the university could establish honorary titles, awards, or other public recognition programs that celebrate faculty who demonstrate leadership in securing external funding. Such acknowledgments would not only reward individual accomplishments but also signal to the broader community that grant activity is a valued and celebrated part of academic life at CSUB. Paired with supportive structures such as mentoring networks, proposal development workshops, and visible administrative encouragement, these forms of recognition can help normalize and elevate grant writing as a key dimension of scholarly success at CSUB.

Recommendation 2 (R2) - Work to improve GRaSP support

Faculty were asked about GRaSP pre- and post-award support (Appendix 1 sections 7 & 8). They were broadly satisfied with pre-award and most of the issues raised were in the context of post-award support. A clear message for pre-award is that faculty feel that things could be improved if they were consulted more frequently (Table 7.2). Pre-award might consider offering workshops or providing other professional development opportunities for faculty that could help them with grant writing (Table 7.3). Surprisingly, given the limited time available, faculty were not strongly supportive of hiring a grant writer to help with writing grants (Table 7.4). One approach could be to help with professional development opportunities that leverage AI in grant writing, which could save time and improve the quality of grant submissions.

Post-award was the area where faculty raised the most concerns in a prior survey (Table 1), and it continues to be an area with numerous opportunities for improvement (Appendix 1 section 8). On a positive note, post-award was not reported to be adversarial towards faculty, which was reported in a prior report (Table 8.1). However, communication of accurate and timely information continues to be a struggle in the PI/post-award interactions. Faculty feel as though the post-award policies are unclear (Table 8.2), and that their voices are not heard when it comes to the policies that affect them (Table 8.3). The main activities associated with managing a grant, paperwork, budgeting, hiring, and closeout, were all areas where many faculty expressed challenges (Tables 8.4-8.7). Tracking a budget and getting timely and accurate budget data from post-award was cited as a challenge (Table 8.5). A corollary to these findings, faculty were generally unsatisfied with their support from post-award (Table 8.9).

We recommend that GRaSP redouble their efforts on prior recommendations 2-4 & 6-9 (Table 1). Some of these areas have seen substantial improvement, several have seen little

improvement, and the survey results highlight continued challenges for PIs (Table 1). Securing timely and accurate budget information is crucial to managing many grants and some PIs continue to struggle to get this information from GRaSP.

Recommendation 3 (R3) - Upgrade infrastructure and support faculty travel/professional development

There are other areas where faculty report challenges. Faculty were asked about their satisfaction with their work and the resources available at CSUB (Appendix 1 section 3). About a quarter of faculty were strongly unsatisfied with teaching facilities (Table 3.5). Faculty (55% of them) were also unsatisfied, reporting dissatisfaction or strong dissatisfaction with the travel support offered by the university (Table. 3.12). Research facilities was another area where nearly half of the faculty were unsatisfied to highly unsatisfied with the facilities at CSUB (Table. 3.13).

Faculty were asked about their experience with grant writing (Appendix section 4). Training in grant writing was limited among respondents. Most faculty have not received any training in grant writing from CSUB or the CSU (Table. 4.5), and 35% reported that they have not received any prior training from undergraduate through post-doctoral work. More than half of the respondents reported that they have not been mentored in grant writing by CSUB colleagues. More than 75% agreed that it is important for the university to provide training in how to write grants; however, only 22% agreed that the university was providing support (Table 7.3). For faculty that want to pursue grant writing, they may benefit from professional development opportunities related to writing grants.

We recommend that the administration prioritizes upgrading infrastructure on campus and provides more opportunities for faculty development including travel. With the rapid pace of change in AI that affects RSCA and teaching, this recommendation is timely. Development opportunities to leverage AI to write grants could be especially valuable. Policies for space and facility allocation should actively incorporate scholarship requirements into planning.

Recommendation 4 (R4)-Improve services provided by entities on campus that support grant-funded activities

The successful outcome of many grants depends not only on the efforts of P but also on the efficiency and responsiveness of the university's support infrastructure. Faculty survey responses highlighted that critical units such as Human Resources (HR), procurement, and facilities often create barriers that slow down or complicate grant-funded work (Appendix 1, section 9). While these entities provide essential services, inconsistent communication, unclear procedures, and a lack of coordination across units have led to frustration and inefficiencies for faculty managing grants. To address these concerns, several strategies are recommended:

1. Improve Cross-Unit Communication and Transparency

Establishing regular channels for cross-unit communication would help ensure that faculty receive consistent and timely information. Transparency in decision-making processes and status updates would also reduce uncertainty and build trust between faculty and administrative units.

2. Create Centralized, Publicly Accessible Guidance on Grant-Related Processes

Many faculty indicated difficulty in finding clear information on how to navigate HR, procurement, and facilities requirements for grant-funded projects. Developing a centralized, easily accessible online resource would allow faculty and staff to quickly locate standardized

guidance, forms, timelines, and contact information. A “living document” approach, updated regularly, would keep policies current while reducing reliance on word-of-mouth or informal channels. This resource would be especially valuable for new faculty who may be unfamiliar with CSUB’s internal processes.

3. Standardize and Clarify Procedures Across Units

Inconsistent practices across departments and service units create unnecessary complexity for faculty. For example, timelines for HR hiring processes can vary widely, even for similar types of grant-funded activities. Standardizing procedures, streamlining approval workflows, and offering clear explanations of policy rationales would help faculty plan more effectively and reduce delays that jeopardize grant deliverables.

Summary

By improving communication, centralizing guidance, and standardizing procedures, CSUB can significantly strengthen the administrative infrastructure that underpins successful grant activity. Faculty success in securing and managing external funding depends not only on their scholarly efforts but also on the efficiency of the campus systems that support them. Addressing these areas will reduce administrative burdens, improve faculty satisfaction, and increase the likelihood that externally funded projects continue to support our students, the university, and the broader community.

Appendix 1: Survey Results

1. Demographics & Background Information of Respondents

The survey (see Appendix 2) was administered to all faculty for about 8 weeks from January – February 2025. We had 62 respondents complete much or all the survey. Most of the respondents identified as female (Table 1.1). The vast majority were white and many preferred not to report their race/ethnic identity (Table 1.2). There was even split among tenure/tenure-track faculty ranks responding, but fewer lecturers (Table 1.3). The time faculty have been at CSUB is mixed among the respondents (Table 1.4). Most respondents were from NSME, A&H, and SSE (Table 1.5). About half of respondents had some form of assigned time (Table 1.6).

The RSCA products of faculty were reported (Table 1.7). Faculty of all ranks are publishing more than one peer-reviewed product each year and conducting a wide range of RSCA activities such as reviewing articles and giving presentations. Central tendency statistics aside, there is wide variation among faculty in how many scholarly products being produced with numerous faculty reporting zero and others reporting values much higher than the mean/medians in the various categories (max and min values Table 1.7).

Table 1.1. Gender of respondents.

Gender	Count	Percent
Female	29	47
Male	19	31
No response	5	8
Prefer not to say	9	15

Table 1.2. Race and ethnicity of respondents.

Racial and Ethnic Identity	Count	Percent
African American or Black	1	2
American Indian or Alaska Native	1	2
American Indian or Alaska Native, Hispanic or Latino/a/e	1	2
Asian	4	6
Asian, White	1	2
Hispanic or Latino/a/e	2	3
Hispanic or Latino/a/e, White	2	3
No response	5	8
Prefer not to say	16	26
White	29	47

Table 1.3. Rank of respondents.

Rank	Count	Percent
Assistant Professor	18	29
Associate Professor	16	26
Lecturer	8	13
No response	5	8
Professor	15	24

Table 1.4. Time at CSUB of

Years at CSUB	Count	Percent
0-5	16	26
6-10	19	31
11-15	10	16
16-20	5	8
>20	8	13
No response	4	6

Table 1.5. College/campus of

College/Campus Affiliation	Count	Percent
Arts and Humanities	14	23
Arts and Humanities, Antelope Valley Campus	1	2
Arts and Humanities, Library	1	2
Business and Public Administration	5	8
Natural Sciences, Mathematics, and Engineering	23	37
No response	6	10
Social Sciences and Education	12	19

Table 1.6. Count of respondents receiving assigned time.

Receiving Assigned Time	Count	Percent
No	29	47
No response	9	15
Yes	24	39

Table 1.17. Weighted statistics for the number of RSCA products produced per year of faculty by rank. Count refers to number of respondents.

Rank	Count	Mean	Q1	Median	Q2	Min	Max
Peer Reviewed Papers							
Assistant Professor	17	1.33	0.27	1.33	1.85	0	3.00
Associate Professor	16	1.12	0.44	1.00	1.22	0.33	3.67
Professor	12	1.64	0.22	1.00	2.33	0	5.00
Papers Not Peer Reviewed							
Assistant Professor	13	0.64	0.00	0.33	0.64	0	3.33
Associate Professor	12	0.08	0.00	0.33	0.00	0	0.33
Professor	9	0.19	0.00	0.33	0.13	0	1.00
Papers in Popular Media							
Assistant Professor	11	0.21	0.00	0.33	0.25	0	0.67
Associate Professor	11	0.21	0.00	0.33	0.04	0	1.67
Professor	7	0.10	0.00	0.67	0.00	0	0.67
Published Reviews							
Assistant Professor	13	1.18	0.00	0.33	0.25	0	10.00
Associate Professor	11	0.36	0.00	0.33	0.04	0	3.33
Professor	9	0.30	0.00	0.67	0.25	0	1.33
Chapters in Edited Volumes							
Assistant Professor	13	0.26	0.00	0.33	0.25	0	1.00
Associate Professor	13	0.21	0.00	0.33	0.19	0	1.00
Professor	8	0.04	0.00	0.33	0.00	0	0.33
Textbooks							
Assistant Professor	11	0.03	0.00	0.33	0.00	0	0.33
Associate Professor	9	0.00	0.00	0.00	0.00	0	0
Professor	8	0.12	0.00	1.00	0.00	0	1.00
Other Books							
Assistant Professor	11	0.03	0.00	0.33	0.00	0	0.33
Associate Professor	9	0.00	0.00	0.00	0.00	0	0
Professor	10	0.07	0.00	0.33	0.00	0	0.33
Research/Technical Reports							
Assistant Professor	12	0.33	0.00	0.33	0.44	0	1.67
Associate Professor	10	0.33	0.00	1.67	0.00	0	1.67
Professor	8	0.12	0.00	0.33	0.00	0	0.66
Presentations							
Assistant Professor	15	3.56	0.85	2.33	3.08	2	17.00
Associate Professor	14	2.64	0.42	1.17	2.33	0	13.33
Professor	13	1.51	0.54	1.00	1.46	0	5.00
Juried Exhibitions/Performances							
Assistant Professor	11	0.15	0.00	0.67	0.00	0	1.00
Associate Professor	9	0.00	0.00	0.00	0.00	0	0
Professor	8	0.00	0.00	0.00	0.00	0	0
Non-Juried Exhibitions/Performances							
Assistant Professor	11	0.64	0.00	7.00	0.00	0	7.00
Associate Professor	9	0.00	0.00	0.00	0.00	0	0
Professor	8	0.08	0.00	0.67	0.00	0	0.67
Articles Reviewed							
Assistant Professor	14	3.26	0.08	1.50	2.50	0	17.00
Associate Professor	12	3.83	0.33	1.33	1.67	0	33.33
Professor	12	2.86	0.33	1.17	2.50	0	13.00
Editorial Boards							
Assistant Professor	11	0.03	0.00	0.33	0.00	0	0.33
Associate Professor	12	0.22	0.00	0.33	0.17	0	1.33
Professor	11	0.33	0.00	0.33	0.38	0	1.00
Accreditation Reviews							
Assistant Professor	11	0.12	0.00	0.33	0.04	0	0.67
Associate Professor	11	0.18	0.00	0.67	0.00	0	1.33
Professor	9	0.04	0.00	0.33	0.00	0	0.33

2. Workload of Faculty

Faculty time is limited for grant writing so we asked faculty about their workload to gain insight into how they spend their time and how they would prefer to spend it. Men and women were equal in all categories (Fig. 2.1); however, those that did not report gender spent more time on both RSCA and teaching, and less time on service (Fig. 2.1). Examining these patterns across respondents identifying as non-white and those identifying as white showed that the groups were similar except that non-white respondents spent less time on RSCA and they spent more time on service than RSCA (Fig. 2.2). By contrast, white respondents and those not reporting indicated spending a similar amount of time on RSCA and service (Fig. 2.2). Examining these data by academic rank presents no notable differences. Some faculty are spending less time teaching, and this is related to the assigned time that some have (particularly professors) primarily for service activities, for example, when they are serving as chair (Fig. 2.3). The time a faculty member has been at CSUB shows this same overall pattern as rank (Fig. 2.4). Lastly, stratifying these data by college affiliation shows that overall faculty are spending similar times on tasks across colleges. A few exceptions are advising undergraduate students, where it is likely that some colleges have used the academic advisors more heavily than what practices occur in other colleges (Fig. 2.5). There also is an indication that faculty in SSE are doing more service than some other colleges such as NSME (Fig. 2.5). The patterns for BPA are ambiguous due to a small sample size. Looking at these data by assigned time, those with assigned time do more service than those without and slightly less teaching as one might expect (Fig. 2.6).

An additional question we asked faculty was to express their desired level of time spent on their primary academic duties. A strong pattern that emerged is that faculty want to spend more time on RSCA (Fig. 2.7). Stratified by gender, all faculty wanted to spend less time on teaching and service, but women differed somewhat in wanting to spend less time on teaching relative to service compared to males and those preferring not to identify (Fig. 2.7). Stratifying this question by race/ethnicity, and lumping white and non-white respondents, shows the same strong desire to spend more time on RSCA across all groups. However, non-white respondents were somewhat more content with their time spent teaching compared to whites and those not reporting (Fig. 2.8). By academic rank, assistant and associate professors wanted to spend less time on teaching relative to lecturers and professors (Fig. 2.9). All ranks wanted to do more RSCA, including lecturers. Professors and associate professors want to do less service than assistant professors and lecturers. For advising, faculty are generally satisfied with the amount of time they spend. Across the colleges, results were similar except that the 5 BPA respondents were unanimous in wanting to spend less time on service and more on RSCA (Fig. 2.10). Finally, the data were stratified by those with and without assigned time and the reported values are similar (Fig. 2.11). One difference is that those without assigned time want to do relatively less teaching than service, and this flips in those with assigned time. This reflects the assigned time on campus is generally for service and those with it have a more service heavy workload.

A final question we asked was how faculty perceived their workload relative to others in their disciplines, departments, and at CSUB (Table 2.1). The most consistent response is that faculty perceived that they were working similarly hard as others. The split was similar between those that felt as though they worked more or the same as others. A related question was how much your workload has changed since you were hired and most of the faculty reported that it was the same. In the context of workload, we also asked if faculty have considered leaving CSUB (Table 2.2) and found that two-thirds reported that they have considered leaving.

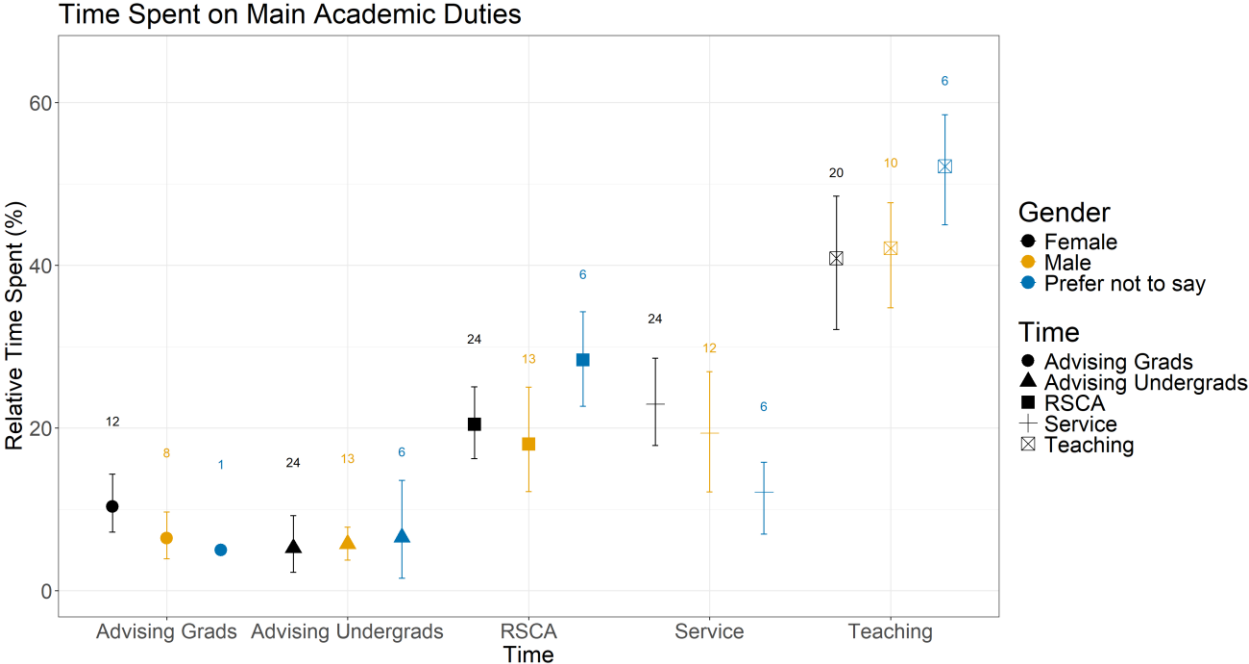


Figure 2.1. Percentage time faculty spend on academic duties separated by gender. Error bars are bootstrapped 95% confidence limits. Numbers are sample sizes in each category.

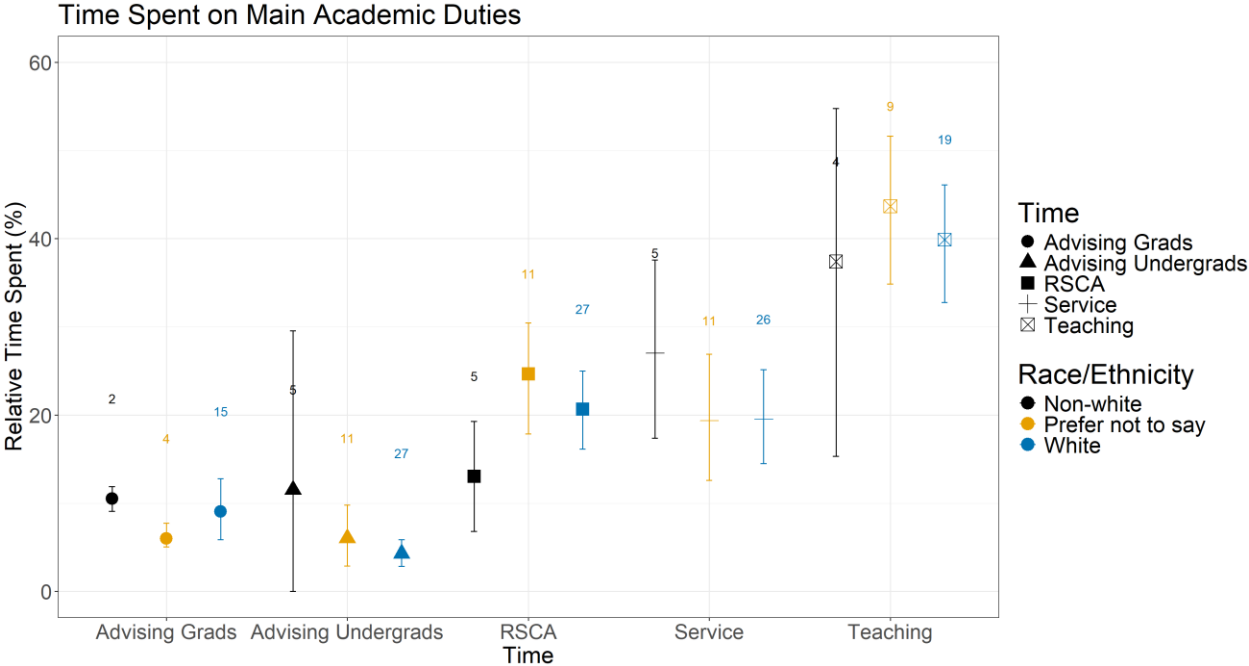


Figure 2.2. Percentage time faculty spend on academic duties separated by race/ethnicity. Non-white and white respondents were lumped together due to small numbers in separate categories. Error bars are bootstrapped 95% confidence limits. Numbers are sample sizes in each category.

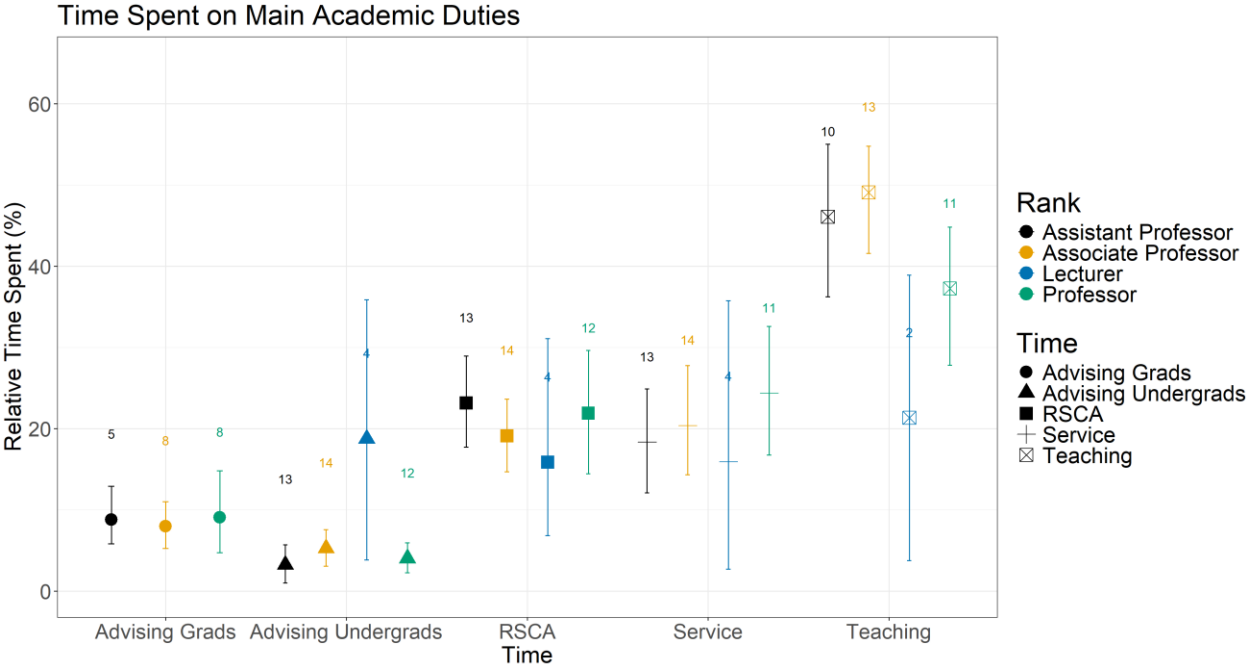


Figure 2.3. Percentage time faculty spend in academic duties separated by academic rank. Error bars are bootstrapped 95% confidence limits. Numbers are sample sizes in each category.

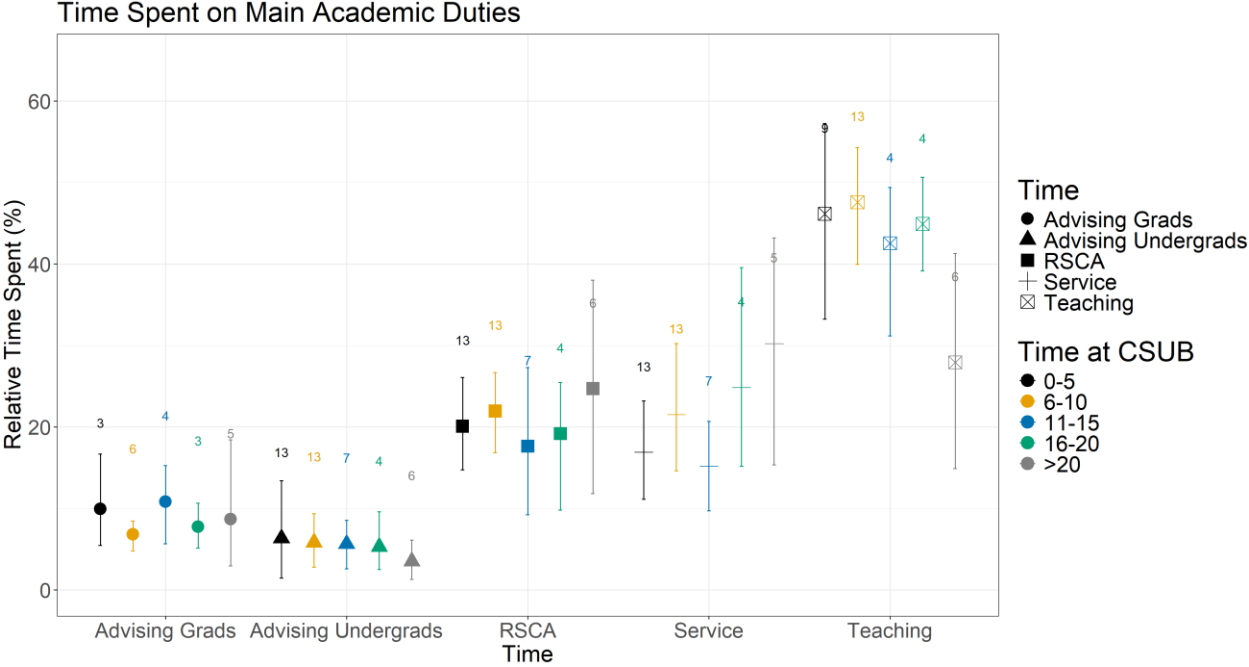


Figure 2.4. Percentage time faculty spend in academic duties separated by time employed by CSUB. Error bars are bootstrapped 95% confidence limits. Numbers are sample sizes in each category.

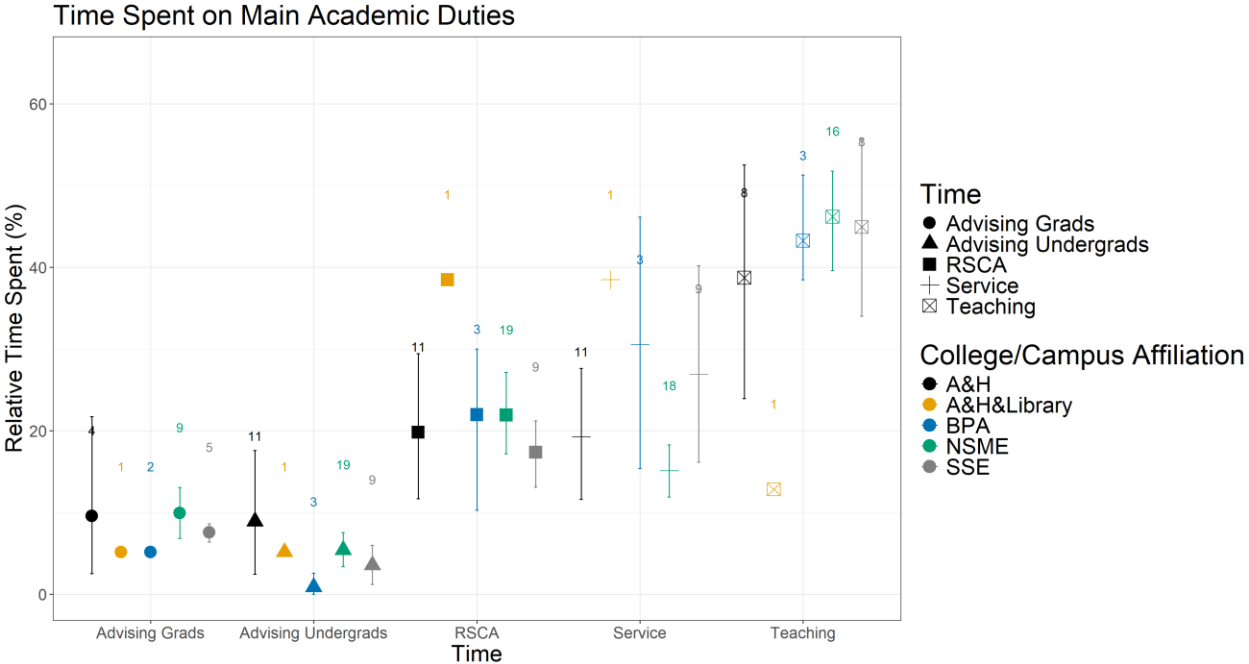


Figure 2.5. Percentage time faculty spend on academic duties separated by campus/college affiliation. Error bars are bootstrapped 95% confidence limits. Numbers are sample sizes in each category.

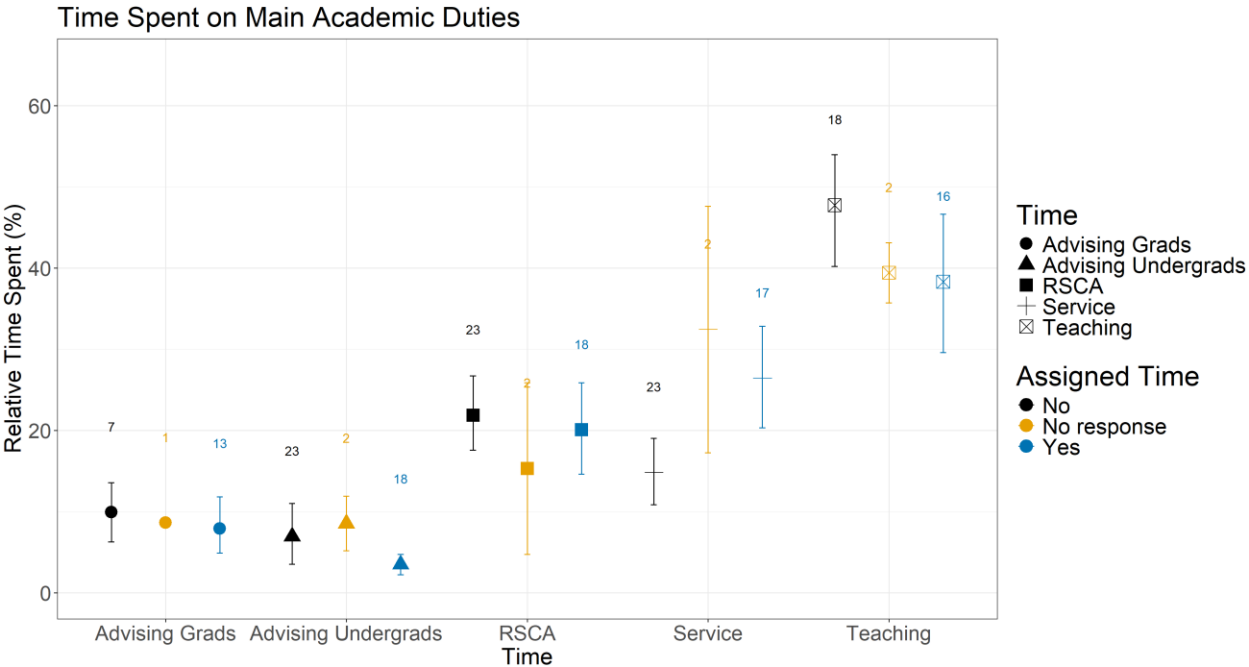


Figure 2.6. Percentage time faculty spend on academic duties separated by those with and without assigned time. Error bars are bootstrapped 95% confidence limits. Numbers are sample sizes in each category.

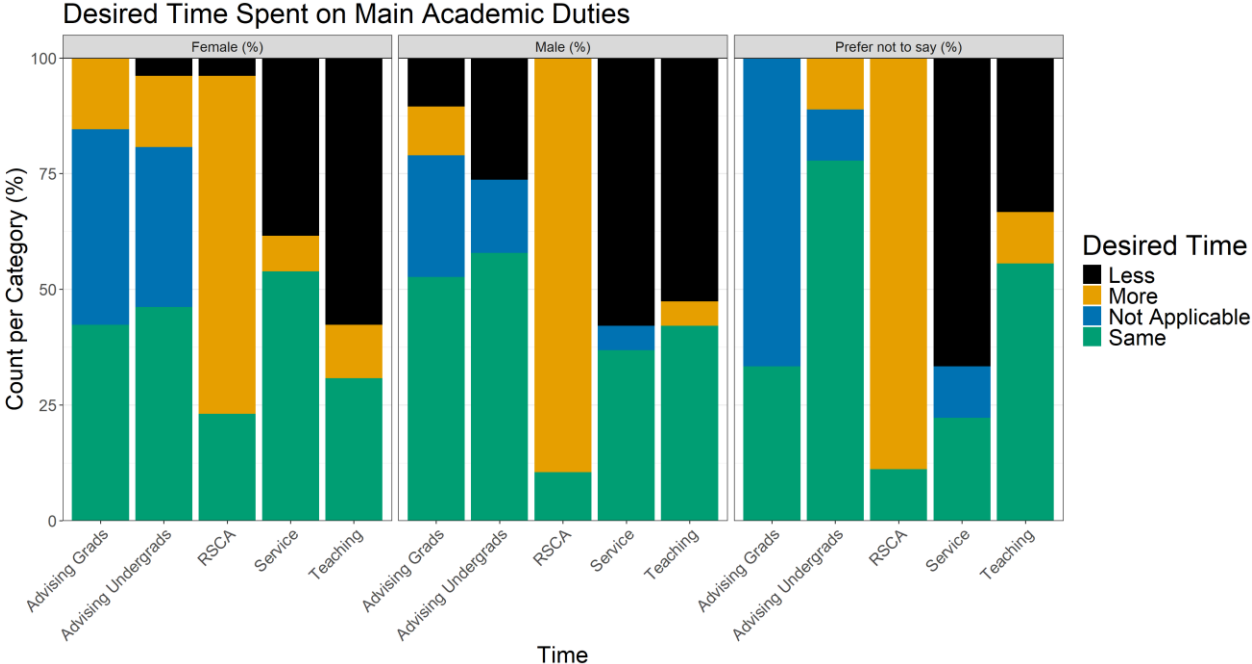


Figure 2.7. Percentage time faculty would prefer to spend on their academic duties separated by gender. Sample sizes are as follows: female (n=26), male (n=19), prefer not to say (n=9).

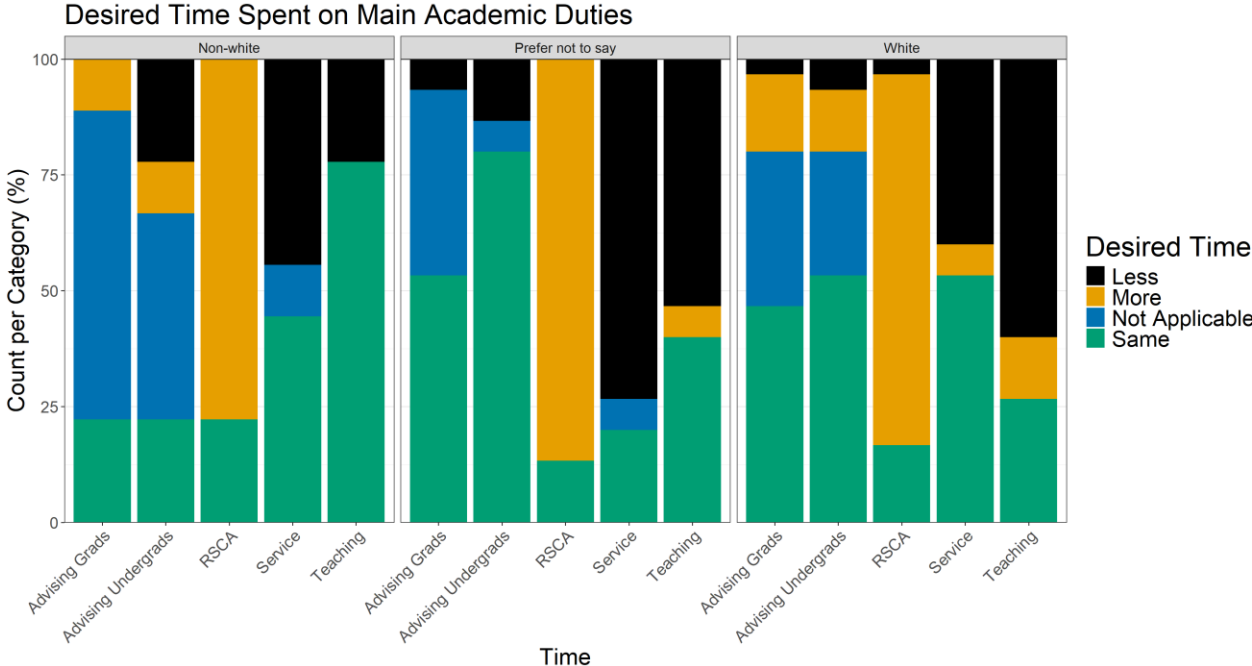


Figure 2.8. Percentage time faculty would prefer to spend on their academic duties separated by race/ethnicity. Sample sizes are as follows: non-white (n=9), prefer not to say (n=15), and white (n=30).

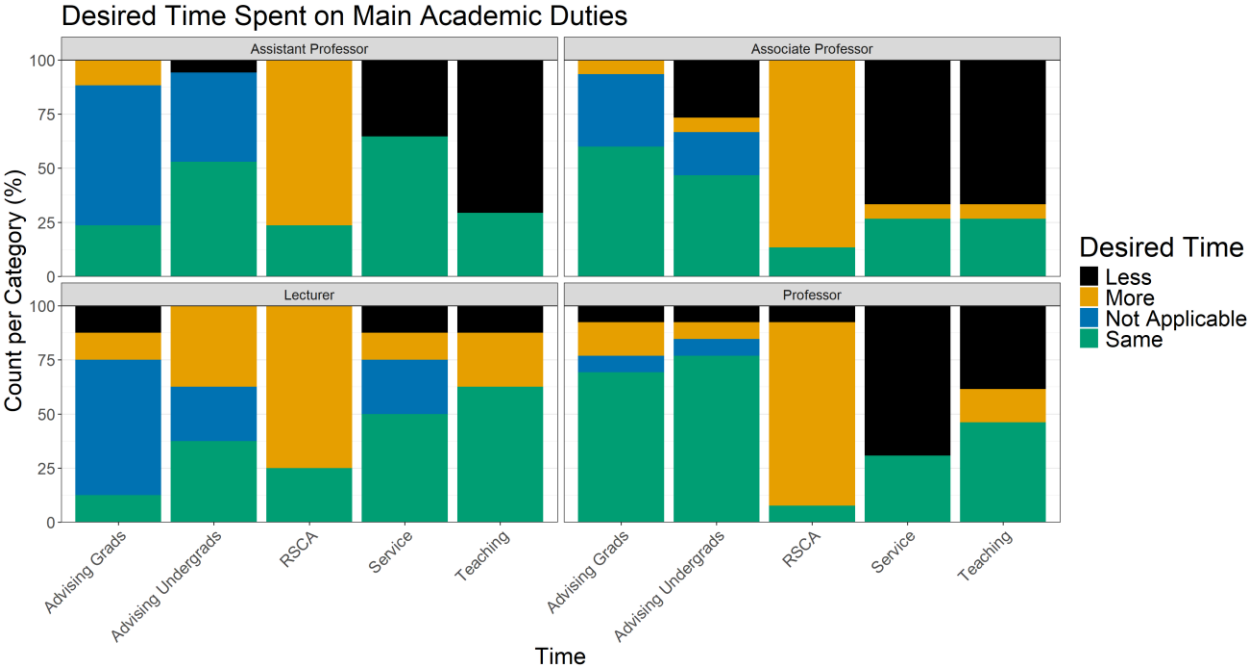


Figure 2.9. Percentage time faculty would prefer to spend on their academic duties separated by academic rank. Sample sizes are as follows: assistant professor (n=17), associate professor (n=15), lecturer (n=8), and professor (n=13). There was one non-response that was omitted.

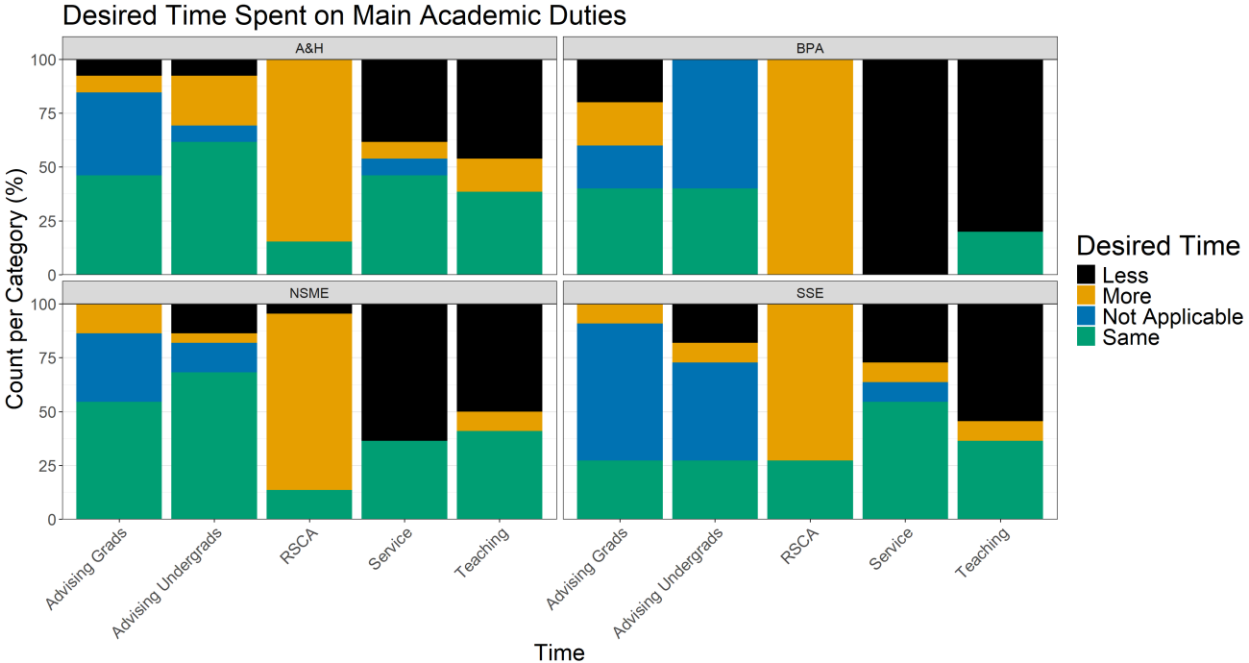


Figure 2.10. Percentage time faculty would prefer to spend on their academic duties separated by college. Sample sizes are as follows: A&H (n=13), BPA (n=5), NSME (n=22), and SSE (n=11). There was only one respondent from non-response, A&H from Antelope Valley, and one A&H&Library, which were omitted.

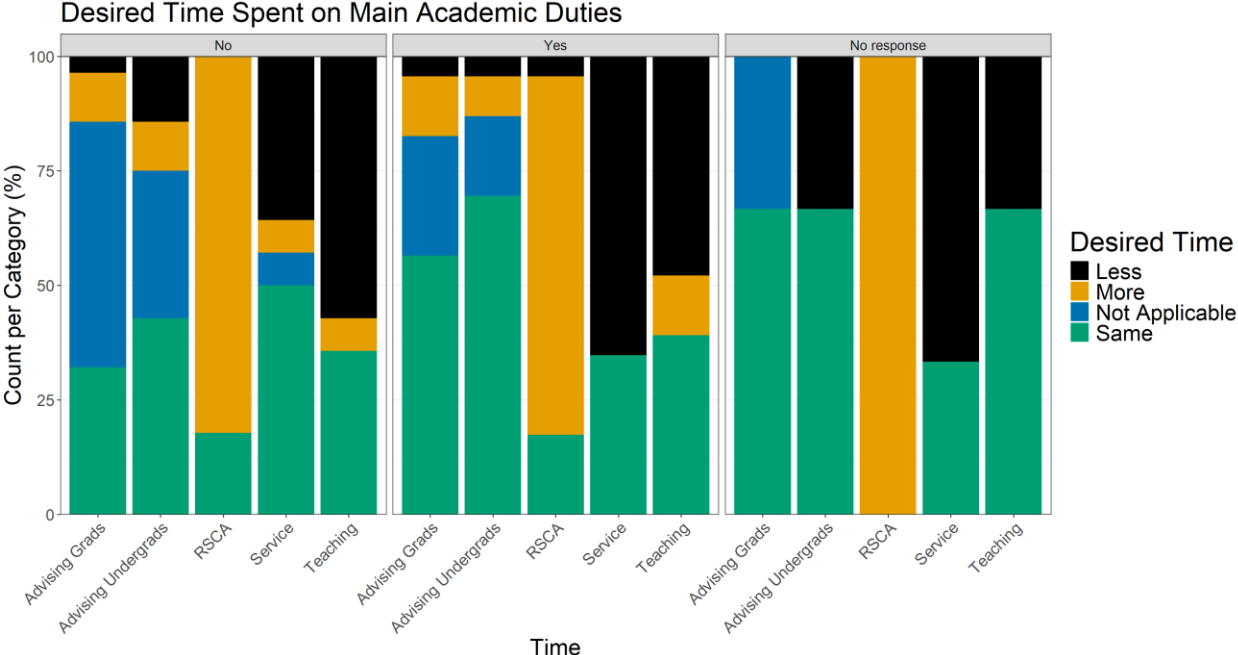


Figure 2.11. Percentage time faculty would prefer to spend on their academic duties separated by if they have assigned time or not. Sample sizes are as follows: no (n=28), no (n=3), yes (n=23).

Table 2.1. Perception of workload compared to others.

Response	Count	Percent
<i>Perception of Workload Compared to Others At CSUB</i>		
Higher	28	53
Lower	3	6
Same	22	42
<i>Perception of Workload Compared to Others In Your Department</i>		
Higher	24	45
Lower	2	4
Same	27	51
<i>Perception of Workload Compared to Others In Your Discipline</i>		
Higher	30	57
Lower	3	6
Same	20	38
<i>Perception of Workload Compared to When You Were Hired</i>		
Higher	21	40
Lower	5	9
Same	27	51

Table 2.2. Faculty who have considered leaving CSUB given challenges of the job.

Considered Leaving CSUB	Count	Percent
No	18	33
Yes	37	67

3. Satisfaction with Resources

Faculty were asked about their satisfaction with some key resources including office space, technical support, amount of time spent with students, administrative support, teaching facilities, workload, with access to graduate students, with graduate student support, classroom technology, mix of duties, and undergraduate support. Faculty were satisfied with many of these aspects at CSUB, but there are some areas for improvement. About a quarter of faculty were strongly unsatisfied with teaching facilities (Table 3.5). A quarter of the faculty were strongly unsatisfied with their workload and the same were satisfied. This points to a split among faculty in how they feel about their workload (Table 3.6). About 25% of faculty report that they are unsatisfied to some degree with support for graduate students (Table 3.8). Faculty report being unsatisfied (55% dissatisfied or strongly dissatisfied) in their mix of work duties (Table. 3.10). This likely results from a desire to spend more time on RSCA (Figs. 2.7-2.11). Faculty were also unsatisfied with 55% reporting dissatisfaction or strong dissatisfaction with the travel support offered by the university (Table. 3.12). Research facilities is another area where nearly half of the faculty were unsatisfied to a degree with the facilities at CSUB (Table. 3.13).

Table 3.1

Satisfied With Office Space	Count	Percent
Neutral	10	16
No response	6	10
Satisfied	33	53
Strongly satisfied	10	16
Unsatisfied	3	5

Table 3.2

Satisfied With Technical Support	Count	Percent
Neutral	11	18
No response	7	11
Satisfied	28	45
Strongly satisfied	7	11
Strongly unsatisfied	2	3
Unsatisfied	7	11

Table 3.3

Satisfied With Amount of Time Spent With Students	Count	Percent
Neutral	10	16
No Comment/Not Applicable	1	2
No response	6	10
Satisfied	32	52
Strongly satisfied	3	5
Strongly unsatisfied	1	2
Unsatisfied	9	15

Table 3.4

Satisfied With Administrative Support	Count	Percent
Neutral	14	23
No Comment/Not Applicable	1	2
No response	7	11
Satisfied	23	37
Strongly satisfied	4	6
Strongly unsatisfied	4	6
Unsatisfied	9	15

Table 3.5

Satisfied With Teaching Facilities	Count	Percent
Neutral	16	26
No response	7	11
Satisfied	19	31
Strongly satisfied	4	6
Strongly unsatisfied	2	3
Unsatisfied	14	23

Table 3.6

Satisfied With Workload	Count	Percent
Neutral	13	21
No Comment/Not Applicable	1	2
No response	6	10
Satisfied	14	23
Strongly satisfied	2	3
Strongly unsatisfied	16	26
Unsatisfied	10	16

Table 3.7

Satisfied With Ability to Work With Graduate Students	Count	Percent
Neutral	12	19
No Comment/Not Applicable	19	31
No response	6	10
Satisfied	15	24
Strongly satisfied	4	6
Strongly unsatisfied	1	2
Unsatisfied	5	8

Table 3.8

Satisfied With Graduate Student Support	Count	Percent
Neutral	16	40
No response	6	15
Satisfied	6	15
Strongly satisfied	1	2
Strongly unsatisfied	3	8
Unsatisfied	8	20

Table 3.9

Satisfied With Classroom Technology	Count	Percent
Neutral	15	24
No Comment/Not Applicable	1	2
No response	7	11
Satisfied	27	44
Strongly satisfied	3	5
Strongly unsatisfied	1	2
Unsatisfied	8	13

Table 3.10

Satisfied With Mix of Duties	Count	Percent
Neutral	11	18
No response	7	11
Satisfied	8	13
Strongly satisfied	2	3
Strongly unsatisfied	16	26
Unsatisfied	18	29

Table 3.11

Satisfied With Undergrad Student Support	Count	Percent
Neutral	20	32
No Comment/Not Applicable	9	15
No response	6	10
Satisfied	14	23
Strongly satisfied	3	5
Strongly unsatisfied	4	6
Unsatisfied	6	10

Table 3.12

Satisfied With Travel Support	Count	Percent
Neutral	11	18
No Comment/Not Applicable	4	6
No response	7	11
Satisfied	5	8
Strongly satisfied	1	2
Strongly unsatisfied	8	13
Unsatisfied	26	42

Table 3.13

Satisfied With RSCA Facilities	Count	Percent
Neutral	18	33
No Comment/Not Applicable	4	7
Satisfied	5	9
Strongly satisfied	1	2
Strongly unsatisfied	12	22
Unsatisfied	15	27

4. Grant Experience & Activity of Faculty

Faculty were asked about their experiences with submitting grants. Most respondents to this section of the survey had submitted internal grants and nearly all that had submitted received one (Table 4.1). About half had submitted an external grant and, of those, 70% had been funded. Most faculty reported they were likely or somewhat likely to submit an external grant in the future.

There were 24 faculty that had received an external grant, and they were asked about their involvement in those grants (Table 4.2). Half of them had active grants and report being lead and co-PI on their grants. Most of the awarded grants were >\$50k and most were in support of RSCA (Table. 4.3); however, there was a range of award types reported. Funding sources that supported faculty were varied, with the National Science Foundation being the largest (Table. 4.4).

Training in grant writing was limited among respondents. Most have not received any training in grant writing from CSUB or the CSU (Table. 4.5), and 35% reported that they have not had prior training in undergraduate through post-doctoral work. More than half of the respondents reported that they have not been mentored in grant writing by CSUB colleagues.

Table 4.1 Count and percent of faculty submitting and receiving grants and future plans.

Response	Count	Percent
<i>Have You Submitted an Internal Grant?</i>		
No	14	25.5
Yes	41	74.5
<i>Have You Been Awarded an Internal Grant?</i>		
No	3	7.3
Yes	38	92.7
<i>Are You Likeley to Submit an External Grant?</i>		
No	13	24.1
Somewhat	14	25.9
Yes	27	50.0
<i>Have You Submitted an External Grant?</i>		
No	22	40.0
Yes	33	60.0
<i>Have You Been Awarded an External Grant at CSUB?</i>		
No	9	27.3
Yes	24	72.7

Table 4.2 Count and percent of faculty submitting and receiving grants and future plans.

Response	Count	Percent
<i>Do You Currently Have an External Grant Managed By CSUB?</i>		
False	12	50.0
True	12	50.0
<i>Have You Been PI on External Grant?</i>		
False	4	16.7
True	20	83.3
<i>Have You Been Sole PI?</i>		
False	8	33.3
True	16	66.7
<i>Have You Been co-PI on External Grant?</i>		
False	5	20.8
True	19	79.2

Table 4.3 Types of external grants awarded to faculty.

Response	Count	Percent
<i>Number of External Grants \$50k or Less</i>		
0	11	50.0
1	4	18.2
2	6	27.3
5	1	4.5
<i>Number of External Grants > \$50k</i>		
0	4	16.7
1	6	25.0
2	6	25.0
3	2	8.3
5	3	12.5
6	2	8.3
7	1	4.2
<i>Number of External Grants Education and Educational Programs</i>		
0	9	39.1
1	5	21.7
2	8	34.8
3	1	4.3
<i>Number of External Grants for Equipment/Infrastructure</i>		
0	13	59.1
1	6	27.3
2	3	13.6
<i>Number of External Grants for RSCA</i>		
0	7	29.2
1	3	12.5
2	7	29.2
3	1	4.2
4	2	8.3
6	1	4.2
7	3	12.5
<i>Number of External Grants to Support Students</i>		
0	10	43.5
1	6	26.1
2	5	21.7
4	1	4.3
7	1	4.3

Table 4.4 Funding sources reported by faculty.

Respondent	Funding Sources
1	NSF; Mellon Foundation; Department of Defense; National Parks Service; USDA
2	UK-based organizations
3	Bill and Melinda Gates Foundation Black Educator Initiative (BEI) Teacher Quality Preparation (TQP)
4	National Science Foundation (all external grants)
5	Student Success Network; ERWC;
6	U.S. Department of Defense; U.S. Army Corp of Engineers
7	Song-Brown Healthcare Workforce Training Programs - HCAI; pending award
8	NSF; Department of Defense; Department of Education; USDA
9	OSHPD; HRSA
10	California Pistachio Research Board; California Fresh Carrot Advisory Board, USDA-NIFA
11	National Science Foundation; Department of Education
12	USDA, NSF, government agency
13	Nih
14	Interfaith America Department of Education
15	NSF
16	United States Geological Survey; Department of Energy; National Science Foundation; Cascadia Region Earthquake Science Center; Statewide California Earthquake Center; California Air Resources Board; CSU Office of the Chancellor; NASA
17	NSF
18	California State Parks
19	NSF, NIH, DOE
20	NIH - NIDA - Diversity Supplement, R61/R33 Rural Harm Reduction (not funded), R61/R33 (in review), R15 AREA (HIV Focus) (in review)
21	Mellon Foundation

Table 4.5 Training for grant writing.

Response	Count	Percent
<i>Grant Writing Training From CSUB</i>		
False	48	87.3
True	7	12.7
<i>Grant Writing Training from Chancellor's Office</i>		
False	51	92.7
True	4	7.3
<i>I Have Been Mentored in Grant Writing By CSUB Colleagues</i>		
Agree	9	17.0
Disagree	14	26.4
Neutral	10	18.9
No comment or not applicable	4	7.5
Strongly agree	1	1.9
Strongly disagree	15	28.3
<i>Pre-CSUB Grant Writing Training</i>		
Agree	19	34.5
Disagree	8	14.5
Neutral	7	12.7
No comment or not applicable	2	3.6
Strongly agree	8	14.5
Strongly disagree	11	20.0

5. Motivations for Writing Grants

Faculty were asked about their motivations for writing grants. The order of highest importance is arranged in Fig. 5.1 and the support of RSCA is the primary motivator.

Most (66%) faculty reported that grant writing improved their teaching and nearly the same amount reported that it took time away from their teaching (Table 5.1). This accords with the reporting on time dedicated to teaching being the largest share (Figs. 2.1-2.6). Nearly 75% indicated that grants were important for supporting and growing graduate programs and close to 80% agreed that it was important for faculty to write grants. Finally, most faculty agreed that mentoring students in grant writing was important.

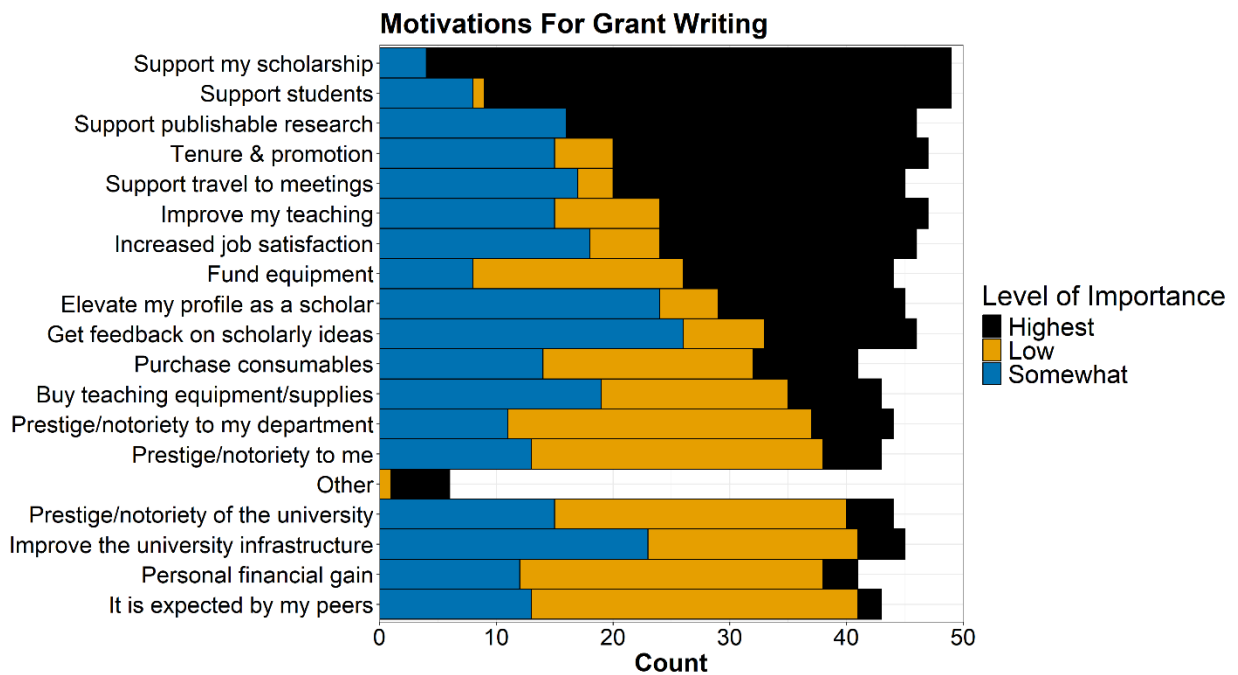


Fig. 5.1 Motivations for writing grants ordered by frequency of respondents (Count) selecting highest level of importance for a motivation.

Table 5.1 Perspectives on the importance of grant writing.

Response	Count	Percent
<i>Grant Writing Improves My Teaching</i>		
Agree	20	37.7
Disagree	5	9.4
Neutral	7	13.2
No comment or not applicable	4	7.5
Strongly agree	14	26.4
Strongly disagree	3	5.7
<i>Grant Writing Is Important to Support/Grow Grad Programs</i>		
Agree	25	45.5
Disagree	1	1.8
Neutral	6	10.9
No comment or not applicable	8	14.5
Strongly agree	15	27.3
<i>Grant Writing Takes Time Away From My Teaching</i>		
Agree	11	20.4
Disagree	6	11.1
Neutral	9	16.7
No comment or not applicable	3	5.6
Strongly agree	23	42.6
Strongly disagree	2	3.7
<i>It Is Important For Faculty to Write Grants</i>		
Agree	26	47.3
Disagree	3	5.5
Neutral	9	16.4
No comment or not applicable	1	1.8
Strongly agree	16	29.1
<i>It Is Important To Mentor Students in Grant Writing</i>		
Agree	17	30.9
Disagree	7	12.7
Neutral	17	30.9
Strongly agree	13	23.6
Strongly disagree	1	1.8

6. Culture and Support for Grant Writing

Faculty were asked about the culture and support for grant writing at CSUB. Results were more mixed than other areas we asked about and neutral was the most common response except for the question of assigned time support (Table 6.1). The strongest pattern was that many faculty (45%) disagreed that assigned time was constrained because no one would be available to teach their classes. Another strong response was that many faculty (42%) disagreed that their department encourages grant writing. About 33% of faculty disagreed that the administration encourages grant writing.

All sources of support were deemed to be important for writing and obtaining external grants (Table 6.2). These numbers were very high for these responses. For example, about 90% of faculty reported agreement or strong agreement with the statement that assigned time was important for obtaining external grants. The only source of support for which there was not strong agreement was Learning Center grants, which tend to be small and in direct support of teaching efforts.

The last two questions asked in this section were aimed at motivations of faculty in their grant writing (Table 6.3). Nearly half of the faculty reported that they were reticent to apply for external funding due to lack of support services. About 65% reported that the university should provide incentives to faculty to write external grants.

Table 6.1 Perspectives on the importance of grant writing.

Response	Count	Percent
<i>Administration Appreciates My Grant Writing Efforts</i>		
Agree	13	24.5
Disagree	10	18.9
Neutral	16	30.2
No comment or not applicable	5	9.4
Strongly agree	2	3.8
Strongly disagree	7	13.2
<i>Assigned Time For Grant Writing Is Constrained Because No One Can Teach My Classes</i>		
Agree	8	15.1
Disagree	18	34.0
Neutral	6	11.3
No comment or not applicable	8	15.1
Strongly agree	7	13.2
Strongly disagree	6	11.3
<i>My Colleagues Appreciate My Grant Writing Efforts</i>		
Agree	13	24.5
Disagree	9	17.0
Neutral	16	30.2
No comment or not applicable	5	9.4
Strongly agree	3	5.7
Strongly disagree	7	13.2
<i>My Department Encourages Grant Writing</i>		
Agree	9	17.0
Disagree	11	20.8
Neutral	18	34.0
No comment or not applicable	2	3.8
Strongly agree	2	3.8
Strongly disagree	11	20.8
<i>The Administration Encourages Grant Writing</i>		
Agree	11	20.4
Disagree	13	24.1
Neutral	20	37.0
No comment or not applicable	3	5.6
Strongly agree	2	3.7
Strongly disagree	5	9.3

Table 6.2 Importance of support sources in grant writing.

Response	Count	Percent
<i>Assigned Time Is Important For Obtaining External Grants</i>		
Agree	20	37.7
Disagree	1	1.9
Neutral	3	5.7
No comment or not applicable	1	1.9
Strongly agree	28	52.8
<i>CSU-Level Support Is Important For Obtaining External Grants</i>		
Agree	22	41.5
Disagree	1	1.9
Neutral	8	15.1
No comment or not applicable	7	13.2
Strongly agree	15	28.3
<i>Provost Development Funds Are Important For Obtaining External Grants</i>		
Agree	21	39.6
Disagree	1	1.9
Neutral	12	22.6
No comment or not applicable	6	11.3
Strongly agree	12	22.6
Strongly disagree	1	1.9
<i>RCU Mini-Grants Are Important For Obtaining External Grants</i>		
Agree	18	33.3
Disagree	3	5.6
Neutral	13	24.1
No comment or not applicable	6	11.1
Strongly agree	12	22.2
Strongly disagree	2	3.7
<i>TLC Grants Are Important For Obtaining External Grants</i>		
Agree	11	20.8
Disagree	11	20.8
Neutral	18	34.0
No comment or not applicable	6	11.3
Strongly agree	3	5.7
Strongly disagree	4	7.5

Table 6.3 Motivations for grant writing.

Response	Count	Percent
<i>Lack of Support Services Prevent Me From Writing External Grants</i>		
Agree	14	25.9
Disagree	10	18.5
Neutral	12	22.2
No comment or not applicable	3	5.6
Strongly agree	12	22.2
Strongly disagree	3	5.6
<i>The University Should Provide Rewards To Incentivize Faculty To Write Grants</i>		
Agree	10	18.9
Disagree	6	11.3
Neutral	11	20.8
No comment or not applicable	2	3.8
Strongly agree	23	43.4
Strongly disagree	1	1.9

7. Pre-Award Support

Of the faculty surveyed, 23 had experience with pre-award and their responses will be highlighted here. Faculty agree that they are treated fairly by pre-award staff and that they know who to contact in the GRaSP office (Table 7.1). While there is some agreement that pre-award policies are clear and transparent and that staff provide accurate information, about a third of faculty are neutral on these topics (Table 7.1), suggesting there is room for improvement.

About 50% of faculty disagree that they are consulted regarding pre-award policies (Table 7.2); however, a large percentage (41%) are neutral on this question. Faculty are in strong agreement that their input could be beneficial to policy making. They mostly agree that it is important for GRaSP to inform them about grant opportunities, but they are split on whether the current level of information is adequate.

Faculty were asked about university supported professional development for grant writing (Table 7.3). More than 75% agreed that it is important for the university to provide training in how to write grants; however, only 22% agreed that the university was providing support. About 30% thought that with training they could obtain more external grants.

Finally, faculty were asked about key areas of pre-award support and how this has affected their grant writing (Table 7.4). There is general agreement that faculty are supported in these areas. Interestingly, there is not strong interest in hiring a grant writer to write grants for faculty, with most faculty being neutral in their responses to this question.

Faculty were asked about their satisfaction on several general areas of pre-award support (Tables 7.5 A & B). The responses suggest that the faculty are mostly satisfied with these areas.

Table 7.1 Pre-award performance.

Response	Count	Percent
<i>I Am Treated Fairly By Pre-Award Staff</i>		
Agree	8	36.4
Disagree	2	9.1
Neutral	5	22.7
No comment or not applicable	1	4.5
Strongly agree	6	27.3
<i>I Know Who To Contact For Pre-Award Support</i>		
Agree	11	50.0
Disagree	3	13.6
Strongly agree	8	36.4
<i>Pre-Award Policies Are Available and Clear</i>		
Agree	7	31.8
Disagree	6	27.3
Neutral	7	31.8
Strongly agree	2	9.1
<i>The Pre-Award Staff Are Informed About Policies & Provide Accurate Info</i>		
Agree	6	27.3
Disagree	4	18.2
Neutral	7	31.8
Strongly agree	5	22.7

Table 7.2 Pre-award shared governance and communication.

Response	Count	Percent
<i>Faculty Are Consulted On Pre-Award Policies</i>		
Agree	1	4.5
Disagree	9	40.9
Neutral	9	40.9
Strongly agree	1	4.5
Strongly disagree	2	9.1
<i>Faculty Input Could Help To Improve Pre-Award Policy</i>		
Agree	15	68.2
Neutral	3	13.6
Strongly agree	4	18.2
<i>It Is Important That The University Inform Faculty About Grants</i>		
Agree	8	36.4
Disagree	2	9.1
Neutral	6	27.3
Strongly agree	6	27.3
<i>The University Adequately Informs Faculty About Grant Opportunities</i>		
Agree	7	31.8
Disagree	6	27.3
Neutral	7	31.8
Strongly disagree	2	9.1

Table 7.3 Pre-award grant writing training.

Response	Count	Percent
<i>It Is Important For The University To Provide Training in Grant Writing</i>		
Agree	9	40.9
Disagree	1	4.5
Neutral	4	18.2
Strongly agree	8	36.4
<i>The University Provides Faculty With Training in Grant Writing</i>		
Agree	1	4.5
Disagree	10	45.5
Neutral	5	22.7
No comment or not applicable	2	9.1
Strongly disagree	4	18.2
<i>With Training I Could Obtain External Grants</i>		
Agree	4	18.2
Neutral	13	59.1
No comment or not applicable	2	9.1
Strongly agree	3	13.6

Table 7.4 Pre-award support areas.

Response	Count	Percent
<i>Lack of Pre-Award Support Has Prevented Me From Submitting Grants</i>		
Agree	3	13.6
Disagree	9	40.9
Neutral	4	18.2
Strongly agree	1	4.5
Strongly disagree	5	22.7
<i>Satisfaction With Grant Routing Process</i>		
Agree	8	36.4
Disagree	7	31.8
Neutral	6	27.3
Strongly agree	1	4.5
<i>Support in Crafting a Budget</i>		
Agree	11	50.0
Disagree	2	9.1
Neutral	6	27.3
Strongly agree	3	13.6
<i>The University Should Support Grant Writers For Faculty</i>		
Agree	5	22.7
Disagree	3	13.6
Neutral	9	40.9
Strongly agree	4	18.2
Strongly disagree	1	4.5

Table 7.5 A & B Pre-award satisfaction survey responses separated into two tables (A on left and B on right).

Response	Count	Percent
<i>Satisfied With Accuracy</i>		
Neither satisfied nor dissatisfied	1	4.5
No comment or not applicable	1	4.5
Satisfied	14	63.6
Somewhat dissatisfied	2	9.1
Somewhat satisfied	4	18.2
<i>Satisfied With Communication</i>		
Neither satisfied nor dissatisfied	1	4.8
Satisfied	14	66.7
Somewhat dissatisfied	3	14.3
Somewhat satisfied	3	14.3
<i>Satisfied With Knowledge & Expertise</i>		
Neither satisfied nor dissatisfied	1	4.5
Satisfied	12	54.5
Somewhat dissatisfied	3	13.6
Somewhat satisfied	6	27.3
<i>Satisfied With Reliability</i>		
Neither satisfied nor dissatisfied	1	4.5
Satisfied	15	68.2
Somewhat dissatisfied	3	13.6
Somewhat satisfied	3	13.6
<i>Satisfied With Responsiveness</i>		
Dissatisfied	1	4.5
Neither satisfied nor dissatisfied	1	4.5
Satisfied	17	77.3
Somewhat dissatisfied	1	4.5
Somewhat satisfied	2	9.1
<i>Satisfied With Timliness</i>		
Dissatisfied	1	4.5
Neither satisfied nor dissatisfied	1	4.5
Satisfied	14	63.6
Somewhat dissatisfied	2	9.1
Somewhat satisfied	4	18.2

Response	Count	Percent
<i>Satisfied Helpfulness</i>		
Dissatisfied	1	4.5
Neither satisfied nor dissatisfied	1	4.5
Satisfied	12	54.5
Somewhat dissatisfied	1	4.5
Somewhat satisfied	7	31.8
<i>Satisfied With Assistance</i>		
Neither satisfied nor dissatisfied	2	9.1
Satisfied	12	54.5
Somewhat dissatisfied	2	9.1
Somewhat satisfied	6	27.3
<i>Satisfied With Fairness</i>		
Neither satisfied nor dissatisfied	2	9.1
No comment or not applicable	1	4.5
Satisfied	13	59.1
Somewhat satisfied	6	27.3
<i>Satisfied With Respectfulness</i>		
Neither satisfied nor dissatisfied	2	9.1
Satisfied	15	68.2
Somewhat satisfied	5	22.7
<i>Satisfied With Taking Initiative</i>		
Dissatisfied	1	4.5
Neither satisfied nor dissatisfied	5	22.7
Satisfied	6	27.3
Somewhat dissatisfied	3	13.6
Somewhat satisfied	7	31.8

8. Post-Award Support

Faculty were asked questions regarding their experience with post-award. The responses that are considered in the following are from faculty with CSUB post-award experience.

Most faculty feel fairly treated by post-award (Table 8.1). However, there is strong disagreement that our post-award support is similar to that from other universities. Additionally, faculty do not feel that post-award staff are informed about policies and provide accurate information. Most faculty know who to contact for post-award support, but, by a wide margin, most of them feel as though important post-award policies are unclear to them (Table 8.2).

Faculty were asked about what their views on the types of support post-award should provide and the communication on policies (Table 8.3). Faculty strongly prefer a post-award mission of PI support, including help with paperwork, and most disagree that the main focus should be on compliance and reporting to grant agencies (Table 8.3). Most feel as though they are not consulted in key policies that affect them and that if they were consulted they could aid in effective policy creation (Table 8.3).

Administering most grants requires abundant paperwork and routing for signatures; thus, we asked faculty about this specifically. Most faculty have struggled with lost paperwork and have not had general support in tracking paperwork (Table 8.4). All faculty feel it is important for them to be able to track paperwork. Most faculty do not feel as though the post-award support frees them to spend more time on their grant work and less on administration. Most faculty report that submitting spending requests of grant funds is challenging and is an inefficient and opaque process (Table 8.5). Most faculty also report that post-award does not supply them with accurate budget information (Table 8.5).

Hiring personnel (staff and students) on grants is a key part activity for many grants. In this context, Human Resources is a key player in the hiring process; however, requests to hire must be approved by post-award. Most faculty report that slow hiring and processing of paperwork has hampered the work supported by a grant (Table 8.6). For closing out a grant, most faculty felt this process was unclear and that they were not effectively communicated with regarding the process (Table 8.7). However, they did not feel as though it was an overly lengthy process.

Two broad questions were asked to discern support of faculty PIs generally. Most faculty did not feel as though the university supported their grant related activities (Table 8.8). With more support, faculty did not feel they could manage more grants concurrently.

The final area we asked faculty PIs about was their general satisfaction with key aspects of post-award support. For nearly all areas, about 1/3 of faculty were dissatisfied with post-award support (Tables 8.9 A & B). This number rises to 40 - 50% for nearly all areas when somewhat dissatisfied is included. Two biggest areas of dissatisfaction were communication and taking initiative. On the positive side, 40-50% of faculty were satisfied with fairness and respectfulness in their dealings with post-award.

Table 8.1 Post-award support impressions.

Response	Count	Percent
<i>I Am Treated Fairly By Post-Award Staff</i>		
Agree	10	43.5
Disagree	2	8.7
Neutral	4	17.4
No comment or not applicable	2	8.7
Strongly agree	2	8.7
Strongly disagree	3	13.0
<i>Post-Award Support at CSUB Compares Favorably To Other Universities</i>		
Disagree	8	34.8
Neutral	3	13.0
No comment or not applicable	4	17.4
Strongly agree	1	4.3
Strongly disagree	7	30.4
<i>The Post-Award Staff Are Informed About Policies & Provide Accurate Info</i>		
Agree	4	17.4
Disagree	6	26.1
Neutral	6	26.1
No comment or not applicable	1	4.3
Strongly agree	1	4.3
Strongly disagree	5	21.7

Table 8.3 Faculty perspective on what post-award should do &

Response	Count	Percent
<i>I Am Consulted About Post-Award Policy Changes That Affect Pls</i>		
Agree	2	8.7
Disagree	9	39.1
Neutral	2	8.7
No comment or not applicable	1	4.3
Strongly agree	1	4.3
Strongly disagree	8	34.8
<i>If I Were Consulted, Grant Management Could Be Improved</i>		
Agree	13	56.5
No comment or not applicable	1	4.3
Strongly agree	9	39.1
<i>Post-Award Should Help Faculty With Paperwork</i>		
Agree	6	26.1
Neutral	1	4.3
No comment or not applicable	1	4.3
Strongly agree	15	65.2
<i>Post-Award Should Mainly Focus on Compliance & Reporting</i>		
Agree	4	17.4
Disagree	5	21.7
Neutral	3	13.0
No comment or not applicable	3	13.0
Strongly disagree	8	34.8
<i>Post-Award Should Mainly Focus on Supporting & Assisting Pls</i>		
Agree	7	30.4
Disagree	1	4.3
Neutral	2	8.7
No comment or not applicable	1	4.3
Strongly agree	12	52.2

Table 8.2 Post-award support faculty knowledge.

Response	Count	Percent
<i>I Know Who To Contact For Post-Award Support</i>		
Agree	9	39.1
Disagree	5	21.7
Neutral	4	17.4
Strongly agree	2	8.7
Strongly disagree	3	13.0
<i>Post-Award Policies Have Been Clearly Explained To Me</i>		
Agree	1	4.3
Disagree	9	39.1
Neutral	3	13.0
No comment or not applicable	1	4.3
Strongly agree	1	4.3
Strongly disagree	8	34.8
<i>The Post-Award Procedures To Initiate A Grant On Campus Are Clear</i>		
Agree	1	4.3
Disagree	10	43.5
Neutral	4	17.4
No comment or not applicable	1	4.3
Strongly disagree	7	30.4

Table 8.4 Faculty perspective on what post-award help with requests & paperwork.

Response	Count	Percent
<i>I Have Had To Trackdown Lost Paperwork</i>		
Agree	6	26.1
Disagree	2	8.7
Neutral	2	8.7
No comment or not applicable	2	8.7
Strongly agree	10	43.5
Strongly disagree	1	4.3
<i>It Is Important For Me To Be Able To Track Paperwork</i>		
Agree	14	60.9
Strongly agree	9	39.1
<i>Post-Award Helps Me With Completion Of Forms & Making Requests</i>		
Agree	5	21.7
Disagree	1	4.3
Neutral	5	21.7
No comment or not applicable	2	8.7
Strongly agree	3	13.0
Strongly disagree	7	30.4
<i>Post-Award Helps Tracking Down Submitted Requests</i>		
Agree	4	17.4
Disagree	2	8.7
Neutral	5	21.7
No comment or not applicable	4	17.4
Strongly agree	2	8.7
Strongly disagree	6	26.1
<i>Post-Award Support Allows Me To Focus Time On Grant Activities & Less on Grant Administration</i>		
Agree	4	18.2
Disagree	5	22.7
Neutral	2	9.1
No comment or not applicable	2	9.1
Strongly disagree	9	40.9

Table 8.5 Faculty perspective on post-award budget support.

Response	Count	Percent
<i>Budget Report Requests Are Fulfilled In A Timely Manner</i>		
Agree	2	8.7
Disagree	3	13.0
Neutral	5	21.7
No comment or not applicable	6	26.1
Strongly agree	1	4.3
Strongly disagree	6	26.1
<i>Post-Award Supplies Me With Accurate Budgets</i>		
Agree	3	13.0
Disagree	6	26.1
Neutral	2	8.7
No comment or not applicable	3	13.0
Strongly agree	1	4.3
Strongly disagree	8	34.8
<i>Purchasing Requests Are Processed Efficiently</i>		
Agree	2	8.7
Disagree	6	26.1
No comment or not applicable	2	8.7
Strongly disagree	13	56.5
<i>The Approval Process For Requests Is Efficient & Clear</i>		
Agree	2	8.7
Disagree	6	26.1
No comment or not applicable	4	17.4
Strongly disagree	11	47.8

Table 8.6 Faculty perspective on timeliness of post-award hiring support.

Response	Count	Percent
<i>I Am Satisfied With The Time It Takes To Hire</i>		
Agree	2	8.7
Disagree	5	21.7
Neutral	1	4.3
No comment or not applicable	5	21.7
Strongly disagree	10	43.5
<i>Post-Award Is Helpful In Hiring Grant Personnel</i>		
Agree	2	8.7
Disagree	8	34.8
Neutral	2	8.7
No comment or not applicable	9	39.1
Strongly disagree	2	8.7
<i>The Work Of Students Has Been Delayed Due To Slow Hiring</i>		
Agree	8	34.8
Disagree	2	8.7
Neutral	2	8.7
No comment or not applicable	7	30.4
Strongly agree	4	17.4
<i>The Work On A Grant Has Been Delayed Due To Slow Paperwork Processing</i>		
Agree	9	39.1
Disagree	2	8.7
Neutral	2	8.7
No comment or not applicable	4	17.4
Strongly agree	6	26.1

Table 8.7 Faculty perspective on award close out.

Response	Count	Percent
<i>Award Closeout Is A Clear Process</i>		
Agree	1	4.3
Disagree	7	30.4
Neutral	2	8.7
No comment or not applicable	5	21.7
Strongly disagree	8	34.8
<i>Award Closeout Is Timely</i>		
Agree	1	4.3
Disagree	3	13.0
Neutral	7	30.4
No comment or not applicable	5	21.7
Strongly disagree	7	30.4
<i>Award Closeout Protocols Are Effectively Communicated</i>		
Agree	2	8.7
Disagree	6	26.1
Neutral	3	13.0
No comment or not applicable	5	21.7
Strongly disagree	7	30.4

Table 8.8 Faculty perspective on support & its association to their grant production.

Response	Count	Percent
<i>The University Generally Supports PIs & Their Grant Activities</i>		
Agree	5	21.7
Disagree	8	34.8
Neutral	4	17.4
No comment or not applicable	1	4.3
Strongly disagree	5	21.7
<i>With Increased Support I Could Manage More Grants Concurrently</i>		
Agree	1	4.3
Disagree	7	30.4
Neutral	2	8.7
No comment or not applicable	5	21.7
Strongly disagree	8	34.8

Table 8.9 A & B Post-award satisfaction survey responses separated into two tables (A on left and B on right).

Response	Count	Percent	Response	Count	Percent
<i>Satisfied With Accuracy</i>			<i>Satisfied Helpfulness</i>		
Dissatisfied	7	30.4	Dissatisfied	6	26.1
Neither satisfied nor dissatisfied	3	13.0	Neither satisfied nor dissatisfied	5	21.7
No comment or not applicable	3	13.0	No comment or not applicable	3	13.0
Satisfied	1	4.3	Satisfied	1	4.3
Somewhat dissatisfied	4	17.4	Somewhat dissatisfied	3	13.0
Somewhat satisfied	5	21.7	Somewhat satisfied	5	21.7
<i>Satisfied With Communication</i>			<i>Satisfied With Assistance</i>		
Dissatisfied	9	39.1	Dissatisfied	8	34.8
Neither satisfied nor dissatisfied	4	17.4	Neither satisfied nor dissatisfied	2	8.7
No comment or not applicable	3	13.0	No comment or not applicable	3	13.0
Satisfied	1	4.3	Satisfied	2	8.7
Somewhat dissatisfied	3	13.0	Somewhat dissatisfied	3	13.0
Somewhat satisfied	3	13.0	Somewhat satisfied	5	21.7
<i>Satisfied With Knowledge & Expertise</i>			<i>Satisfied With Fairness</i>		
Dissatisfied	8	34.8	Dissatisfied	5	21.7
Neither satisfied nor dissatisfied	3	13.0	Neither satisfied nor dissatisfied	4	17.4
No comment or not applicable	3	13.0	No comment or not applicable	4	17.4
Satisfied	1	4.3	Satisfied	3	13.0
Somewhat dissatisfied	3	13.0	Somewhat satisfied	7	30.4
Somewhat satisfied	5	21.7	<i>Satisfied With Respectfulness</i>		
<i>Satisfied With Reliability</i>			Dissatisfied	5	21.7
Dissatisfied	8	34.8	Neither satisfied nor dissatisfied	3	13.0
Neither satisfied nor dissatisfied	6	26.1	No comment or not applicable	3	13.0
No comment or not applicable	3	13.0	Satisfied	3	13.0
Satisfied	1	4.3	Somewhat satisfied	9	39.1
Somewhat dissatisfied	2	8.7	<i>Satisfied With Taking Initiative</i>		
Somewhat satisfied	3	13.0	Dissatisfied	9	39.1
<i>Satisfied With Responsiveness</i>			Neither satisfied nor dissatisfied	3	13.0
Dissatisfied	8	34.8	No comment or not applicable	3	13.0
Neither satisfied nor dissatisfied	5	21.7	Satisfied	1	4.3
No comment or not applicable	3	13.0	Somewhat dissatisfied	4	17.4
Satisfied	1	4.3	Somewhat satisfied	3	13.0
Somewhat dissatisfied	2	8.7	<i>Satisfied With Timeliness</i>		
Somewhat satisfied	4	17.4	Dissatisfied	7	30.4
<i>Satisfied With Timeliness</i>			Neither satisfied nor dissatisfied	5	21.7
Dissatisfied	7	30.4	No comment or not applicable	3	13.0
Neither satisfied nor dissatisfied	5	21.7	Satisfied	3	13.0
No comment or not applicable	3	13.0	Somewhat dissatisfied	4	17.4
Satisfied	3	13.0	Somewhat satisfied	1	4.3
Somewhat dissatisfied	4	17.4			
Somewhat satisfied	1	4.3			

Section 9: Write-In Responses

Question 36: Discuss specific challenges or barriers you have experienced in writing, submitting, and managing grants at CSUB.

1. Time Constraints (Most Common Theme)

- **Heavy teaching loads**, service responsibilities, advising, and administrative duties severely limit time for grant-related work.
- Research and grant writing often occur “in extra time,” leading to burnout and frustration.
- Faculty feel **overextended**, particularly in departments with staffing shortages or limited support.

“My job depends on me teaching with excellence, producing research (with no support), and providing good service.”

“Time is always the biggest barrier.”

2. Lack of Support & Infrastructure

- **Insufficient institutional support** for identifying, writing, or managing grants.
- **Post-award services** are widely described as inconsistent, confusing, and unresponsive.
- Many describe **GRaSP improvements**, but **non-GRaSP entities** like HR and procurement still present barriers.
- Some faculty experience **multiple budget analysts** across a single grant cycle, leading to errors and inefficiencies.

3. Lack of Grant Writing Knowledge or Training

- Faculty feel **unaware of available opportunities**, how to start, or what grant writing entails.
- There’s a **desire for workshops or structured guidance**, especially for new and early-stage investigators (ESIs).
- Some expressed interest in collaborating but felt isolated or without a support system to get started.

“I’m unaware of how to find grants and how to write to obtain them.”

“Other universities have grant writers. At CSUB, it’s left to faculty.”

4. Culture & Morale

- Lack of a **research culture**, especially in departments without graduate programs or where scholarship is not prioritized.
- Low campus morale, burnout, and a **lack of recognition for research productivity** reduce motivation to pursue grants.
- Humanities and arts faculty in particular feel **under supported and overlooked**.

“Lack of focus on humanities grants!”

“There is no inspiration to keep a research culture afloat.”

5. Bureaucratic Hurdles & Process Inefficiencies

- The **grant submission and management process** is described as complex and time-consuming.
- Internal routing is slow, error-prone, and lacks transparency.
- Errors in paperwork often go **unreported**, leading to missed deadlines or delays.

- **Slow post-award setup** has resulted in missed research opportunities, such as a summer of data collection.
“I spend more time trying to spend down my grant than writing the proposal.”
“The paperwork just didn’t get processed, and I was not informed.”

6. Departmental & Administrative Gaps

- Lack of **course buy-out time** or release time options.
- **Administrators and staff** (e.g., HR, procurement) are unfamiliar with grant processes.
- Disconnect between departments and central grant offices creates confusion over who supports what.
“I cannot, in good faith, acquire any additional release time.”
“Administrative staff in my department are unfamiliar with the processes and believe it’s post-award’s job.”

7. Inequities in Internal Funding

- Internal grants perceived as **biased toward certain disciplines**.
- Researchers with strong publication records still report **no success with internal funding**.
- Perceived **lack of expertise** among internal reviewers.
“Even though I have published cutting-edge research, I have not been considered for internal grants.”

8. Funding Setup & Financial Management Issues

- Delays in getting **ProCard** reimbursements, and student payments.
- Confusion over **indirect costs** and how they are used.
- Researchers often track their own budgets due to **inaccurate internal reports**.
“I started keeping my own budget records to ensure accuracy.”
“Carrying debt on my personal card for months.”

9. Collaboration & Mentorship Challenges

- Limited mentorship or collaboration opportunities, especially across disciplines.
- Desire for more **interdisciplinary collaboration support** and **peer mentoring** around grants.
“I’d be interested in starting up grant writing again, but there’s no bandwidth or support.”

Positive Feedback

- Some noted recent improvements in **pre-award support** and efforts by specific individuals (e.g., GRaSP staff).
- Submission process (pre-award) was described as **“straightforward”** by a few.
- A few respondents felt **motivated to learn more** after taking the survey.
“Much thanks to Manuel and Isabel for their work to improve grant support.”
“After this survey, I feel motivated to ask about how grants work in our department.”

Key Recommendations (Based on Feedback)

1. **Reduce Teaching Loads / Offer Release Time** for research and grant writing.
2. **Strengthen Post-Award Services** with consistent staffing and clearer communication.
3. **Provide Grant Writing Workshops** and one-on-one coaching, especially for new and humanities faculty.

4. **Hire Dedicated Grant Writers or Facilitators** to help with proposal development.
5. **Increase Transparency** in internal funding decisions and budget processes.
6. **Promote Interdisciplinary Research Culture** and improve morale.
7. **Clarify Roles Between GRaSP, HR, and Departments** to streamline workflow.

Question 37: Managing some grants requires support from many university units such as the post-award support office, human resources, procurement, facilities, the police department, etc. Describe any experiences with these campus units in the context of supporting your grant-related activities.

Positive Experiences (Minority of Responses)

- A few respondents reported **individual excellence**, particularly praising **Dee Evans** (post-award) and **University Police Department (UPD)**.
- Some administrative support coordinators (ASCs) within departments were recognized for being helpful in grant-related tasks.

“Dee Evans was extremely helpful and patient.”

“UPD has been great!”

“My ASC has been helpful.”

Frequent and Systemic Issues

1. Poor Communication Across Units

- **Lack of interdepartmental communication** (post-award, HR, procurement, etc.) leads to delays, inefficiencies, and conflicting information.
- Faculty often receive **contradictory instructions** from different offices.
- Problems with paperwork or processes are **not communicated** to faculty until it's too late—or not at all.

“You hear 3 different versions of what you have to do.”

“Processing just stops without informing faculty of problems.”

2. Post-Award Office Challenges

- Many described **slow processing, lack of transparency**, and a **“gatekeeper” mindset** in post-award services.
- Issues include:
 - **Delays in reimbursements**
 - **Poor communication**
 - **Inaccurate budget reporting**
 - **Unnecessary bureaucratic procedures** (e.g., internal routing forms not required by funders)

“No guidance or support related to post-award. Extremely frustrating.”

“Getting budget reports continues to be slow.”

3. Human Resources (HR) as a Barrier

- HR was **frequently cited as the slowest and least responsive unit**.
- Common issues:
 - Delays in hiring grant-funded personnel
 - Poor communication (especially payroll)

- Opaque protocols that affect students and staff
 - HR sometimes contradicts post-award
- “HR is a huge barrier and unhelpful.”*
“Payroll told my students their jobs would be terminated without checking with me first.”

4. Procurement Problems

- Processes are **slow, confusing, and not user-friendly.**
 - Forms are unclear, equipment orders delayed, and communication is minimal.
 - **New procurement system (P2P)** rollout was described as poorly implemented and still problematic.
- “Procurement makes it particularly hard to obtain correct equipment in a timely manner.”*

5. Facilities Delays and Costs

- Facilities is often described as **unresponsive, expensive, and slow.**
 - Work orders necessary for grant activities were intentionally or unintentionally delayed, affecting project timelines.
- “Facilities charge rates that are prohibitive and non-competitive.”*
“Delays impacted a research project funded by a CSUB RSCA mini-grant.”

6. Administrative Burden on PIs

- Faculty feel they bear the brunt of figuring out **how to navigate unclear or contradictory processes.**
 - There is **no central guide** or training, leading to inefficiencies and frustration.
- “There are no clearly published processes for expectations that go along with grant work.”*

7. Lack of Engagement with or Awareness of Support Offices

- Some respondents reported **no experience** with these offices, often expressing **relief** based on negative stories from others.
 - Others expressed a desire for stronger collaboration with campus units.
- “I haven’t had to deal with this and I’m grateful after hearing the horror stories.”*
“Establishing stronger collaborations could improve efficiency.”

Key Themes Summary Table

Unit/Area	Main Issues Highlighted
Post-Award	Slow, gatekeeping, inconsistent communication, confusing forms
HR/Payroll	Delays, poor communication, student job issues, unclear policies
Procurement	Confusing processes, delayed equipment purchases, poor rollout of P2P
Facilities	Slow to act, expensive, unresponsive
Cross-Unit Communication	Contradictory information, lack of transparency, issues not reported to faculty
ASCs & UPD	Some positive experiences noted
Overall System	Lack of published procedures, support, and training; PI burden is too high

Recommendations Based on Feedback

1. **Improve Cross-Unit Communication and Transparency**
 - Create centralized, publicly accessible guidance on grant-related processes.
 - Standardize and clarify procedures across units.
2. **Streamline Post-Award & HR Processes**
 - Reduce redundant steps and eliminate internal forms not required by funders.
 - Increase training and accountability for staff supporting grant work.
3. **Fix Procurement and Facilities Delays**
 - Provide clearer guidance on forms and processes.
 - Monitor responsiveness and improve pricing transparency.
4. **Develop Grant Support Training**
 - Offer orientation for PIs and ASCs on working with these units.
 - Create a troubleshooting guide with key contacts.

Question 38: Discuss your overall experience with grant close-out.

Overall Themes:

- **Frustration and Difficulty:** Many described the process as difficult, frustrating, time-consuming, and unnecessarily complicated.
- **Lack of Clarity & Transparency:** Several noted that the process is opaque, with hidden steps, unclear timing, and inconsistent guidance.
- **Delayed or Inaccurate Budgeting:** Delays in final budget reports and difficulty correcting inaccuracies were common concerns.
- **Burden on PIs:** Faculty felt they had little support during close-out, particularly after funding ended, when they no longer had grant-funded time.
- **Insufficient Support for Final Reports:** Some reported no assistance with final reports or statistics needed to complete them.
- **Process Could Be Proactive:** Respondents suggested that close-out should be planned earlier, with grant offices tracking equipment, budgets, and requirements throughout the grant rather than leaving tasks until the end.
- **Mixed Experiences:** A few reported smooth or straightforward experiences, especially when they had strong administrative support, while many others reported poor or negative experiences.
- **Limited Experience:** Several respondents had no direct experience or marked their response as N/A.

Notable Points:

- One faculty member highlighted reliance on their ASC, who managed close-out effectively.
- Another reported being contacted for close-out tasks years after the grant had ended.
- Positive experiences were rare but noted when paperwork was straightforward or administrative support was strong.

In short: **Most faculty found grant close-out confusing, burdensome, and poorly supported, with inconsistent communication and delayed budget processes. A minority had smooth experiences, often due to effective administrative help. Many had no direct experience.**

Question 39: How could CSUB improve in the context of pre- and post-award grant support for faculty?

Key Themes

1. Pre-Award Support (generally strong with some areas for improvement)

- **Visibility & Outreach:** Faculty want more proactive sharing of grant opportunities, centralized platforms, and tailored notifications.
- **Training & Development:** Requests for grant-writing workshops, mentorship programs, proposal development support, and reassigned time for writing.
- **Guidance & Resources:** Clearer information on contacts, processes, and available support; access to institutional data for applications.
- **Positive Feedback:** Several faculty praised current pre-award staff (e.g., Manuel), citing strong progress and helpfulness.

2. Post-Award Support (several challenges were identified)

- **Staffing & Workload:** Calls for hiring more grant/budget analysts, reducing caseloads, and ensuring consistency across staff.
- **Communication & Transparency:** Faculty want clearer, trackable workflows (e.g., who is reviewing budgets, status updates, cc'ing PIs).
- **Process Efficiency:** Frustrations with excessive paperwork, inconsistent procedures, delays, unauthorized charges, and burdens falling on PIs instead of support staff.
- **Training & Proactivity:** Desire for staff who anticipate problems, communicate solutions promptly, and provide clear guidance on compliance and reporting.
- **Audit & System Review:** Some suggested an external consultant or internal audit to improve post-award processes.

3. Broader Needs

- **Faculty Time & Incentives:** Requests for reassigned time, bridge funding (between award and disbursement), and reduced teaching/service loads to focus on grants.
- **Campus Culture:** Calls for stronger culture of scholarship (seminars, community engagement) despite commuter-campus challenges.
- **Collaboration:** Improved coordination with HR, procurement, facilities, and between faculty/staff.
- **Equity in Support:** Desire for grant support across all colleges, not just NSME and Business.

4. Mixed/Neutral Responses

- A handful said "no improvements needed" or "no comment."
- Some acknowledged improvements already made but emphasized post-award still lags behind pre-award.

Summary Statement

- Faculty consistently view **pre-award support as effective and improving**, while **post-award support is under-resourced, inconsistent, and overly burdensome for PIs**. Improvements are needed in **staffing, communication, transparency, and process efficiency**. Faculty also want **more proactive training, mentorship, access to grant opportunities, and cultural investment in research**, alongside **institutional supports that free faculty time for scholarship**.

Section 10: A Comparison of 2021 Survey to the Present One For Pre- & Post-Award Questions

Context: Number of Respondents

In the 2021 survey, 49 faculty members responded to the pre-award questions in Section 7 and 44 responded to the post-award ones (section 8), which is 41 & 37% of the 119 total respondents, respectively. For the current survey, 22 responded to pre-award and 23 to post-award, which is 35 and 37 % of the 62 respondents, respectively. Thus, there was about half the total of respondents for this survey and, for post-award, the percentage of respondents is identical to the prior survey, but there was a 6% dip in the number of respondents for pre-award.

For the 2021 survey, 33 reported that they had an active grant being managed by CSUB out of 50 total responding to the question, or 66%. For the current survey, 12 of 24 reported that they had a current grant (50%), thus there were 14% fewer PIs with active grants that completed the current survey compared to the 2021 one.

A. Pre-Award

Comparing the data from Tables 7.1–7.4 (current survey) to those in Appendix 6 TableA6.1 (2021 survey) are shown in Figure 10.1. Here we present a summary of these comparisons.

1. Agree / Strongly Agree (Positive Responses)

- Agreement declined across most categories, showing reduced satisfaction and confidence in pre-award processes.
- Areas with the highest agreement include knowing who to contact, faculty input for policy improvement, and the importance of training.
- Sharp declines occurred in perceptions of training, grant communication, and fairness.

2. Neutral Responses

- Neutral responses increased for most items, indicating growing uncertainty or disengagement among faculty. This suggests that some respondents are unaware or unsure of policy and support processes, possibly reflecting communication gaps.

3. Disagree / Strongly Disagree (Negative Responses)

- Disagreement increased in areas such as training availability, information about grants, and pre-award support.
- Faculty dissatisfaction is found in in policy topics and access to resources.
- Improvements are seen in budgeting and routing support.

Overall Interpretation

- Agreement declined while Neutral and Disagree responses rose, suggesting reduced faculty satisfaction.
- Faculty feel less supported and less engaged with pre-award processes.
- Renewed focus on training, communication, and faculty involvement is recommended.

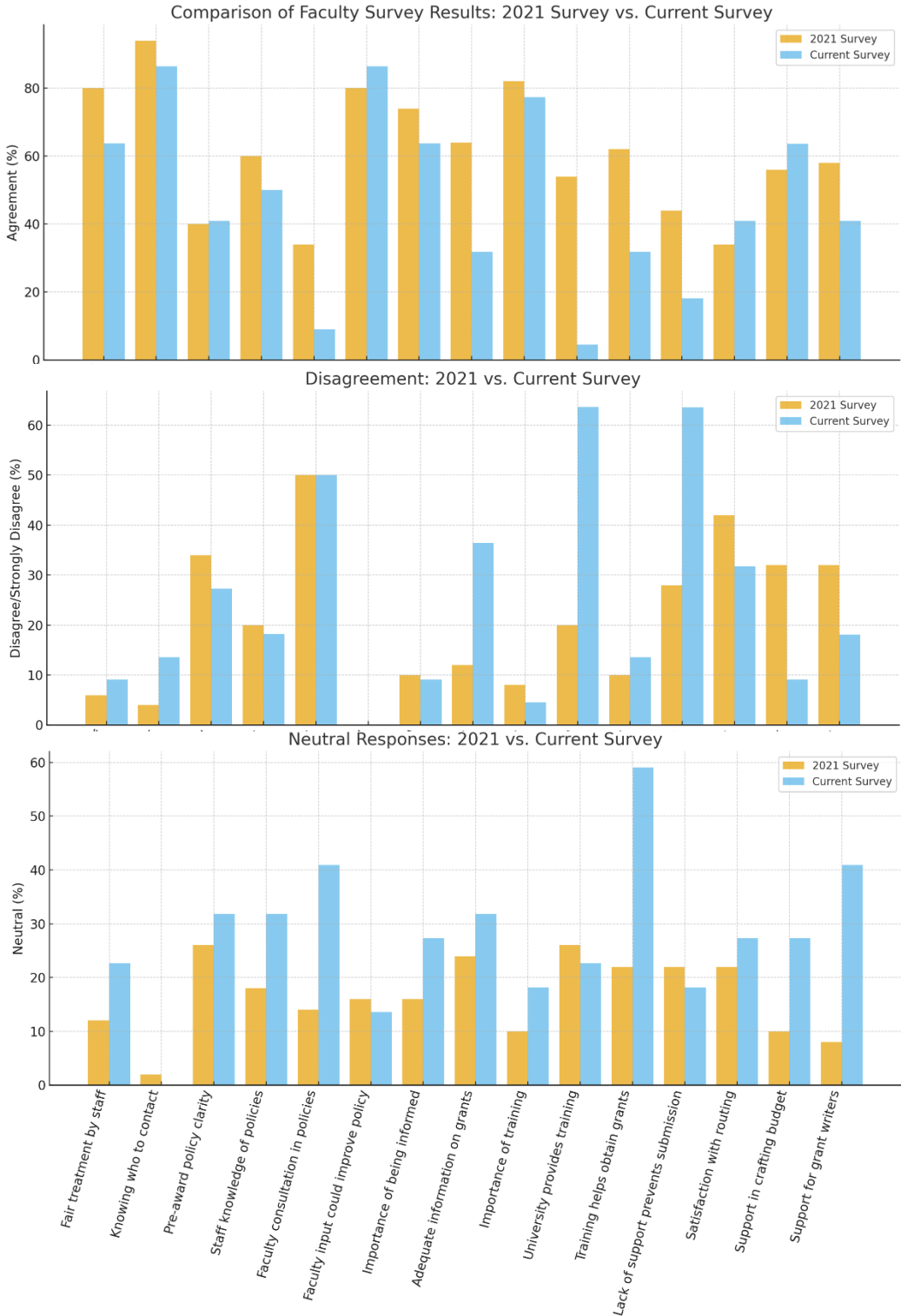


Figure 10.1. Pre-award questions for the 2021 survey and those from the current survey compared. Y-axes are percentages of respondents and agreement = agree + strongly agree.

B. Post-Award

Comparing the data from Tables 8.1–8.8 (this survey) to those in Appendix 7 TableA7.1 (2021 survey) are shown in Figure 10.2. Here we summarize these comparisons.

1. Positive Perceptions (Agree/Strongly Agree)

- Agreement levels fell across many categories. The steepest declines occurred in the clarity of procedures, communication of policies, and timeliness of purchasing and hiring.
- The ability to focus on research also dropped, indicating increased administrative burden.
- PIs desire for “Help with paperwork” and “Focus on supporting PIs” maintained strong positive responses. This demonstrates an opportunity for support that could have a high positive impact.
- Importantly, there was an increase in faculty feeling they are treated fairly.

2. Neutral Responses

- Neutral responses have remained relatively steady across categories. This consistency indicates that the decline in satisfaction is not the result of increased uncertainty but rather of more respondents shifting from positive to negative evaluations, which suggests faculty opinions are becoming more polarized over time.

3. Negative Perceptions (Disagree/Strongly Disagree)

- Disagreement increased across nearly every area. Policy communication and process clarity now have disagreement rates exceeding 70%, compared to roughly 55% in 2021.
- Dissatisfaction with efficiency in hiring, procurement, and closeout processes rose to 60–70%.
- Faculty also expressed frustration with delays, inaccurate budget reporting, and inefficiency of internal approvals.

Thematic Analysis

A thematic comparison identifies four major dimensions underlying faculty sentiment:

1. Communication & Clarity: Declines in understanding policies and procedures are linked to insufficient explanation and inconsistent information sharing.
2. Efficiency & Timeliness: Faculty report worsening delays in key processes such as hiring, procurement, and financial reporting.
3. Consultation & Inclusion: Consultation remains persistently low, suggesting limited faculty involvement in decision-making.
4. Direct Support: PIs strongly desire personal assistance from post-award staff.

Conclusions

The comparison of the 2021 and Current Faculty Surveys reveals a downward trend in satisfaction with post-award. The challenges appear less related to staff performance and more about system-level barriers to timely, transparent, and collaborative administration. Improving communication, involving faculty in decision-making, and increasing efficiency could all boost PI confidence and enhance the research environment at CSUB.

C. Overall Analysis of Pre- and Post-Award

While significant strides have been made in improving pre- and post-award GRaSP activities at CSUB since 2021 (Table 1; Appendix 4), this analysis suggests that these changes have yet to be realized by faculty. Faculty may be broadly pessimistic about CSUB and the academy and these feelings are reflected in these changes over time. Finally, faculty expectations may be unaligned with what is possible in the context of GRaSP support at CSUB, which includes non-GRaSP entities such as HR and Facilities.

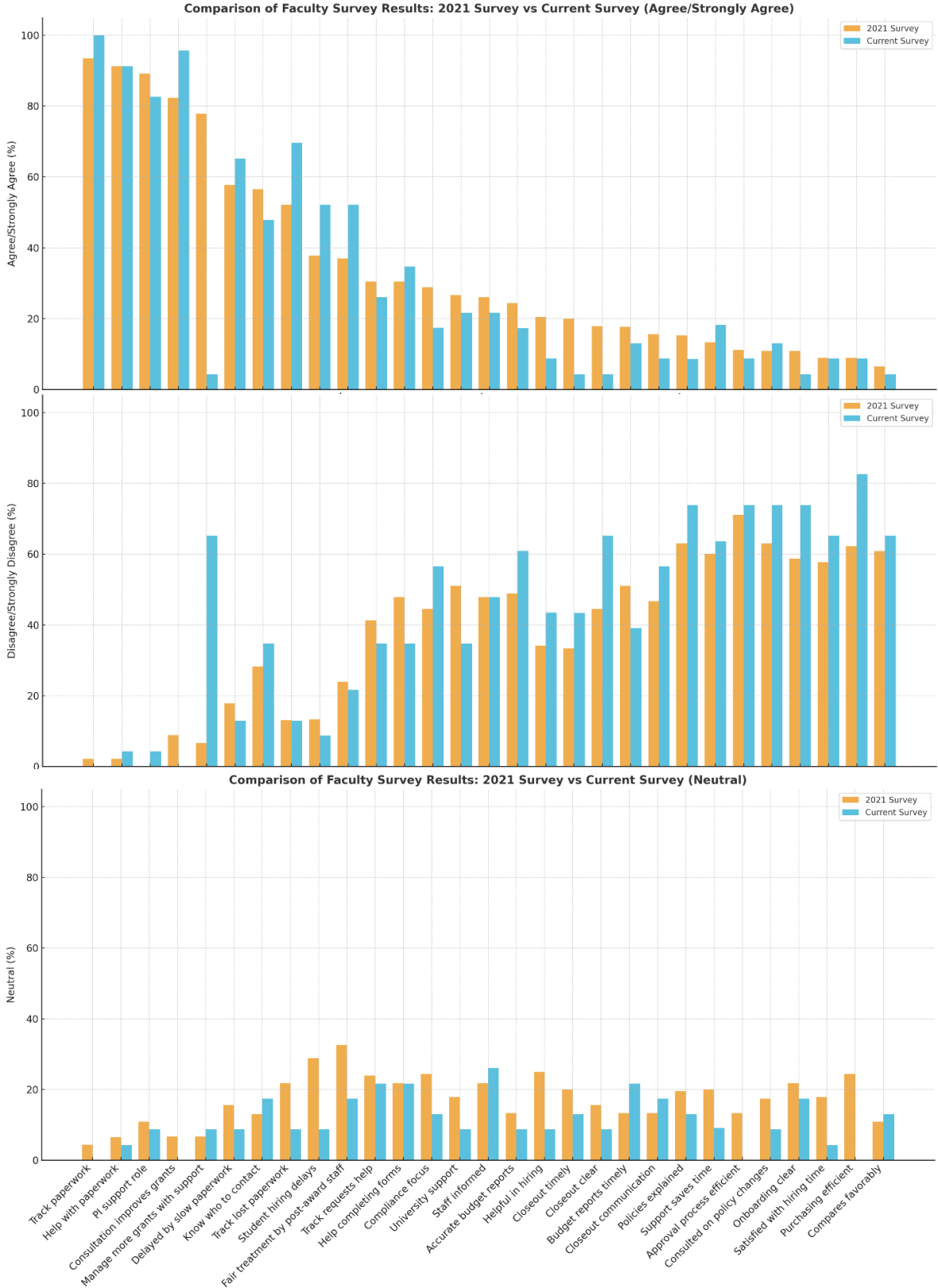


Figure 10.2. Post-award questions for a 2021 survey and those from the current survey compared. Y-axes are percentages of respondents.

Appendix 2: Survey Questions

Faculty Survey

CSUB Grants Survey

Start of Block: Background Questions

Thank you, CSUB faculty, for assisting the Faculty Advisory Committee for Research Scholarship and Creative Activity (FAC-4-RSCA) in reviewing the university services provided for the procurement and administration of grants. Your feedback will inform CSUB on how to improve support for faculty in securing and managing external grants.

A few notes:

- Your responses are anonymous.
 - Feel free to leave any questions blank.
 - You can navigate backwards to modify answers.
 - This survey should take you between 10 and 30 minutes.
-

Page Break

Demographics

Q2. Are you a faculty member at CSUB?

- Yes (1)
 - No (2)
-

Q3 What is your gender?

- Male (1)
 - Female (2)
 - Non-binary / third gender (3)
 - Prefer not to say (4)
-

Q4 What is your racial and ethnic identity?

Categories from the NIH. You may select more than one.

- American Indian or Alaska Native (1)
 - Asian (2)
 - African American or Black (3)
 - Hispanic or Latino/a/e (4)
 - Native Hawaiian or Other Pacific Islander (5)
 - White (6)
 - Prefer not to say (7)
-

Q5 What is your rank?

- Lecturer (1)
 - Assistant Professor (2)
 - Associate Professor (3)
 - Professor (4)
-

Q6 How many years have you been at CSUB?

- 0-5 (1)
 - 6-10 (2)
 - 11-15 (3)
 - 16-20 (4)
 - >20 (5)
-

Q7 What college/campus do you belong to?

- Arts and Humanities (1)
- Business and Public Administration (2)
- Natural Sciences, Mathematics, and Engineering (3)
- Social Sciences and Education (4)
- Antelope Valley Campus (5)
- Other (6) _____

Page Break

Start of Block: Workload Questions (note these are numbered within the block)

Q1. Approximately how many hours do you spend per week on the following activities:

- Teaching
- Scholarly/Creative Activities
- Advising Undergraduate Students
- Advising Graduate Students
- University, College, and Department Service
- Other Activities

Q2. Are you currently receiving any type of Assigned Time?

Q3. What is your desired level of activity for each of the following relative to the time you typically spend on them? (Less, Same, More)

- Scholarly/Creative Activities
- Teaching
- Advising Students
- Service
- Service Learning
- Other Activities

Q4. Satisfaction with Work Scope, Support, and Resources

No comment or not applicable (1)	Strongly disagree (2)	Disagree (3)	Neutral (4)	Agree (5)	Strongly agree (6)
---	--------------------------	--------------	-------------	-----------	-----------------------

-
- Job security
 - Equipment availability
 - Library and information resources
 - Office space
 - Technical support
 - Time with students
 - Classroom technology
 - Administrative support
 - Teaching facilities
 - Mix of teaching, research, admin, and service
 - Workload
 - Travel support
 - Facilities for Research, Scholarship, and Creative Activities
 - Teaching assistance

Q5. In the prior 3 years, how many of each of the following items have you produced or participated in?

- Articles/Creative Work (Refereed)
- Articles/Creative Work (Non-refereed)
- Articles/Creative Work (Popular Media)

Published Reviews
Chapters in Edited Volumes
Textbooks
Other Books
Monographs
Research/Technical Reports
Presentations
Juried Exhibitions/Performances
Non-juried Exhibitions/Performances
Patents or Copyrights
Computer Software Products
Reviewing Articles
Editorial Boards
Accreditation Reviews
On-line Materials

Q6. What is your perception of your workload relative to others? (lower, same, higher)

Compared to others:

In Discipline

At CSUB

In Department

Expectations when hired

Q7. How has your workload changed since you have been at CSUB?

Free response

Q8. Given the current teaching, research and service commitments at CSUB, would you consider (or have you considered) applying for another position at a different institution?

Free response

End Workload Block

Submissions, Awards, & Experience

Q8. Have you ever submitted an internal grant at CSUB?

Internal funding refers to grants that are awarded from CSUB such as the RCU Mini Grant, whereas external ones are from non-CSUB entities such as the Federal or State governments or private foundations.

- Yes (1)
- No (2)

Display This Question:

If Submissions, Awards, & Experience Q8. Have you ever submitted an internal grant at CSUB? Inte... = Yes

Q9 Have you ever been awarded an internal grant? Internal funding refers to grants that are awarded from CSUB such as the RCU Mini Grant, whereas external ones are from non-CSUB entities such as the Federal, State, or private foundations.

- Yes (1)
- No (2)

Q10 Are you likely to submit an external grant in the future?

- No (1)
- Somewhat (2)
- Yes (3)

Q11 Have you ever submitted an external grant at CSUB?

Internal funding refers to grants that are awarded from CSUB such as the RCU Mini Grant,

whereas external ones are from non-CSUB entities such as the Federal, State, or private foundations.

Yes (1)

No (2)

Skip To: QID22 If Have you ever submitted an external grant at CSUB? Internal funding refers to grants that are... = No

Q12 Have you ever been awarded an external grant at CSUB?

Internal funding refers to grants that are awarded from CSUB such as the RCU Mini Grant, whereas external ones are from non-CSUB entities such as the Federal, State, or private foundations.

Yes (1)

No (2)

Skip To: QID24 If Have you ever been awarded an external grant at CSUB? Internal funding refers to grants that ar... = No

Q13 I have been the co-Principal Investigator on an external grant.

True (1)

False (2)

Q14 I have been the Principal Investigator on an external grant.

True (1)

False (2)

Q15 I have been the sole Principal Investigator on an external grant.

- True (1)
- False (2)
-

Q16 I currently have a funded external grant managed by CSUB post-award.

- True (1)
- False (2)
-

Q17 How many awarded external grants were less than \$50,000?

Type in the number.

Q18 How many awarded external grants were greater than \$50,000?

Type in the number.

Q19 How many external grants have you had that primarily supported your scholarship or creative activities?

Type in the number.

These are grants written with a scholarly or creative activity as the focus. It may also support infrastructure, students, and equipment purchases, but those expenses are only necessary to complete the research, scholarship, or creative activity.

Q20 How many external grants have you had that primarily supported curriculum and activities related to teaching, education, and program development?

Type in the number.

Q21 How many external grants have you had that primarily supported campus infrastructure or equipment?

Type in the number.

Q22 How many external grants have you had where the primary purpose is to provide student scholarships, stipends, or other student support?

Type in the number.



Q23 List all the external entities that you have applied to and/or received funding from (please separate each by a semicolon):

Experience with Grant Writing

Q24. I gained experience or had training on grant writing during my undergraduate, graduate (M.A., M.S., Ph.D., etc.), or post-doctoral studies.

- No comment or not applicable (1)
 - Strongly agree (2)
 - Agree (3)
 - Neutral (4)
 - Disagree (5)
 - Strongly disagree (6)
-

Q25 I have received grant training from CSUB.

- True (1)
 - False (2)
-

Q26 I have received grant training organized by the CSU Chancellor's office.

- True (1)
- False (2)

End of Block: Background Questions

Start of Block: Factors Motivating Grant Writing

Motivations for Grant Writing Q27. Select the reasons why external grants are important to you. Drag and drop your selections on the left into the categories on the right. You can also type in other responses that are of highest importance.

Highest Importance	Somewhat Important	Low Importance
<input type="checkbox"/> Tenure & promotion (1)	<input type="checkbox"/> Tenure & promotion (1)	<input type="checkbox"/> Tenure & promotion (1)
<input type="checkbox"/> Support students (2)	<input type="checkbox"/> Support students (2)	<input type="checkbox"/> Support students (2)
<input type="checkbox"/> Support my scholarship (3)	<input type="checkbox"/> Support my scholarship (3)	<input type="checkbox"/> Support my scholarship (3)
<input type="checkbox"/> Improve my teaching (4)	<input type="checkbox"/> Improve my teaching (4)	<input type="checkbox"/> Improve my teaching (4)
<input type="checkbox"/> Prestige/notoriety to me (5)	<input type="checkbox"/> Prestige/notoriety to me (5)	<input type="checkbox"/> Prestige/notoriety to me (5)
<input type="checkbox"/> Prestige/notoriety to my department (6)	<input type="checkbox"/> Prestige/notoriety to my department (6)	<input type="checkbox"/> Prestige/notoriety to my department (6)
<input type="checkbox"/> Prestige/notoriety of the university (7)	<input type="checkbox"/> Prestige/notoriety of the university (7)	<input type="checkbox"/> Prestige/notoriety of the university (7)
<input type="checkbox"/> Improve the university infrastructure (8)	<input type="checkbox"/> Improve the university infrastructure (8)	<input type="checkbox"/> Improve the university infrastructure (8)
<input type="checkbox"/> Elevate my profile as a scholar (9)	<input type="checkbox"/> Elevate my profile as a scholar (9)	<input type="checkbox"/> Elevate my profile as a scholar (9)
<input type="checkbox"/> It is expected by my peers (10)	<input type="checkbox"/> It is expected by my peers (10)	<input type="checkbox"/> It is expected by my peers (10)
<input type="checkbox"/> Support travel to meetings (11)	<input type="checkbox"/> Support travel to meetings (11)	<input type="checkbox"/> Support travel to meetings (11)
<input type="checkbox"/> Get feedback on scholarly ideas (12)	<input type="checkbox"/> Get feedback on scholarly ideas (12)	<input type="checkbox"/> Get feedback on scholarly ideas (12)
<input type="checkbox"/> Purchase consumables (13)	<input type="checkbox"/> Purchase consumables (13)	<input type="checkbox"/> Purchase consumables (13)
<input type="checkbox"/> Fund equipment (14)	<input type="checkbox"/> Fund equipment (14)	<input type="checkbox"/> Fund equipment (14)
<input type="checkbox"/> Support publishable research (15)	<input type="checkbox"/> Support publishable research (15)	<input type="checkbox"/> Support publishable research (15)
<input type="checkbox"/> Increased job satisfaction (16)	<input type="checkbox"/> Increased job satisfaction (16)	<input type="checkbox"/> Increased job satisfaction (16)
<input type="checkbox"/> Personal financial gain (17)	<input type="checkbox"/> Personal financial gain (17)	<input type="checkbox"/> Personal financial gain (17)
<input type="checkbox"/> Buy teaching equipment/supplies (18)	<input type="checkbox"/> Buy teaching equipment/supplies (18)	<input type="checkbox"/> Buy teaching equipment/supplies (18)
<input type="checkbox"/> Other (19)	<input type="checkbox"/> Other (19)	<input type="checkbox"/> Other (19)

Culture/ Support for Grant Writing

Q28. State your level of agreement with the following:

	No comment or not applicable (1)	Strongly disagree (2)	Disagree (3)	Neutral (4)	Agree (5)	Strongly agree (6)
It is important for CSUB faculty to write grants. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to mentor students in grant writing. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant writing is important to support and grow our graduate programs. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing grants takes time away from teaching. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grant writing and scholarship improves my teaching. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My close colleagues value grant writing. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grant writing efforts are appreciated by my colleagues. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grant writing efforts are appreciated by administrators. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department encourages grant writing among faculty. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school values grant writing. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am prevented from writing an ambitious grant that would require assigned (release) time because there would be no one to teach my classes. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration encourages external grant writing among faculty. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal grants, such as Research Council of the University (RCU) mini-grants, are important for getting external grants. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CSU-wide support is important for securing external grants. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Teaching and Learning Center grants are important for getting external grants. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provost professional development funds are important for getting external grants. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned (release) time is important for writing successful grants. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have received grant writing mentorship from my CSUB colleagues. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support prevents me from grant writing. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university should provide rewards to incentivize faculty to bring in external grants. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Factors Motivating Grant Writing

Start of Block: Pre-Award Support

Pre-Award Grant Support

Q29. I have experience with CSUB pre-award support of grants.

- True (1)
- False (2)

Skip To: End of Block If Pre-Award Grant Support Q29. I have experience with CSUB pre-award support of grants. = False

Q30 In the context of pre-award grant support, state your level of agreement with the following:

	No comment or not applicable (1)	Strongly disagree (2)	Disagree (3)	Neutral (4)	Agree (5)	Strongly agree (6)
I know who to contact at the university to receive assistance with grant preparation and pre-award support. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The policies that govern the pre-award process are available to me and clearly presented. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff are informed about policies and provide accurate information. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been consulted on the development and implementation policies that affect faculty. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated fairly (like other P.I.s) when getting pre-award support. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty input on policy could improve the pre-award process. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university adequately informs faculty about grant opportunities. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important that the university inform me about grant opportunities. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university provides faculty with training in grant writing skills. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for the university to provide faculty with training in grant writing skills. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With training in grant writing, I could obtain external grants. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the routing process for submitting a grant. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university provides support for crafting a grant budget. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university should support grant writers who can write grants for me. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lack of pre-award support has prevented me from submitting a grant.
 (15)

Q31 For pre-award support, select your satisfaction with the following:

	No comment or not applicable (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Somewhat satisfied (5)	Satisfied (6)
Timeliness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge & expertise (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective communications (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfulness (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Pre-Award Support

Start of Block: Post-Award Support

Post-Award Grant Support

Q32. I have experience with post-award grant support at CSUB.

True (1)

False (2)

Skip To: End of Block If Post-Award Grant Support Q32. I have experience with post-award grant support at CSUB. = False

Q33 In the context of post-award grant support, state your level of agreement with the following:

	No comment or not applicable (1)	Strongly disagree (2)	Disagree (3)	Neutral (4)	Agree (5)	Strongly agree (6)
I know who to contact at the university to receive assistance with grant management and post-award support. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The staff are informed about policies and provide accurate information. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am treated fairly (like other P.I.s) when getting post-award support. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From talking to colleagues at other universities, CSUB post-award compares favorably. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The procedures that govern the onboarding (transition from pre-award to post-award) of a funded grant are clear. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-award policies have been clearly explained to me. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The primary responsibility of post-award support personnel should be compliance enforcement and reporting. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The primary responsibility of post-award personnel should be PI support and assistance. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-award support should help faculty with paperwork. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am consulted about changes in post-award policies that affect faculty. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If faculty were consulted in making post-award policy, the management of grants could be improved. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for me to be able to track paperwork. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had to spend time tracking down lost paperwork. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Post-award employees are available to help faculty to properly complete forms and make requests. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-award employees are available to help faculty to track requests that have been submitted. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The post-award support I receive allows me to spend more time on research and grant activities and less on grant administration. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurate reports of my budget are available to me from the university. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requests for budget reports are provided in a timely manner. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purchasing, reimbursement, and procurement requests are processed efficiently. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The approval process for requests and form processing is designed to be efficient and clear. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the time it takes to hire personnel (student assistants, research assistants, post-docs, etc.). (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work of student assistants has been delayed because of slow hiring. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work on a grant has been delayed because of slow paperwork processing. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-award support personnel are helpful in the hiring of grant personnel. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The university is generally supportive of PIs and facilitates the completion of grant activities. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Award closeout is a clear process. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Award closeout processes are effectively communicated. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Award closeout processes occur in
timely manner. (28)

With increased support, I could
manage more grants concurrently. (29)

Q34 For setting up an awarded grant so that a project can begin, indicate your satisfaction with the following:

	No comment or not applicable (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Somewhat satisfied (5)	Satisfied (6)
Timeliness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge & expertise (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective communications (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfulness (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 For post-award support, indicate your satisfaction with the following:

	No comment or not applicable (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Neither satisfied nor dissatisfied (4)	Somewhat satisfied (5)	Satisfied (6)
Timeliness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accuracy (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge & expertise (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reliability (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective communications (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking initiative (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respectfulness (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Post-Award Support

Start of Block: Written Responses



Additional Feedback Q36. Discuss specific challenges or barriers you have experienced in writing, submitting, and managing grants at CSUB.



Q37 Managing some grants requires support from many university units such as the post-award support office, human resources, procurement, facilities, the police department, etc. Describe any experiences with these campus units in the context of supporting your grant-related activities.



Q38 Discuss your overall experience with grant close-out.



Q39 How could CSUB improve in the context of pre- and post-award grant support for faculty?

End of Block: Written Responses

Appendix 3: 2021 Grants Committee Report (attachment)

Faculty Grant Submissions, Management, and Success at CSUB: Findings and Recommendations of the CSUB *Ad hoc* Grants Committee 2021

Report approved by the committee on 16 August 2021

Report Authors

Dr. R. Brandon Pratt (Chair), Dr. Brittney Beck, Dr. Luis Cabrales, Dr. Elaine Correa, Dr. Heidi He,
Dr. Anna Jacobsen, Dr. Eduardo Montoya, Dr. Maryann Parada, and Dr. Isabel Sumaya

Contents

Report: Summary and Major Recommendations	79
Committee: Scope and Activities	79
Executive Summary	79
General Findings and Survey Results Summary	80
Key Findings and Recommendations (R).....	81
Communication between faculty and grants office personnel	81
Policies, procedures, and organizational structure.....	81
Shared governance and faculty consultation.....	82
Changing the mission of post-award.....	82
Developing a culture that celebrates grant writing and scholarship	83
Faculty development	83
Faculty participation in grant personnel performance review	84
Records and the processing of requests	84
Budget reliability and transparency.....	85
University infrastructure in the context of supporting grants	86
Appendix 1: Background to the Grants Committee	88
Appendix 2: Survey Metadata	90
Appendix 3: Grant Activity of Faculty	93
Appendix 4: Faculty Training and Motivations for Grant Writing	101
Appendix 5: Culture / Support for Grant Writing.....	103
Appendix 6: Pre-award Grant Support	105
Appendix 7: Post-award Grant Support	107
Appendix 8: Barriers to Grant Success	110
Appendix 9: Experience with Campus units as related to Grant activities	119
Appendix 10: Experience with Grant Close-out.....	126
Appendix 11: Improving Grant Support for Faculty	130
Appendix 12: Copy of Faculty Survey.....	0

Report: Summary and Major Recommendations

Committee: Scope and Activities

An *ad hoc* committee of CSUB faculty was established in Fall of 2020 by Dr. Vernon Harper, Provost and Vice President of Academic Affairs, in consultation with the Academic Senate Executive Committee to conduct a strategic review of grants and sponsored research. The committee consisted of a diverse pool of faculty who had experience with grant submissions and management at CSUB (Appendix 1).

The charge of the committee from Provost Harper was to:

Identify ways that CSUB can best support faculty principal investigators (PIs) in obtaining external grants¹ and effectively administering them.

To meet this objective, the committee outlined a plan of action (Appendix 1). A main activity was to develop and administer a survey to faculty to inform this strategic review (survey included as Appendix 12). Data were collected on faculty background and demographics (Appendix 2), experience in writing grant proposals and obtaining grants (Appendices 3 & 4), experiences with grant writing support, submitting grant proposals, and managing grants at CSUB (Appendices 5-7), and narrative responses providing experiences, perspectives, and recommendations (Appendices 8-11). Faculty participation in the survey was high (n=119). The survey data along with committee discussions served as the basis on which the CSUB *Ad hoc* grants committee analyzed CSUB grant activity. From this analysis, the *Ad hoc* grants committee provided our summary and recommendations.

Executive Summary

Tenure and tenure-track faculty are tasked with completing work in three categories as part of their employment: 1. Teaching; 2. Service to the university and broader communities; and 3. Conducting scholarly and creative activities. Meeting department and university criteria for these categories takes considerable time and effort, and writing external grants is often not essential to this work nor is grant writing required; nevertheless, most faculty see value in grant writing, and many chose to write external grants, including many lecturers whose contracts only require teaching. *The biggest challenge that faculty encounter in writing and managing grants is lack of time.* Despite this constraint, many CSUB faculty have written grants that support a wide range of university activities (Appendix 3). Faculty are interested in submitting future grants to continue their support of students and scholarship (Appendix 4). Significant *changes that CSUB could implement to assist and support faculty in the award and management of grants, and for improving the outcomes of awarded grants, are as follows:*

1. *Minimize institutional hurdles associated with submission and management of grants, particularly those activities that unnecessarily encroach on faculty time.*
2. *Improve communication between faculty and grant office personnel.*
3. *Provide more incentives to encourage and support grant writing and broadly advertise the incentives that are already in place.*
4. *Elevate awareness and appreciation of grant writing and scholarship.*

¹ External grants refer to those from non-CSUB entities such as the Federal, State, or private foundations, whereas internal grants are those awarded from CSUB such as through the RCU Mini-Grant program.

5. *Combine pre- and post-award offices overseen by an AVP of GRaSP.*

General Findings and Survey Results Summary

CSUB faculty submit and are awarded grants that vary in scope, dollar amount, and funding agency. Faculty roles on grants also vary from being sole PI, PI with co-PIs, and co-PI (Appendix 3). Faculty broadly view grant writing as important and they pursue grants to support students, enhance scholarship activities, and increase job performance and satisfaction (Appendix 4). Also, faculty identified other important considerations for pursuing grants related to improving their teaching, purchasing equipment, and supporting travel to meetings. The vast majority of faculty indicated that they were interested in submitting future grant proposals (Appendix 3; Fig. A3.8).

Most faculty report having no training in grant writing, either before or after their arrival at CSUB (Appendix 4). Training in grant writing (pre-CSUB, from CSUB, or from the Chancellor's Office) was associated with a greater likelihood of submitting an external grant (Appendix 4). Successfully obtaining an external grant was more likely if faculty had pre-CSUB training. The mean number of successful grants per faculty member was also greater for faculty who had previous grant training. Faculty who received grant training while at CSUB were more successful than their non-trained peers, but not as successful as those who had training in grant writing prior to coming to CSUB. *Incorporating grant writing experience into faculty search criteria may increase the likelihood that faculty are able to successfully obtain grants at CSUB.* Internal grants, such as RCU funds and the Provost professional development funds, were among the most important factors linked to faculty successfully obtaining external grants (Appendix 4).

While most faculty report that grant writing takes time away from their teaching, they recognize that grants and grant writing also serve to improve their teaching and provide support and opportunities for their students (Appendix 5). *Faculty were overwhelmingly in support of more incentives to encourage and support grant writing. Assigned time was ranked as particularly important in supporting grant writing, grant activities, and grant management.* Faculty also expressed the desire for grant writing and scholarship to be more generally acknowledged, appreciated, and rewarded.

Faculty were generally satisfied with the support they received for pre-award activities (Appendix 6). Faculty identified specific areas of concerns for improving pre-award services, that were related to the development and communication of policies and the routing processes for grant submissions. The grant routing process could be streamlined and improved. Other recommendations are included in the report under the section entitled "Key Findings and Recommendations". Communication, faculty consultation, and records were of specific concern for faculty.

Faculty overwhelmingly reported problems associated with post-award activities (Appendices 7-11), and most recommendations focused on changes to post-award activities. For post-award, numerous serious problems were identified. Recommendations highlight major issues with processes related to post-award services, although there are additional areas of concern as discussed in faculty narrative responses (Appendices 8-10). Faculty reported numerous concerns and made many suggestions and recommendations related to grant support at CSUB in addition to the major findings and recommendations discussed in this report.

Key Findings and Recommendations (R)

Communication between faculty and grants office personnel

Numerous issues with communication between faculty and grants office personnel were identified, with most concerns related to interactions with post-award. Faculty reported numerous negative and disturbing interactions with all levels of post-award personnel (Appendices 7-11). Faculty commented that post-award personnel behaved as though they were “commanding faculty to serve them,” were “dictatorial,” “adversarial,” “rude,” “demand” things, and “police” faculty. Faculty identified that they felt “bullied” by post-award, and “dread[ed] each encounter”. Faculty also indicated that post-award was “hostile” (Appendices 8-10). All these comments, in addition to other similar ones, suggest a deeply troubled relationship between faculty and members of the post-award unit. It appears that the relationship between faculty and the post-award unit will not be easy to repair. One faculty member indicated that their interactions with post-award personnel were so negative that they contemplated leaving the university. Faculty feedback reflects a disrespectful, unprofessional, and unproductive relationship between faculty PIs and members of the post-award unit. Repairing this relationship is of the highest priority.

R1-Establish a constructive, collaborative, and collegial working relationship between PIs and post-award personnel: The tone of communications between faculty and post-award personnel needs to improve. These changes could be easily implemented over the short-term; however, we recommend additional large-scale structural changes including a change in post-award mission to focus on PI service (R2 & R4). New leadership is needed at post-award to initiate and oversee an overhaul of the mission, operations, tone, environment, and efficiency of post-award. In this context, hiring an AVP of GRaSP that oversees both pre- and post-award is a high priority (R2). Post-award leadership needs to be committed to faculty service and support, and formation of collaborative partnerships with faculty PIs.

Policies, procedures, and organizational structure

Faculty indicated that many campus policies related to grants are unclear. This applies somewhat to pre-award, but mostly to post-award policies (Appendices 6 & 7). A majority of faculty indicated that post-award policies have not been clearly explained to them (63.0%), that the procedures governing establishing of accounts and making a grant operational (onboarding) are unclear (58.7%), they are not satisfied with the time it takes to hire personnel (57.8%), and they do not receive budget information in a timely manner (51.1%). Clear grant-related policies that are developed with faculty consultation are required; moreover, these policies need to be available online for PI access. The CSUB *Ad hoc* Grants Committee examined the websites of other CSU grant support programs and found that, compared to other CSUs, the availability of important information on the CSUB website is lacking. This issue of concern requires improvement for the pre-award unit (e.g., R6), and major changes to the website for the post-award unit.

Delays in the grant start-up process are causing problems in initiating grant expenditures and activities and, for short duration grants, are preventing the completion of grant activities. These delays and a general decline in post-award support are linked to recent changes in the grant structure that separated the pre- and post-award offices. Faculty indicated that the most recent few years have seen a marked decline in grant start-up efficiency and in post-award support.

R2-Clear and inclusive grant policies, procedures, and organizational structure: *Grant policies and guidelines need to be developed for pre-award and post-award that delineate the role of all parties, and there needs to be a clear reporting structure (organizational chart). Policies need to be developed in direct consultation with faculty (R3) and developed in a way to minimize demands on already taxed faculty time.*

As grant support structure on campus is re-evaluated, there is strong support for a common and centralized grant's office. Combining these services into a single unit will reduce delays and errors that are currently associated with the transfer of information between separate units (R8 & R9). A management structure with an AVP that oversees these two units and prioritizes dialogue with faculty PIs (R3) could help address some of the major challenges.

Shared governance and faculty consultation

Faculty should have the opportunity to provide input and be consulted in the development of policies and procedures that affect them. For both units, pre- (50.0%) and post-award (63.1%), faculty indicated that they do not feel they have been consulted about grants-associated policies (Appendices 6 & 7). This was one of the most consistent and stronger faculty responses across the survey. Faculty time-constraints and varied commitments need to be considered in the context of policies that affect their time, including how those policies are implemented. Faculty consultation on policies will serve to maximize productivity in grant submissions, management, and completion of the goals of funded projects.

Additionally, faculty input is important because CSUB faculty submit and obtain grants that vary in scope, discipline, dollar amount, and funding agency, while performing different roles on these grants (sole PI, PI, and co-PI; Appendix 3). This diversity creates a challenge for pre- and post-award units, as they assist faculty in navigating grant submissions to different agencies and manage awarded grants that have different reporting requirements, all in the context of CSU and CSUB policies. Problems arise when a one-size-fits-all approach is used for grant support and management. Numerous PIs experienced frustration related to post-award unit decisions based on a failure to acknowledge or understand different regulations and goals from different funding agencies and programs. Similarly, different faculty units and disciplines may require different pre-award support and assistance in identifying appropriate funding sources and programs.

R3-Faculty inclusion in grant office oversight, policy development, and procedures: *Grant-related campus policies and procedures should be developed with faculty consultation and oversight, particularly for those policies that relate to faculty PIs. There are many potential ways this could be achieved. Faculty suggestions were varied and included the formation of a faculty grant-support guidance committee, consultation with existing committees (such as Faculty Affairs Committee), or the creation of a faculty advisory committee that could provide input on both pre- and post-award units policies. Because there is a diversity of grant types submitted and managed by faculty, diverse faculty should have input. Our broad recommendation is that increased faculty input and consultation is a high priority.*

Changing the mission of post-award

The mission of CSUB post-award is too focused on compliance. Compliance is an important and universal aspect of the mission of grant offices for all CSU campuses; however, there are many

other roles that post-award offices may serve, and these are not currently provided at CSUB. We recommend an overhaul of the post-award unit mission and a change in policies aimed at better serving faculty PIs. Faculty overwhelmingly reported that the primary responsibility of post-award personnel should be PI support and assistance (89.1%; Appendix 8). All policies and procedures should be viewed through the lens of how they affect faculty time. Any way that post-award can shift the burden of grant management away from faculty should be prioritized. For example, nearly all faculty indicated that they would like post-award to assist them with paperwork (91.3%). A mission and focus that is driven by preserving faculty time also addresses the main hindrance that faculty face in supporting and increasing grant activities (Appendix 8). In support of this, 77.8% of faculty agreed that with increased support they could manage more grants concurrently and this has the potential to greatly increase CSUB grant activity.

R4-Faculty service and support as key goals of post-award: *There are numerous opportunities to make positive changes within post-award to save faculty time in managing grants. One positive step would be to implement R3 to increase faculty voice and oversight. Separately, post-award is encouraged to develop a mission statement that centralizes service and support of faculty PIs. Such changes would be likely to increase faculty grant productivity and would also increase their low morale regarding grant management. There are some excellent examples at other CSU campuses that could serve as a model for a new post-award mission.*

Developing a culture that celebrates grant writing and scholarship

Most faculty do not believe that the university is generally supportive of PIs (Appendix 5), including reporting that they do not feel supported by colleagues, departments, schools, or administration (Appendix 5). Some comments suggest that this is related to a broader feeling that scholarship is not recognized, valued, or supported across campus (Appendix 11). Nevertheless, faculty widely report that grant writing is important (74.5%). Finding ways to elevate the profile of grant writing on campus and acknowledge faculty achievements could help faculty feel more motivated and supported. In turn, this could create a culture of grant writing that inspires more faculty to participate in writing and submission of grants.

R5-Increase recognition of grant activity: *Support and celebrate grant writing and scholarship at CSUB. The Administration should work with the Academic Senate to find ways to permanently improve campus culture related to grant activity and scholarship. For example, a new standing committee that addresses many of the issues we have found in our survey, specifically in the context of scholarship and grants, could be a powerful and positive step (see also R3).*

Faculty development

Our results suggest that faculty are interested in improving their grant writing skills and desire more support for their professional development. They also require investment from the university (time), so that they can pursue grant opportunities. Assigned time for writing grants was stated by many (82.0%) as being important, which mirrors the many statements that high teaching loads prohibit grant writing (Appendix 8). The work performed by faculty often does not require grants, and grants are not generally a requirement for tenure and promotion; thus, time spent writing them is a low priority for many (Appendix 8, 10). One way to overcome this is to give faculty reasons to write grants through incentives. From the survey data, 72.6% of faculty stated that such incentives are a

good idea. The perception that grants are not supported is at least partially due to poor communication about existing support for grant writing. In the case of assigned time, several committee members were not aware of the Provost Development Fund program that could support assigned time for grant writing. Another example is RCU Mini-Grants, where only 49% of faculty reported that RCU mini-grants were important for obtaining external grants; however, both submitting and obtaining one of these awards was one of the strongest predictors of success in obtaining an external grant (Fig. A3.2).

Another way grant writing can be supported is through professional development activities. Many faculty (82.0%) reported that it was important for the university to provide faculty with opportunities to improve their grant writing skills and that such training needs to be discipline specific (Appendices 8 & 11). Most faculty report having no training in grant writing before or after their arrival at CSUB (Appendix 4). Training in grant writing pre-CSUB and from CSUB were associated with greater likelihood of submitting and obtaining external grants (Appendix 4). One way that grant training could be provided is by leveraging existing faculty grant writing experience within schools and departments. Supporting senior faculty with a track record of successful grant writing to mentor colleagues interested in submitting a grant would increase faculty-to-faculty mentoring and could lead to more grant submissions and awards. Several respondents mentioned that they desired more mentoring from senior colleagues with experience obtaining external grants (Appendices 8 & 11), and only 17.6% of respondents reported that they had received such mentorship from CSUB colleagues (Table A5.1).

R6-Improve support for grant writing and communication about existing programs: *Create incentives for faculty to write grants, such as opportunities for assigned time. Develop opportunities for faculty with a track record of success to mentor others, and incentives for faculty to participate as mentees. Incorporate grant writing experience into new faculty search criteria. Clearly communicate about existing incentives for writing grants and opportunities to improve grant writing skills. GRaSP should maintain a current website of all the available CSUB and CSU support on grant writing skills building and programs that provide assigned time for grant writing. Listing current PIs on the website would help others make connections with those who have had success.*

Faculty participation in grant personnel performance review

Faculty have no formal avenue to communicate feedback in the performance of the pre- and post-award personnel because they are not involved with performance evaluation. Faculty described numerous instances when interactions with individuals were unprofessional, confrontational, or otherwise unacceptable, and this information should be solicited and part of personnel performance evaluation.

R7-Faculty feedback in performance review: *Faculty consultation and feedback should be solicited as part of the performance review of all grant-associated personnel and administrators; moreover, faculty should have formal involvement in the review process.*

Records and the processing of requests

Faculty reported problems with poor record keeping, the time that it takes to submit and track requests, lost records or requests, and difficulty in accessing budget information (Appendices 7 &

8). Most faculty reported that approval processes and standard form processing were not efficient or clear (71.1%), the time that it takes to hire personnel was not satisfactory (57.8%), and faculty have lost time spent tracking missing paperwork (52.2%). These issues affect grant performance, and a majority of faculty indicate that grant progress has been delayed because of slow paperwork processing (57.8%). Faculty indicated that it was extremely important that they be able to track paperwork related to their grants (93.4%). Faculty focus on this issue, along with many narrative responses regarding difficulty submitting, tracking, and receiving timely approvals, indicates that this is a topic of particular concern and one that is affecting most faculty PIs.

Lost paperwork was mentioned by several faculty and these issues affected all elements of grant submission, management, and close-out. For the pre-award unit, faculty expressed frustration with the submission routing process. For the post-award unit, there was extreme frustration with the lack of transparency in how requests were processed; long delays in the time to hire students, procure items, receive reimbursements, and process requests; and numerous instances where budget information was inaccurate, difficult to obtain, or delayed. Finally, budget discrepancies and delays in receiving information were the primary concerns associated with the closeout process.

R8-Accurate, transparent, and simple request submission and processing: Processing needs to be simple and streamlined. Faculty PIs need to be able to track all requests; furthermore, requests for stipends and reimbursements should be rapidly processed. When forms are declined or requests rejected, this needs to be clearly communicated to the PI, along with information describing the reason for the decision, so that these issues can be addressed in a timely manner. Investment in appropriate digital tracking and signature software could help resolve many of these issues.

Budget reliability and transparency

Budget information needs to be more accurately tracked by the post-award office and this information should be available in an online database that can be accessed at any time, including requested, pending, and processed items. Numerous faculty respondents described inaccurate budget information that prevented them from spending all their award funds, erroneous charges to grants, late charges after grant close-out, and discrepancies between post-award records and the charges from PIs. Post-award needs to take the lead on fixing budget issues that arise, particularly when they are due to errors that occur downstream of PIs (i.e., entry errors, delays, etc.). Increased transparency, including sharing of budget information with PIs throughout the life of a grant, could assist in catching some of these errors earlier in the process. Fixing these issues has the potential to rapidly increase resources available to PIs by allowing them to fully spend down their awards showing efficient management of their grant. This in turn benefits CSUB and the target population the grant serves.

R9-Improved accuracy and availability of budget information: Implement an online real-time budget tracking system that is maintained by post-award and accessible to PIs who can help verify accuracy and completeness.

University infrastructure in the context of supporting grants

Many grants rely on a wide range of campus units and infrastructure to successfully meet their objectives, and this is the primary reason why we can charge large amounts of indirect costs on many grants. Faculty report many challenges with timeliness of hiring, facilities, and procurement (Appendix 9). Some of these problems, for example procurement of large items, are connected to post-award processing of paperwork that is slow or gets lost (R8). Several respondents noted that the time that it takes facilities to produce quotes and complete work is too slow to include infrastructure improvements in grants. In addition, it was mentioned that the cost estimates have recently increased to such high levels that they cannot be included in grant proposals. An additional area of concern is associated with the hiring and release of wages and stipends to students. Whenever possible, burdens on students need to be reduced or removed and this includes the paperwork to hire them and to receive payment for their work.

R10-Improve university support infrastructure: *The successful outcome for many grants relies on the university support infrastructure. A single-point of staff or administrative contact who could facilitate grant-associated hiring would help address time delays in this area. Grants are often obtained to improve infrastructure, and facilities needs to produce more timely, accurate, and competitive estimates of work, and complete the work on time and within budget. A standing committee (R5) could work to address these issues as they arise.*

Appendices

Appendix 1-2021: Background to the Grants Committee

Dr. Vernon Harper, Provost and Vice President of Academic Affairs, established a faculty Grants Committee in Winter 2021 (Table A1). Committee members were selected to include a diverse pool of faculty who had extensive experience submitting and administering grants at CSUB. The number of active awards by school is shown in Table A2 for context. The committee met four times during the Spring semester and had many additional email exchanges regarding committee business. We thank Kristin Warner who, among other things, kept valuable notes from our meetings that were used in writing this report.

Table A1.1. Committee members for the Grants Committee.

Name	Department	School	Years at CSUB
1. Brandon Pratt (Chair)	Biology	NSME	15
2. Brittney Beck	Teacher Education	SSE	4
3. Luis Cabrales	Physics & Engineering	NSME	9
4. Elaine Correa	Child, Adolescent, & Family Studies	SSE	5
5. Heidi He	Nursing	NSME	15
6. Anna Jacobsen	Biology	NSME	14
7. Eduardo Montoya	Mathematics	NSME	12
8. Maryann Parada	Modern Languages & Lit.	AH	5
9. John Stark ¹	Management & Marketing	BPA	21
10. Isabel Sumaya	Psychology	SSE	18

1. Dr. Stark served on the committee for about 2 months and then stepped off when he was selected as interim Dean of BPA.

Table A1.2. The number of current awarded grants to faculty managed by CSUB post-award by school for the quarter ending 31 March 2021 and the total dollar amounts of the awards.

School	Number of Active Grants	Amounts
AH	1	\$0
BPA	10	\$434,000
NSME	38	\$2,313,000
SSE	13	\$2,474,000

The committee was given a charge by Provost Harper, who attended our first meeting to convey this to the group. This committee objective is summarized as thus:

Identify ways that CSUB can best support faculty principal investigators (PIs) in obtaining external grants² and effectively administering them.

To achieve this, the committee outlined numerous objectives to guide our efforts:

1. Identify ways that CSUB is effectively promoting grant writing and administration of grants.
2. Identify key barriers preventing PIs from submitting grants (pre-award support).
 - a. More awards for more PIs
 - b. Multiple awards for the same PI
3. Identify challenges faced by PIs in administering grants (post-award support).
4. Develop a questionnaire that will be broadly administered to faculty to gather data.
5. Compare CSUB pre- and post-award support to other CSU campuses.
6. Write a final report that will be delivered to Provost Harper containing recommendations in the context of our mission.

² External grants refer to those from non-CSUB entities such as the Federal, State, or private foundations, whereas internal grants are those awarded from CSUB such as through the RCU Mini-Grant program.

Appendix 2-2021: Survey Metadata

The key activity of the Grants Committee was to develop and administer a survey to the faculty. This was done and administered using the Qualtrics online survey platform (a copy of the survey is in Appendix 12). The following section provides information on who responded to the survey.

Participants took the survey on their own and responses were anonymous and self-reported. We had 119 respondents take the survey. The numbers for the demographics and race/ethnicity can vary because respondents were not required to answer any one question.

Most of the respondents were female and white (Fig. A2.1). Among the schools, most respondents were from NSME and the least from BPA (Fig. A2.2). In some respects, these responses mirror the numbers of active grants by school (Table A1.2). Among academic ranks, all were well represented with Assistant Professors being the most numerous respondents (Fig. A2.3). Most of the respondents have been at CSUB for less than 10 years (Fig. A2.4).

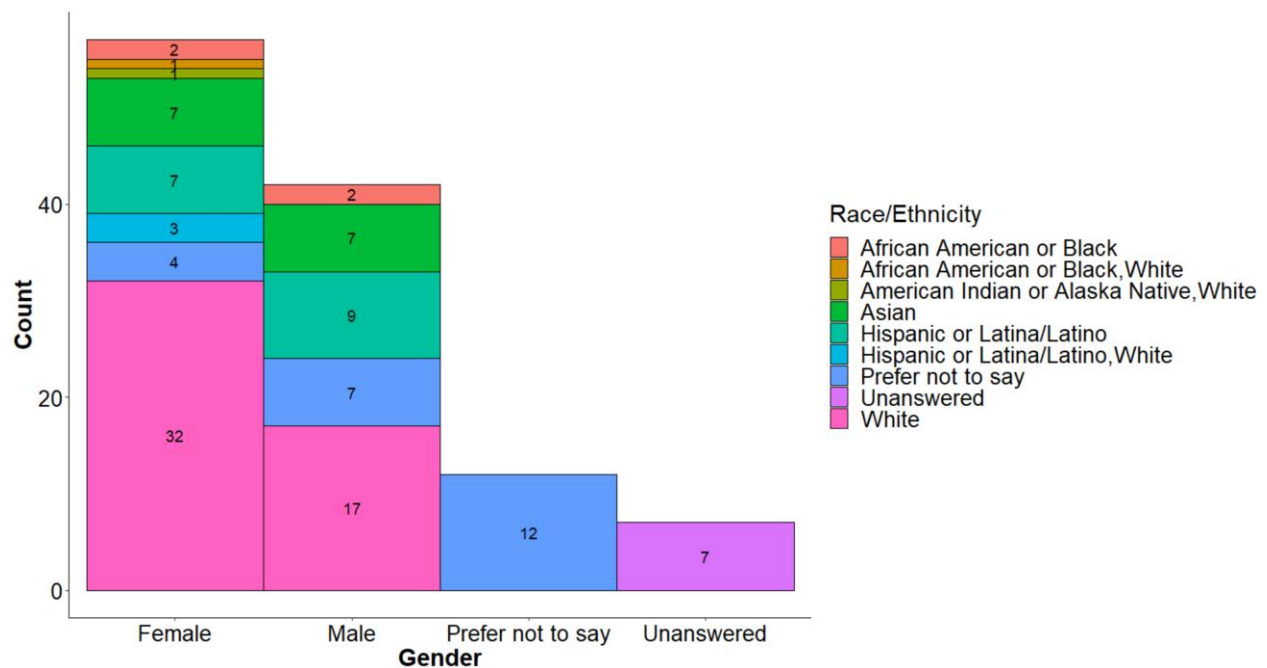


Figure A2.1. Race and ethnicity of respondents sorted by gender. Numbers in bars are the number of respondents. Race/ethnicity categories were taken from the National Institutes of Health.

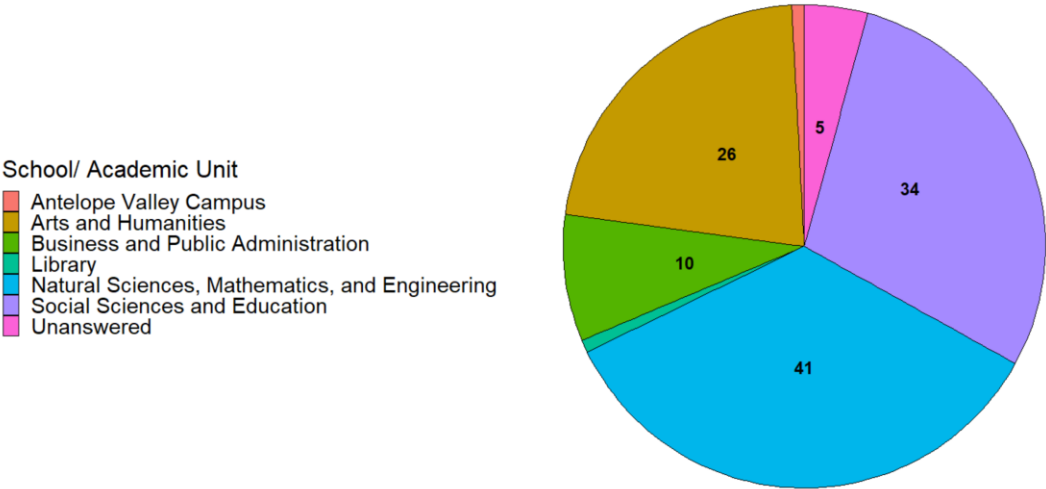


Figure A2.2. Respondents separated by school. Numbers in pie wedges are the number of respondents, and where they are absent = 1.

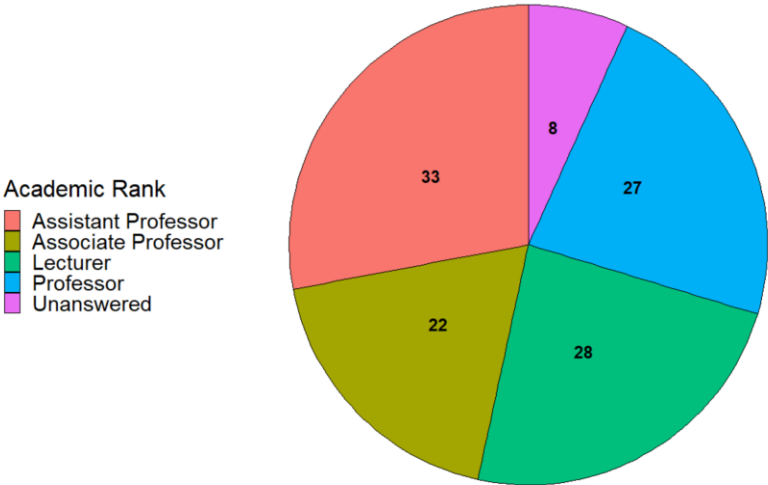


Figure A2.3. Respondents separated by academic rank. Numbers in pie wedges are the number of respondents.

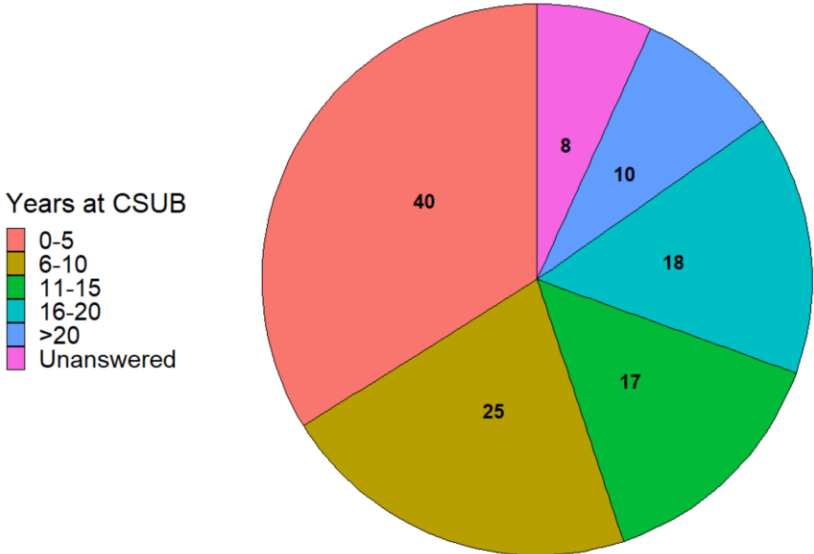


Figure A2.4. Respondents separated by years at CSUB. Numbers in pie wedges are the number of respondents.

Appendix 3-2021: Grant Activity of Faculty

Different types of grants require different types of pre- and post-award support; therefore, we probed the diversity of grants that faculty were obtaining. We found that CSUB faculty submit and obtain many different types of grants from numerous sources. This creates a challenge for pre- and post-award to help faculty navigate these different grant types and different funding agencies in the context of CSU and CSUB policies.

Most respondents had submitted an internal grant at CSUB and most had been awarded one (Fig. A3.1). These grants are important to support scholarly and creative activity and we evaluated them in the context of seed support to obtain external funding; however, they are not a focus of this committee because our charge was to focus on external grants. Faculty who submitted an internal grant or obtained one were far more likely to have been awarded an external grant (Fig. A3.2).

Most faculty submitted an external grant and most of those in that category were successful in getting a grant (Fig. A3.3). Looking at these data separately by gender (Fig. A3.4), the external grants submitted and awarded between males and females mirrored the differences among survey participants (Fig. A3.4). Faculty across all ranks are submitting external grants, and all are having success (Fig. A3.5). Most awards (60%) are going to tenured faculty (Fig. A3.5). Separating external awards by race/ethnicity of faculty shows that all groups are submitting and having success in obtaining awards; however, some of the categories have very low numbers, which limits our analysis (Fig. A3.6). The external entities that faculty submit grants to are diverse (Fig. A3.7).

When asked about plans for submitting external grants in the future, most faculty were likely or somewhat likely to submit a grant in the future (Fig. A3.8). Lecturers had the largest number of faculty (41%) who stated they were unlikely to submit in the future (Fig. A3.8). Separating the responses by race/ethnicity and gender showed that groups were similar in their future grant plans, with some female groups being surer that they would not submit in the future (Fig. A3.9).

Among faculty who had external grants, most have had different roles (Fig. A3.10). Among all the categories surveyed, most reported that they have been co-PI's, principal PI's, and sole PI. Importantly, most respondents are presently managing a grant (current PI's), so their experiences are relevant to the current structure and culture of pre- and post-award support on campus (Fig. A3.10).

Faculty were asked about the size of the grants they have obtained, and this was split into two categories: <\$50k (small) and >\$50k (large). Most faculty reported receiving both small and large grants (Fig. A3.11). One interesting pattern is that there were more faculty reporting getting many (>3) large grants than many small grants (Fig. A3.11). To examine this further, and to evaluate if the same faculty were obtaining large and small grants, the responses for the number of large grants was plotted as a response of number of small grants (Fig. A3.12). This shows that the faculty who are obtaining the greatest number of small grants (>4) are not the same as those obtaining large grants (Fig. A3.12). This may represent a difference in faculty strategy, focus on targeting grants of various sizes, or discipline specific needs. To take this one step further, grant sizes were plotted by school (Fig. A3.13). One clear pattern is that the faculty getting the greatest numbers of large grants were concentrated in NSME (Fig. A3.13).

Faculty were asked about what types of external grants they had received funding for. There were four categories of grant types that were primarily for: 1. Scholarship; 2. Curriculum development; 3. Infrastructure; and 4. Student support (e.g., scholarships). The greatest number of

awarded grants were as follows: 33 for scholarship; 28 for curriculum; 24 for student support; and 15 for infrastructure (A3.14).

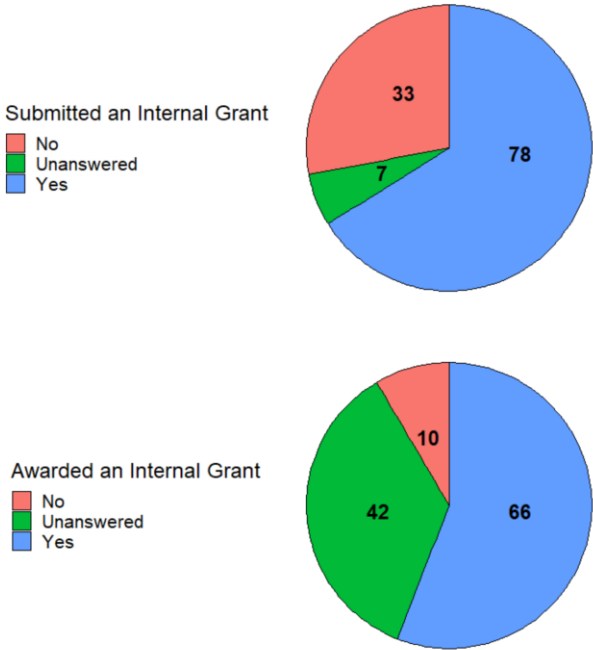


Figure A3.1. Respondents that have submitted and been awarded (lower chart) an internal grant. Numbers in pie wedges are the number of respondents.

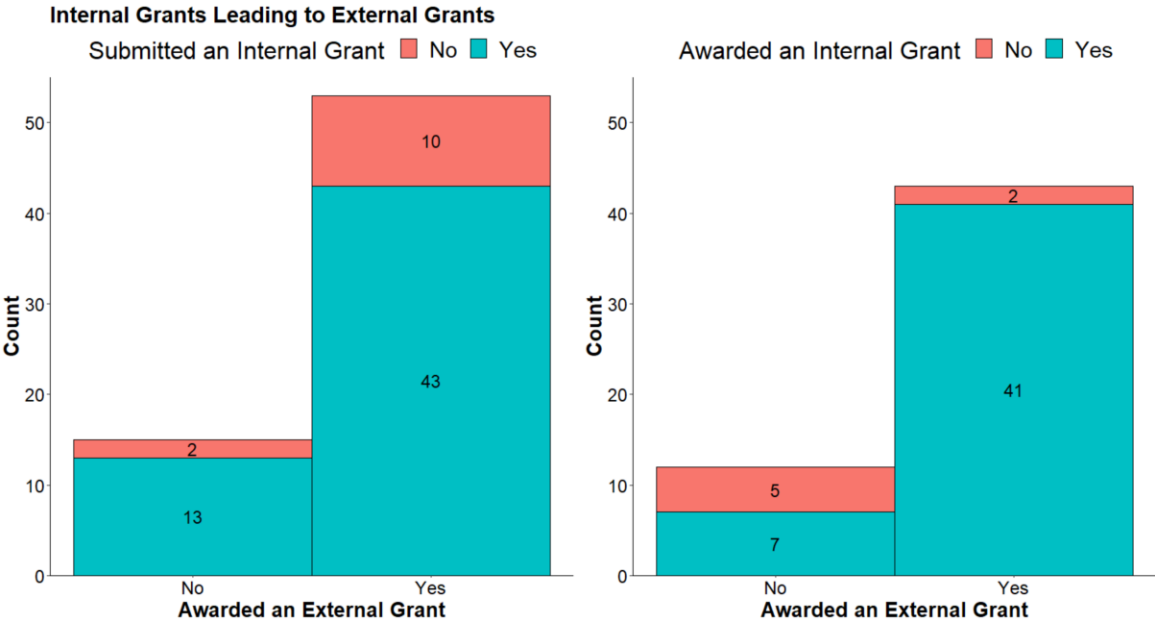


Figure A3.2. Respondents who have submitted (left) and those who were awarded (right) an internal grant plotted in response to whether they have been awarded an external grant. Numbers in bars are the number of respondents.

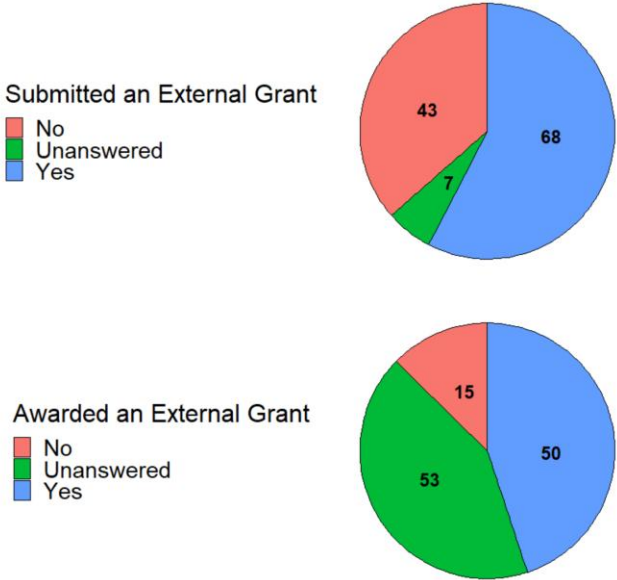


Figure A3.3. Respondents who have submitted and those who were awarded (lower chart) an external grant. Numbers in pie wedges are the number of respondents. Note, there are many unanswered in the lower chart because that group contains those that have not submitted an external grant.

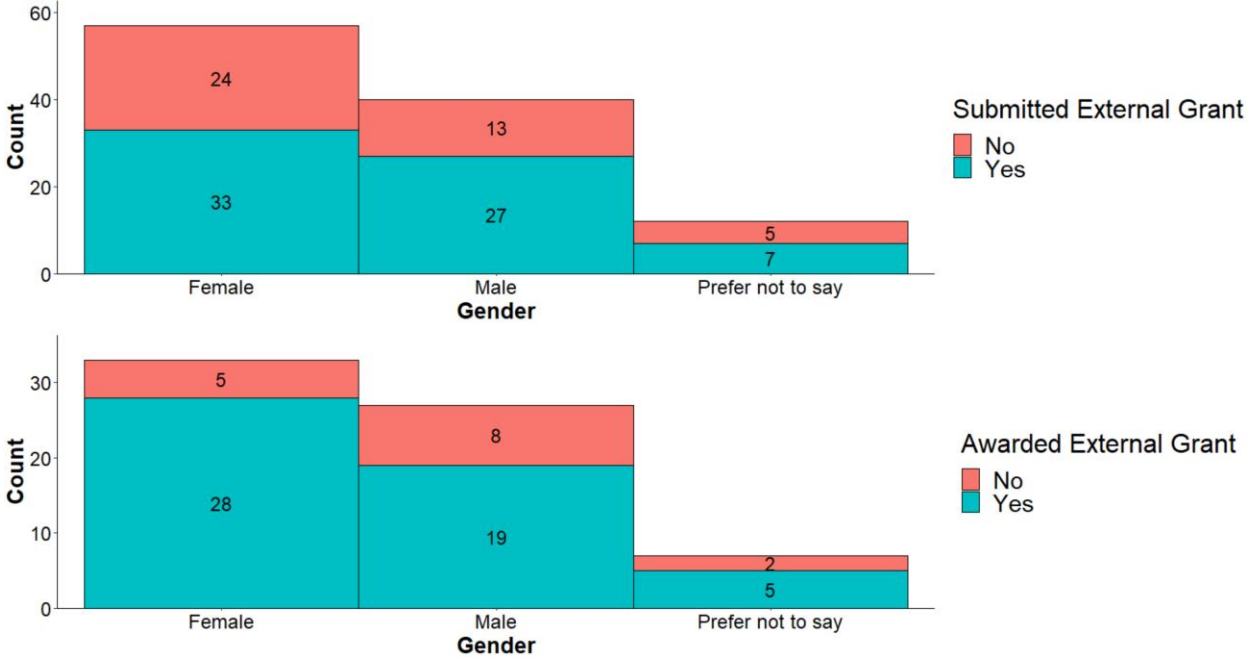


Figure A3.4. Number of respondents (count) who have submitted and those who did that were awarded (lower chart) an external grant separated by gender. Numbers in bars are the number of respondents. None of the respondents reported a gender other than Female or Male.

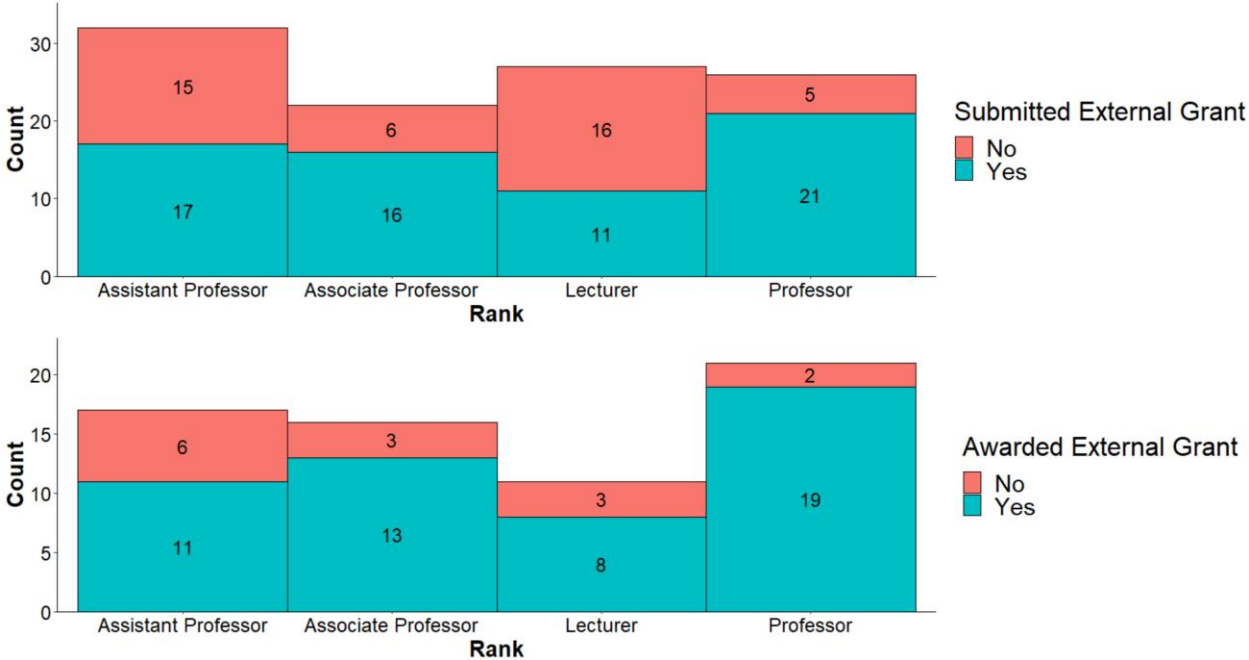


Figure A3.5. Number of respondents (count) who have submitted and those who did that were awarded (lower chart) an external grant separated by rank. Numbers in bars are the number of respondents.

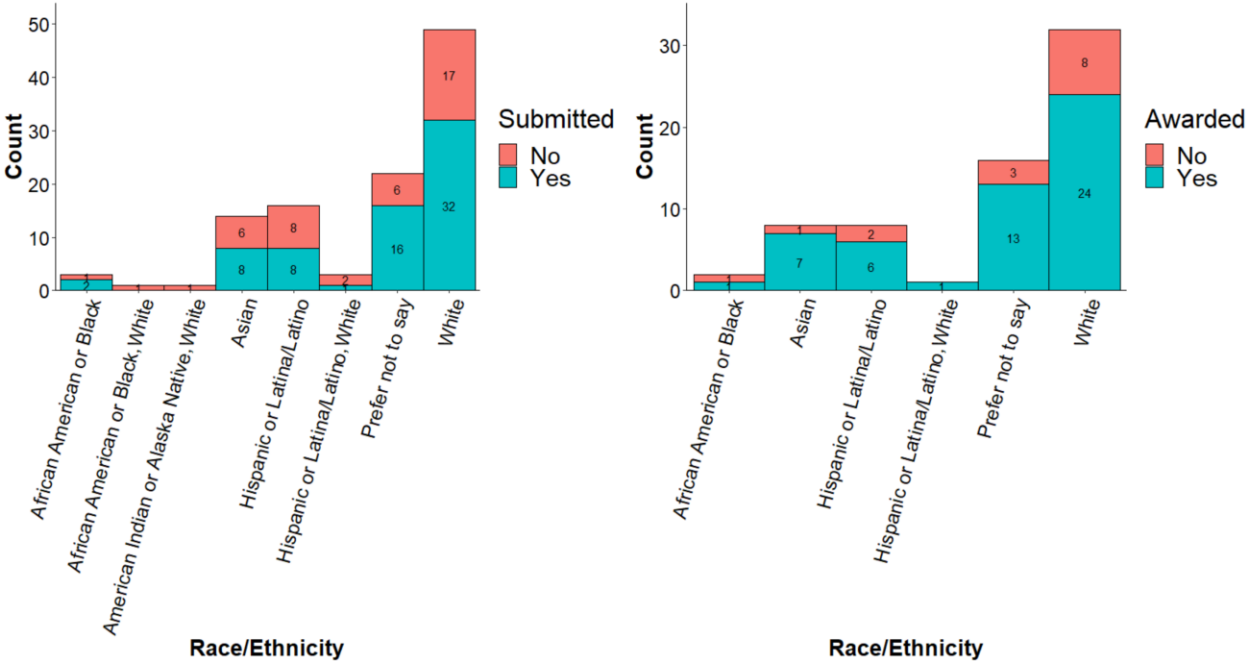


Figure A3.6. Number of respondents (count) who have submitted and those who did that were awarded (lower chart) an external grant separated by race and ethnicity. Numbers in bars are the number of respondents.

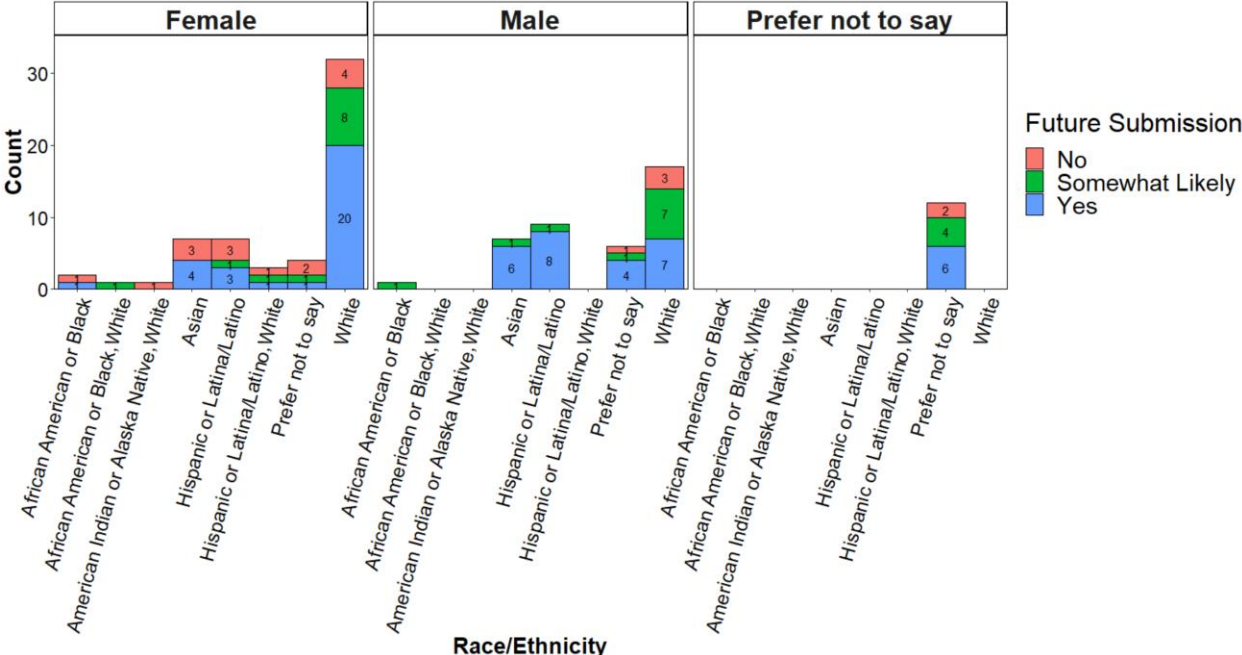


Figure A3.9. Number of respondents (count) who plan to submit an external grant in the future separated by race and ethnicity, and gender (different panels). Numbers in bars are the number of respondents.

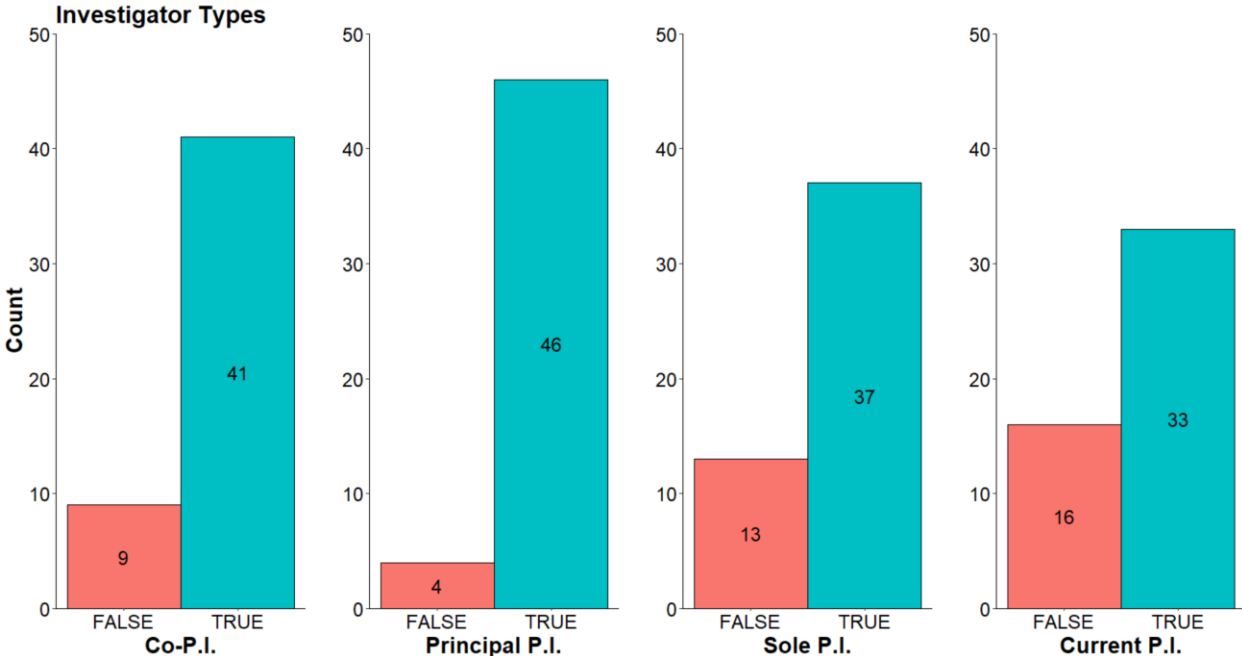


Figure A3.10. Number of respondents (count) who have received an external grant are shown based on their role as an investigator on a grant (different panels). Numbers in bars are the number of respondents.

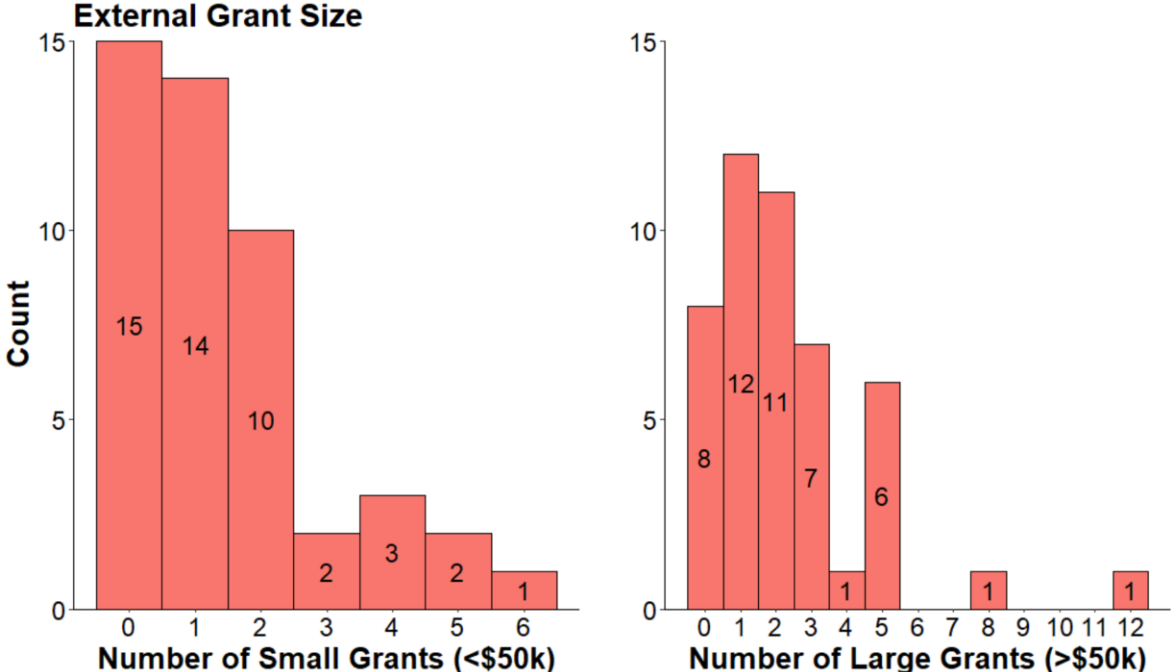


Figure A3.11. Histograms of the number of respondents (count) who have received an external that is small or large (different panels). Numbers in bars are the number of respondents.

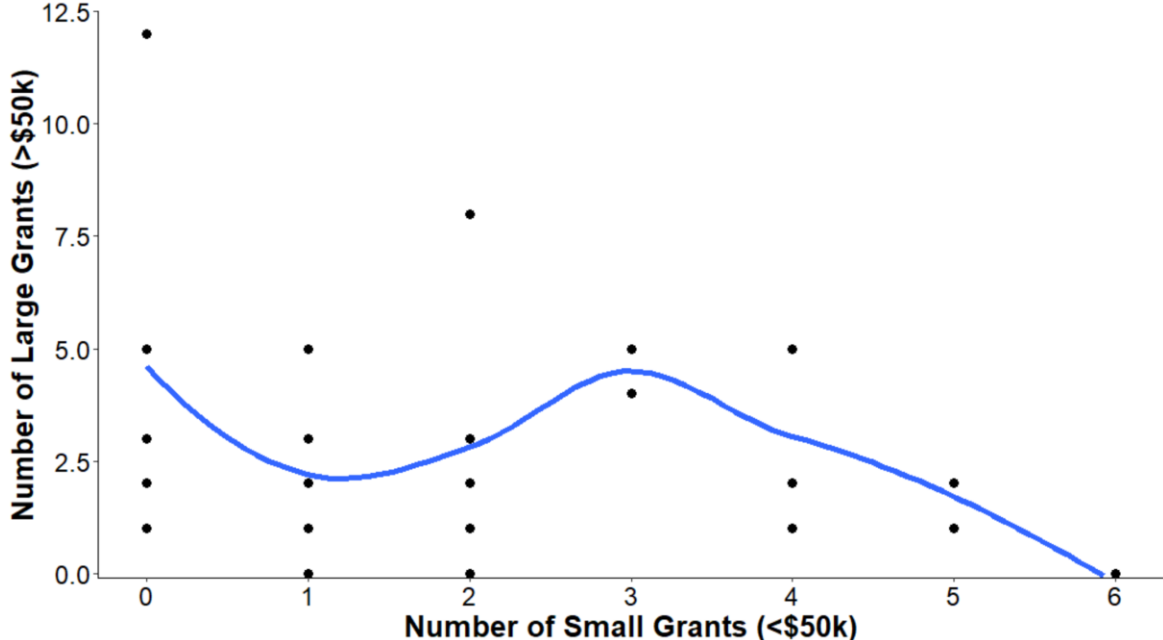


Figure A3.12. The number large grants obtained by faculty plotted against the number of small grants. The blue line is a smoothed fit (loess) of the data.

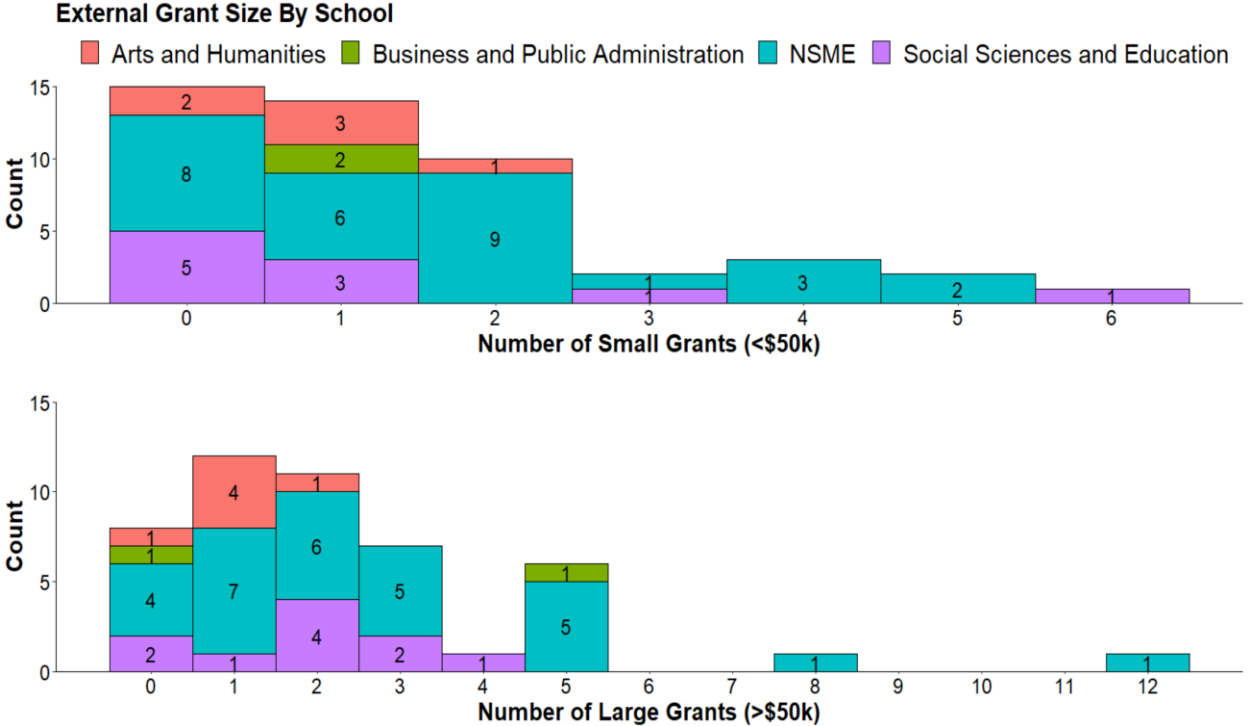


Figure A3.13. The number small and large grants obtained by faculty shown by school of respondents. Numbers in bars are the number of respondents.

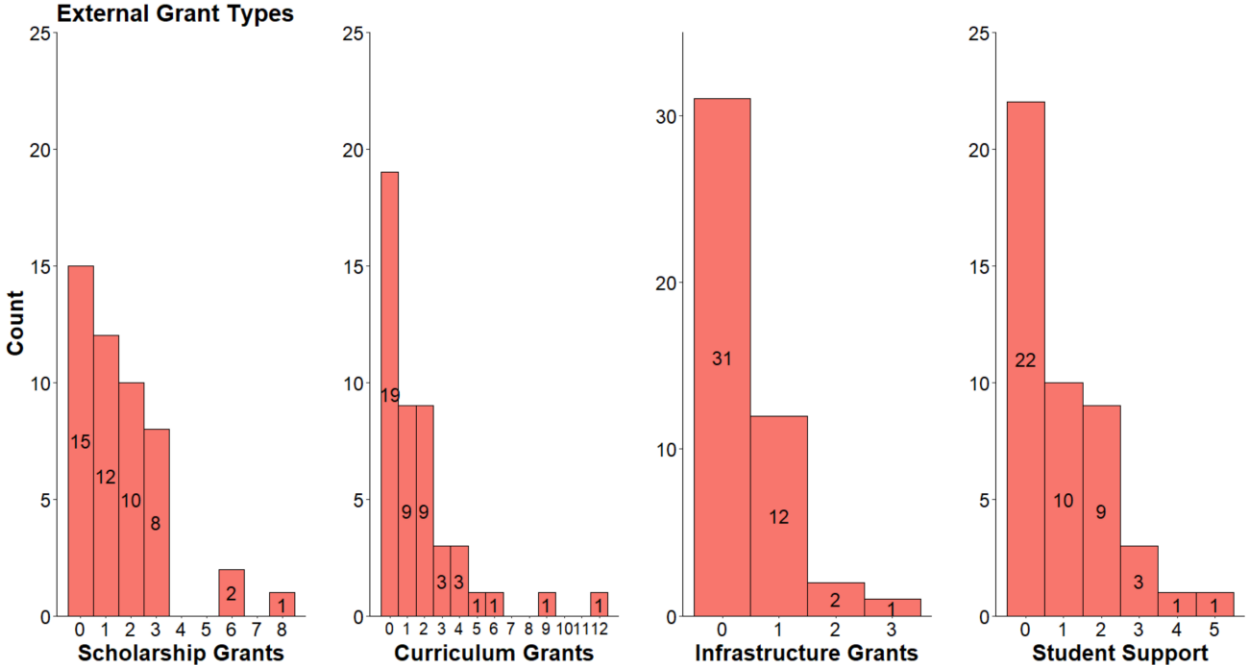


Figure A3.14. Histograms of the number of respondents (count) who have received external grants for different purposes (different panels). Student support includes student scholarships. Numbers in bars are the number of respondents.

Appendix 4-2021: Faculty Training and Motivations for Grant Writing

Faculty were asked about the training they have received in grant writing, and we examined the effect this has on faculty grant submissions and success. They were asked if they received training before arriving at CSUB, and while at CSUB from CSUB or from the CSU Chancellor’s Office. Most faculty reported to have no training in grant writing before or after their arrival at CSUB (Fig. A4.1). Training in grant writing before arriving at CSUB, from CSUB, or from the Chancellor’s Office were all associated with a greater likelihood of submitting an external grant: 54% of respondents that had pre-CSUB training submitted an external grant compared to only 35% that had none; for CSUB training, 80% of those with training submitted and only 46% without; and for chancellor grant training, 90% of those with training submitted, and only 46% without (Fig. A4.2). Successfully obtaining an external grant was more likely if faculty had pre-CSUB training (Fig. A4.3): about 75% of faculty were successful that had not had training and 88% were successful if they had training. By contrast, there was not a clear effect of training from CSUB or the Chancellor’s Office in the proportion of faculty successfully obtaining an external grant (Fig. A4.3). The mean number of successful grants per faculty member was also greater for faculty who had grant training before CSUB and training from CSUB, but Chancellor’s Office training did not have the same effect (Fig. A4.4).

Faculty were most motivated to write grants to support students and scholarship and least motivate by personal financial gain (Fig. A4.5).

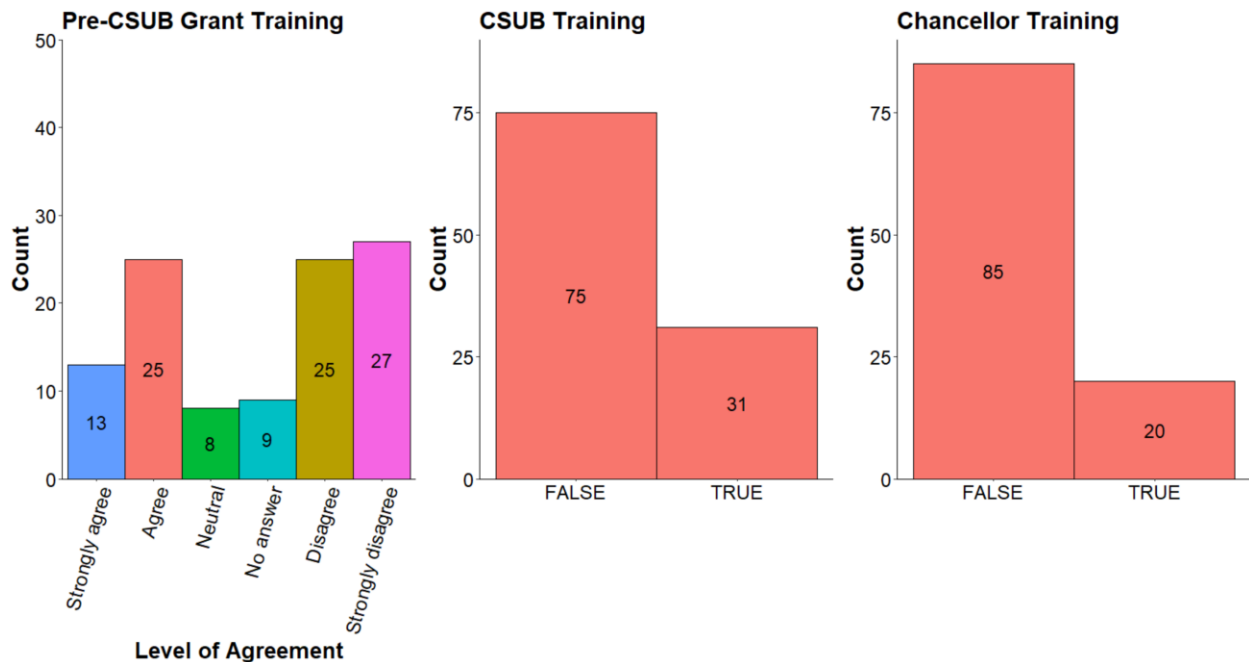


Figure A4.1. All faculty were asked about their experience in training in grant writing at any stage in their academic background (Pre-CSUB), and while at CSUB from CSUB (CSUB Training) and from the Chancellor’s Office (Chancellor Training). For pre-CSUB training, the question asked was as follows: “I gained experience or had training on grant writing during my undergraduate, M.S., Ph.D., or post-doctoral studies.” The other two were direct questions about training at CSUB or at from the Chancellor’s Office.

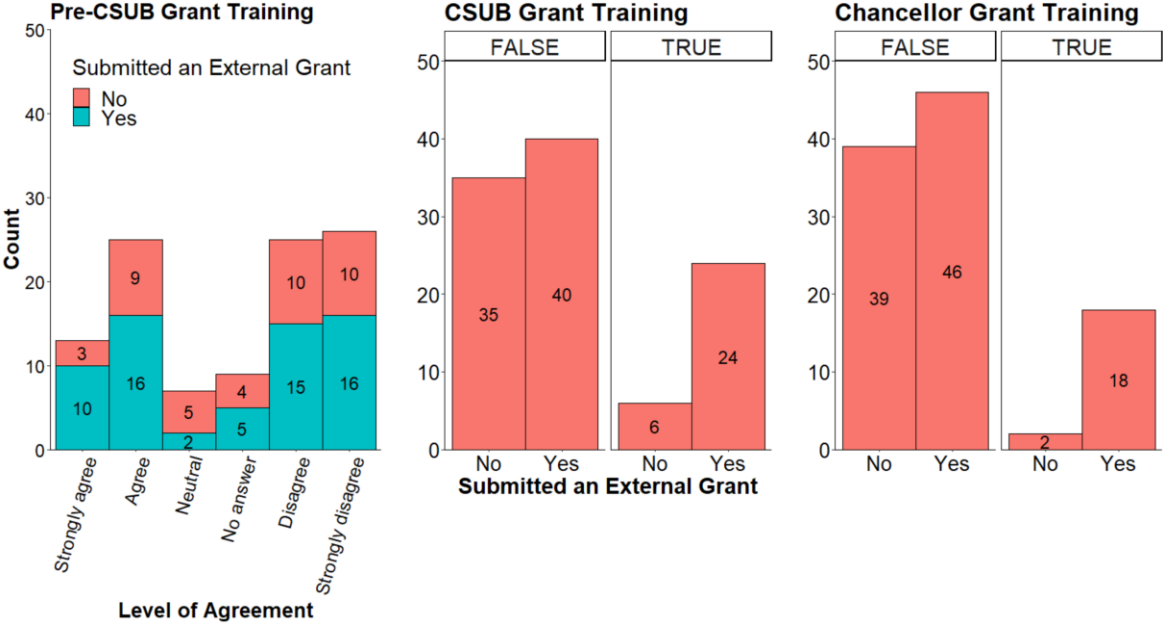


Figure A4.2. These plots examine if grant training affects the likelihood that a faculty submits an external grant, based on pre-CSUB training (left), CSUB training (center), or Chancellor’s Office training (right). For pre-CSUB, 54% of respondents that have had training (strongly agree/agree) submitted an external grant compared to only 35% that have not (strongly disagree/disagree). For CSUB training, 80% of those with training submitted and only 46% without. For chancellor grant training, 90% of those with training submitted, and only 46% without.

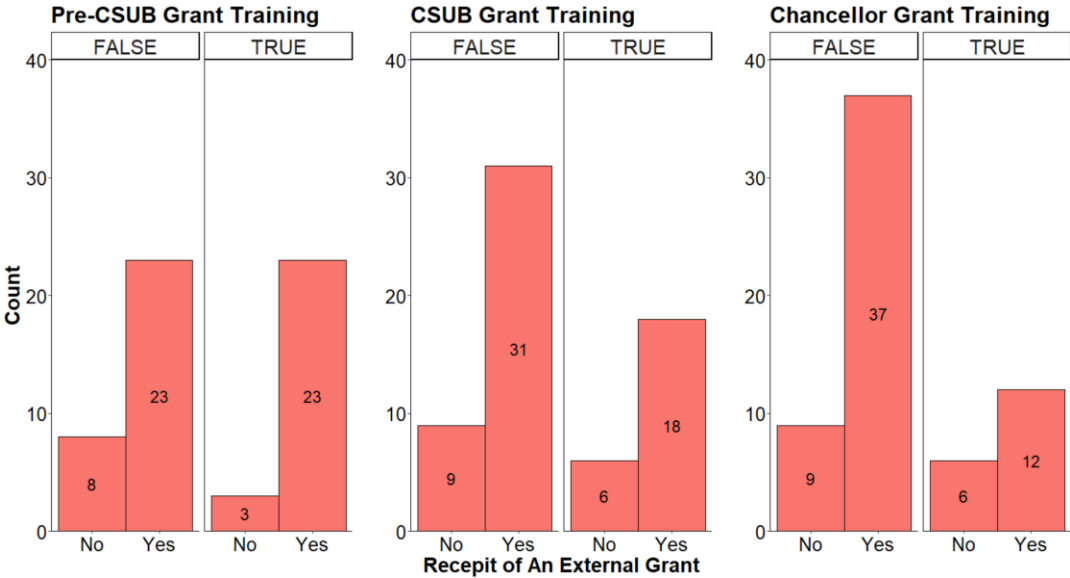


Figure A4.3. The number of faculty who have submitted and successfully obtained an external grant separated by whether they report to have had (True) or not (False) grant training before coming to CSUB (left), training at CSUB (middle), or training from the Chancellor’s office. For the pre-CSUB analysis, faculty responses of strongly agree and agree were added together as “True” as were strongly disagree and disagree for “False”.

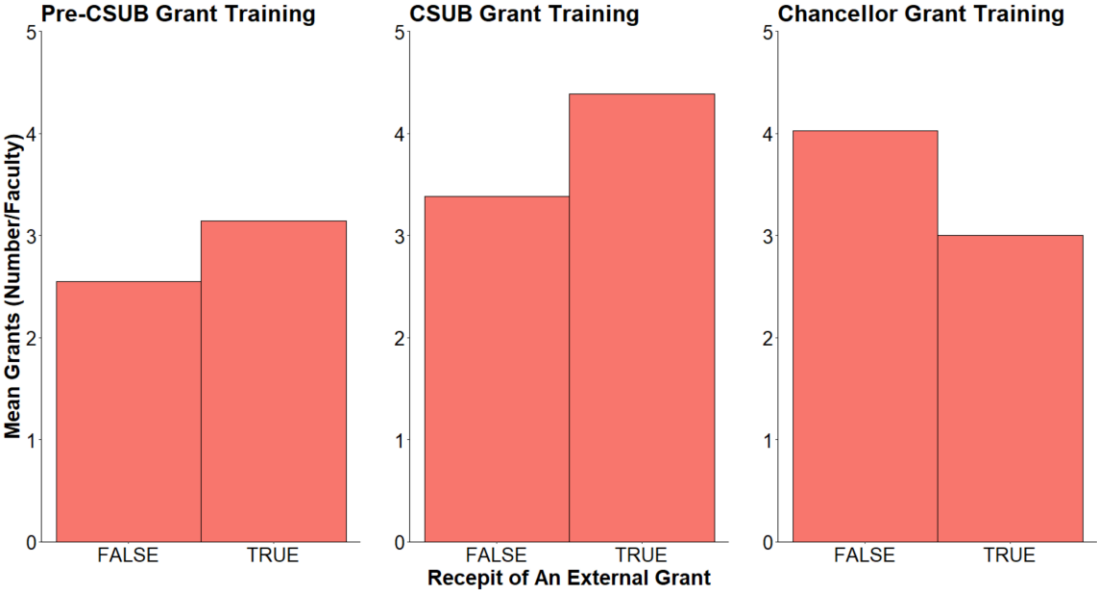


Figure A4.4. The mean number of grants, both large and small, obtained by faculty separated by whether they report to have had (True) or not (False) grant training before coming to CSUB (left), training at CSUB (middle), or training from the Chancellor’s office. For this analysis, faculty responses of strongly agree and agree were added together as were strongly disagree and disagree.

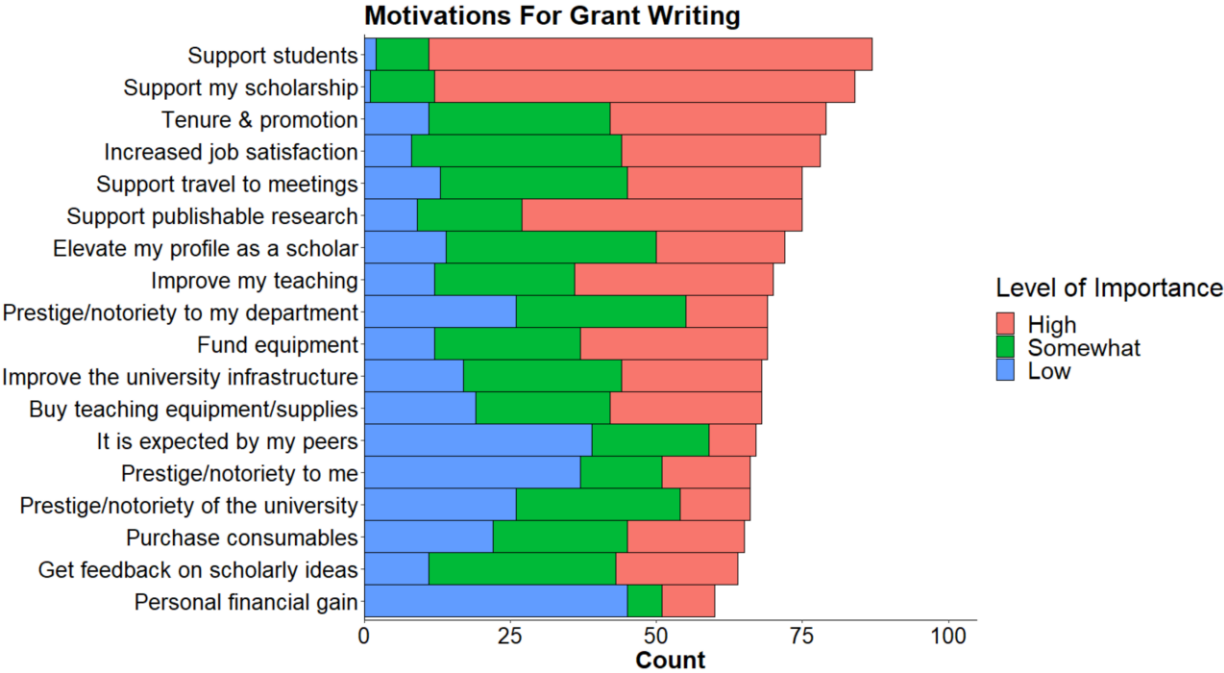


Figure A4.5. Faculty motivations for writing grants ranked in descending order of importance.

Appendix 5-2021: Culture / Support for Grant Writing

Table A5.1. Campus culture and perception of support for grant writing.

Statements are arranged so that those with the highest percentage of faculty respondents who agreed/strongly agreed with each statement occur at the top of the list. **Red regular-text** statements are those with >50% faculty disagreement; **Red bold** statements are those with >70% faculty disagreement. **Blue regular-text** statements are those with >50% faculty agreement; **Blue bold** statements are those with >70% faculty agreement.

Statement/Question	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree	N/A
Assigned (release) time is important for writing successful grants.	2.94%	4.90%	88.23%	3.92%
Grant writing is important to support and grow our graduate programs.	1.98%	11.88%	80.19%	5.94%
Writing grants takes time away from teaching.	9.80%	9.80%	79.41%	0.98%
It is important for CSUB faculty to write grants.	4.90%	19.61%	74.51%	0.98%
The university should provide rewards to incentivize faculty to bring in external grants.	12.74%	11.76%	72.55%	2.94%
CSU-wide support is important for getting external grants.	11.76%	20.59%	61.76%	5.88%
My close colleagues value grant writing.	11.76%	23.53%	59.81%	4.90%
My grant writing and scholarship improves my teaching.	9.80%	29.41%	54.90%	5.88%
It is important to mentor students in grant writing.	9.80%	33.33%	51.96%	4.90%
Internal grants, such as Research Council of the University (RCU) mini-grants, are important for getting external grants.	15.68%	26.47%	49.02%	8.82%
Provost professional development funds are important for getting external grants.	14.85%	25.74%	48.51%	10.89%
My school values grant writing.	15.68%	33.33%	48.04%	2.94%
I have been hesitant to submit a grant because of concerns about support services.	23.53%	23.53%	46.08%	6.86%
My grant writing efforts are appreciated by my colleagues.	16.67%	27.45%	43.14%	12.75%
The administration encourages external grant writing among faculty.	15.68%	35.29%	42.16%	6.86%
My department encourages grant writing among faculty.	23.53%	32.35%	41.17%	2.94%
I am prevented from writing an ambitious grant that would require assigned (release) time because there would be no one to teach my classes.	27.46%	21.57%	37.26%	13.73%
My grant writing efforts are appreciated by administrators.	23.53%	29.41%	35.29%	11.76%
Faculty Teaching and Learning Center grants are important for getting external grants.	28.71%	37.62%	24.75%	8.91%
I have received grant writing mentorship from my CSUB colleagues.	47.06%	24.51%	17.64%	10.78%

Appendix 6-2021: Pre-award Grant Support

Table A6.1. Faculty evaluation of pre-award grant support.

Statements are arranged so that those with the highest percentage of faculty respondents who agreed/strongly agreed with each statement occur at the top of the list. **Red regular-text** statements are those with >50% faculty disagreement; **Red bold** statements are those with >70% faculty disagreement. **Blue regular-text** statements are those with >50% faculty agreement; **Blue bold** statements are those with >70% faculty agreement.

Statement/Question	Disagree/ Strongly Disagree	Neutral	Agree/ Strongly Agree	N/A
I know who to contact at the university to receive assistance with grant preparation and pre-award support.	4.00%	2.00%	94.00%	0.00%
It is important for the university to provide faculty with training in grant writing skills.	8.00%	10.00%	82.00%	0.00%
I am treated fairly (like other P.I.s) when getting pre-award support.	6.00%	12.00%	80.00%	2.00%
Faculty input on policy could improve the pre-award process.	0.00%	16.00%	80.00%	4.00%
It is important that the university inform me about grant opportunities.	10.00%	16.00%	74.00%	0.00%
The university adequately informs faculty about grant opportunities.	12.00%	24.00%	64.00%	0.00%
With training in grant writing, I could obtain external grants.	10.00%	22.00%	62.00%	6.00%
The staff are informed about policies and provide accurate information.	20.00%	18.00%	60.00%	2.00%
The university should support grant writers who can write grants for me.	32.00%	8.00%	58.00%	2.00%
The university provides support for crafting a grant budget.	32.00%	10.00%	56.00%	2.00%
The university provides faculty with training in grant writing skills.	20.00%	26.00%	54.00%	0.00%
Lack of university support has prevented me from submitting a grant.	28.00%	22.00%	44.00%	6.00%
The policies that govern the pre-award process are available to me and clearly presented.	34.00%	26.00%	40.00%	0.00%
I am satisfied with the routing process for submitting a grant.	42.00%	22.00%	34.00%	2.00%
I have been consulted on the development and implementation of policies that affect faculty.	50.00%	14.00%	34.00%	2.00%

Table A6.2. Faculty satisfaction with pre-award grant support.

Statements are arranged so that those with the highest percentage of faculty respondents who agreed/strongly agreed with each statement occur at the top of the list. **Red regular-text** statements are those with >50% faculty disagreement; **Red bold** statements are those with >70% faculty disagreement. **Blue regular-text** statements are those with >50% faculty agreement; **Blue bold** statements are those with >70% faculty agreement.

	Dissatisfied/ Strongly Dissatisfied	Neutral	Satisfied/ Strongly Satisfied
Respectfulness	4.08%	12.24%	79.59%
Fairness	4.08%	14.29%	75.51%
Assistance	10.20%	10.20%	75.51%
Reliability	14.28%	8.16%	73.47%
Responsiveness	16.32%	8.16%	71.43%
Helpfulness	16.32%	8.16%	71.43%
Knowledge & expertise	20.40%	6.12%	69.39%
Effective communications	10.20%	18.37%	67.35%
Accuracy	16.32%	16.33%	63.27%
Timeliness	22.44%	12.24%	61.23%
Taking initiative	16.32%	14.29%	59.18%

Appendix 7-2021: Post-award Grant Support

Table A7.1. Faculty evaluation of post-award grant support.

Statements are arranged so that those with the highest percentage of faculty respondents who agreed/strongly agreed with each statement occur at the top of the list. **Red regular-text** statements are those with >50% faculty disagreement; **Red bold** statements are those with >70% faculty disagreement. **Blue regular-text** statements are those with >50% faculty agreement; **Blue bold** statements are those with >70% faculty agreement.

Statement/Question	Disagree/		Agree/	
	Strongly Disagree	Neutral	Strongly Agree	N/A
It is important for me to be able to track paperwork.	2.17%	4.35%	93.47%	0.00%
Post-award support should help faculty with paperwork.	2.17%	6.52%	91.31%	0.00%
The primary responsibility of post-award personnel should be PI support and assistance.	0.00%	10.87%	89.13%	0.00%
If faculty were consulted in making post-award policy, the management of grants could be improved.	8.88%	6.67%	82.22%	2.22%
With increased support, I could manage more grants concurrently.	6.66%	6.67%	77.78%	8.89%
The work on a grant has been delayed because of slow paperwork processing.	17.78%	15.56%	57.78%	8.89%
I know who to contact at the university to receive assistance with grant management and post-award support.	28.26%	13.04%	56.53%	2.17%
I have had to spend time tracking down lost paperwork.	13.05%	21.74%	52.17%	13.04%
The work of student assistants has been delayed because of slow hiring.	13.34%	28.89%	37.78%	20.00%
I am treated fairly (like other P.I.s) when getting post-award support.	23.92%	32.61%	36.96%	6.52%
Post-award employees are available to help faculty to track requests that have been submitted.	41.30%	23.91%	30.44%	4.35%
Post-award employees are available to help faculty to properly complete forms and make requests.	47.83%	21.74%	30.43%	0.00%
The primary responsibility of post-award support personnel should be compliance enforcement and reporting.	44.44%	24.44%	28.89%	2.22%
The university is generally supportive of PIs and facilitates the completion of grant activities.	51.11%	17.78%	26.67%	4.44%
The staff are informed about policies and provide accurate information.	47.83%	21.74%	26.09%	4.35%
Accurate reports of my budget are available to me from the university.	48.89%	13.33%	24.44%	13.33%
Post-award support personnel are helpful in the hiring of grant personnel.	34.09%	25.00%	20.46%	20.45%

California State University, Bakersfield
FAC-4-RSCA
2024-2025

Award closeout processes occur in timely manner.	33.34%	20.00%	20.00%	26.67%
Award closeout is a clear process.	44.44%	15.56%	17.78%	22.22%
Requests for budget reports are provided in a timely manner.	51.11%	13.33%	17.77%	17.78%
Award closeout processes are effectively communicated.	46.67%	13.33%	15.55%	24.44%
Post-award policies have been clearly explained to me.	63.04%	19.57%	15.22%	2.17%
The post-award support I receive allows me to spend more time on research and grant activities and less on grant administration.	60.00%	20.00%	13.33%	6.67%
The approval process for requests and form processing is designed to be efficient and clear.	71.11%	13.33%	11.11%	4.44%
I am consulted about changes in post-award policies that affect faculty.	63.05%	17.39%	10.87%	8.70%
The procedures that govern the onboarding (transition from pre-award to post-award) of a funded grant are clear.	58.70%	21.74%	10.87%	8.70%
I am satisfied with the time it takes to hire personnel (student assistants, research assistants, post-docs, etc.).	57.78%	17.78%	8.89%	15.56%
Purchasing, reimbursement, and procurement requests are processed efficiently.	62.22%	24.44%	8.89%	4.44%
From talking to colleagues at other universities, CSUB post-award compares favorably.	60.87%	10.87%	6.52%	21.74%

Table A7.2. Faculty satisfaction with post-award grant support.

Statements are arranged so that those with the highest percentage of faculty respondents who agreed/strongly agreed with each statement occur at the top of the list. **Red regular-text** statements are those with >50% faculty disagreement; **Red bold** statements are those with >70% faculty disagreement. **Blue regular-text** statements are those with >50% faculty agreement; **Blue bold** statements are those with >70% faculty agreement.

	Dissatisfied/ Strongly Dissatisfied	Neutral	Satisfied/ Strongly Satisfied
Respectfulness	22.72%	20.45%	50.00%
Fairness	29.55%	15.91%	45.46%
Helpfulness	41.86%	18.60%	34.88%
Knowledge & expertise	47.73%	11.36%	34.09%
Responsiveness	45.46%	18.18%	31.82%
Assistance	47.73%	13.64%	31.82%
Accuracy	47.72%	18.18%	29.55%
Reliability	44.19%	20.93%	25.58%
Effective communications	50.00%	18.18%	25.00%
Timeliness	61.36%	13.64%	20.46%
Taking initiative	52.27%	22.73%	15.91%

Faculty text responses

Notes: Identifiers have been removed from text and replaced with "...” to ensure anonymity of the respondents. Some recurring themes among respondents’ comments are highlighted in yellow. Other than removing identifiers, the text was not edited.

Faculty were asked: **“Discuss specific challenges or barriers you have experienced in writing, submitting, and managing grants at CSUB.”**

At this point in time, I would not write another grant at CSUB due to the **lack of communication** and support from post award. They are concerned solely with compliance and not with providing assistance to the PI.

Wasted time trying to track **lost paperwork** and lost requests. University maintaining out-of-date or erroneous records that conflict with my own records of expenses. University records don't match the forms and requests that have been processed (which means errors shouldn't occur or they should be able to fix them without me wasting time). **University submits financial reports that I haven't checked or verified.** Staff shunt work to PIs that they should be doing. Claim that they have to "train" me to complete endless forms to "teach me to fish." Rubish! I have a job that I already have to do that is 100% not grant work. They are full time grant support. I don't need to be trained to complete forms. I need someone else to respond to my requests and complete these tasks so that I can do the actual work of the grant and also teach and also advise students, etc....

Writing grant is fund and enjoyable. Receiving award is exciting. The process of submitting a grant proposal can be lengthy, but is easy to follow. --- is a pleasure to work with. Managing the grant award is a nightmare. The biggest challenge in grant management is that Post Award's ... and certain staff members do not have the knowledge, skills or attitude to support PIs. Their lack of knowledge and skills often creates tremendous amount of **additional unnecessary work for the PIs.** The Post Award ... is particularly quick in giving instructions without having any knowledge of the terms of the grant. I can't count the number of times I have to explain my grant's term to them. Many times I was required to obtain approval from the granting agency just to satisfy Post Award's demand, while I was certain that my expenditure was clearly within the scope of the grant. Not once I was proven to be wrong. I am tired of being told by my granting agency officer what I was requesting was clearly within the scope of my grant. I feel ashamed when I was forced by the Post Award to ask those "dumb" questions. **It is an embarrassment to CSUB that its Post Award office does not understand the basic grant terms and conditions. To compensate their incompetence, Post Award is extremely quick in shifting all responsibilities to PIs.** Post Award will never take any responsibility in any accounting errors. Departments, Schools, our University and PIs are held responsible for all their mistakes. I wonder when Post Award will ever be held accountable for their actions.

Unless administrative support is written into the budget proposal, faculty are expected to manage their own grant activity. This can cause delays in activities and/or mistakes that can be an auditable finding or create a large amount of paperwork that will need to be processed to fix the mistakes. **Post-award assistance is non-existent** if there is no support written in the budget.

Inconsistency in timetables for grant submission Ridiculous timelines and requirements to get approval BEFORE applying for a grant Inconsistency in assistance with budgets Complete lack of orientation for PIs to University processes Grant staff blaming PIs for their own mistakes **Extreme hurdles** for hiring assistants

Everyone talks about the importance of research, while ignoring the fact that most of our job is teaching. Teaching, service, and advising consume my time and energy to the point where my research is put on hold far too often. In addition, a specific barrier I face in grant writing is that our program does not have graduate students. If I secured grant funding, I would work with undergraduate students only, which creates concerns about students' retention and motivation to participate in research. **I've also heard that working with the grants office is a nightmare. There exists no incentive for me to pursue external grants.**

Ad hoc, arbitrary decisions as to whether or not they will be awarded. Feel as if other disciplines get more recognition in grant awards process.

The GRaSP staff, especially --- and ---, have been fantastic. **My perception of the university administration at a senior level is that they are COMPLETELY unsupportive.**

Lack of assistance. When I was supposed to receive release time, never received it, one summer didn't receive credit for the extra course I taught.

I have been **very dissatisfied** with the grants process. I am shuffled from department to department. I cannot get a hold of a live person when needed. Approvals and routing of paperwork takes WEEKS to occur and has delayed my ability to provide student support with the items I am purchasing and it greatly affects my time that I am having to spend. I have been told the wrong form has been filled out more than once even though that was the form that was given and it delayed our personnel from getting paid. Also, the technology requests need to be streamlined as well. **The process is broken and it makes it less desirable for me to even bother writing grants.** There is **no support for filling out all of the paperwork and training.** Lastly, the fringe amounts that are listed when doing faculty stipends is WAY off. There needs to be a way to see if the faculty member is someone receiving benefits or not so that if that is a no, that it is not included into my grant, and especially at such a high rate (I believe she said it's 48% or something close to that). I need to have a way to see my own grant and expenditures online that I can pull up at any time.

The GRaSP office is not efficient, lacks knowledgeable employees, and is very slow with response. They definitely need assistance. **Frustrating** to faculty and staff.

I am a Lecturer and don't feel it applies or would be supported.

Post-award processes are not clearly defined. No training for new PIs on post-award processes and expectations. NO TRANSPARENCY in terms of budget; the **PI has very little access to budget balances** and reconciliation; a read-only access would be a huge benefit. I have managed grants with other organizations; the lack of transparency and budget access at CSUB is very unusual when compared to my previous experience.

Grant writing is tedious and the process is so cumbersome. The support pre grant is better than post grant and the tracking process of the grant is crazy with heavy **meetings to track things** after things after things that should not take too much time from faculty.

Main problems have been with post-award support. **Condescending, unhelpful, and rude staff**. Incorrect information and a failure to listen to PIs. Campus staff and administration have ignored both my requests and information from my program officer and made their own arbitrary rules and decisions. They are a **hindrance to success** and **increase my grant related workload** rather than providing any kind of assistance or support.

The **tracking of budgets** is problematic. This is apparent during closeout when the post-award office budget bears no resemblance to the real numbers. Poor tracking of numbers and lack of communication on this issue makes it difficult for PIs to manage grants. **Communication is poor** between faculty PIs and the offices that oversee grants (pre- and post-award). Many problems could be addressed with increased communication. Faculty teach, serve the university, and perform scholarship that brings in funds, supports students, infrastructure, and elevates the reputation of the university. As writing grants is just one aspect of one part of our jobs (scholarship), **it is demoralizing when the university does support PIs**. It seems that the pre- and post-award offices have little idea of the many hats faculty are wearing and how their work elevates the work of everyone. We need to work together, faculty and staff, to elevate the grants activities at CSUB.

At other universities at which I have worked, there have been dedicated grant specialists by subject area who take a more active role in completing aspects of the grant for the PI. In general, **making things easier for grant writers will lead to more grants being secured**. Making it harder, will lead to less.

Submitting grants is confusing process. Every time I submit a new grant the process has changed somehow (different form, new form, etc.) and now there's a new online submission system. A lot of effort on my part is spent trying to figure out the current process and it turns me off from writing grants.

Managing the grant has been **confusing** as I have no experience with grants yet was asked to see this one to completion. I am unaware as to whether any paperwork has been required all year. To my knowledge, the only paperwork needed will be required to close it out in June.

Writing - The lack of grant writing support is my primary concern with pre-award. I am a professor competing against **professional grant writers** for most of the calls. That I have managed to land as many grants as I have feels more like luck with who was on the review committee than skill, given that I write only about a grant a year, while professional grant writers are doing this much more frequently. Also, I've gone to a PI meeting and talked to a California community college faculty member who had a professional grant writer for their submission, when I had to write it myself. That is just wrong. Why do the CA community colleges have professional grant writers for smaller grants (quarter-million in this case) and we do not? Submitting - Most of my issues here are with the routing form process. Cayuse has only brought things into the electronic era, but there is still a **confusing array of forms** and data that have to be created. Take the budget. There's the budget for the funding agency and then another budget for Cayuse. Cayuse is also not the most intuitive of websites, and the Training section on GRaSP's website takes you to an external login rather than

any help pages. Every time I use Cayuse for a new proposal, I have to search for my email chain with --- from the first time I used Cayuse to remind myself how to use it. Managing - Post-award is more about compliance than assistance. **I can be sure I will be yelled at if I did something wrong,** but I can't be sure I'll be told how to actually do it correctly without "messaging it up" first.

Due to my experience with post-award at CSUB, I am hesitant to apply for any other grants, and, if I do, I will ensure they are housed elsewhere. Most recently, I discovered (through persistent probing) that post-award was sitting on over 400K of unprocessed invoices and requisitions. It took 5 business days to receive accurate updates about these documents and another full week to process them. Each year, my grant is contingent on a continuation award. If we do not show adequate spending progress at the midway point, we risk a budget cut for the following grant year, which translates to less support for the students and community we serve. When confronted, post-award did not take accountability, which is a common theme. Whenever I have asked about an idle or lost document, they hide behind a policy they never made clear to us. **I spend so much time and mental energy tracking down lost or idle paperwork that the creative and scholarly dimensions of my work have suffered.** My grant analyst has also clearly expressed that she does not get along with other grant stakeholders within her department and in other campus departments, which makes necessary collaborative brainstorming and problem-solving difficult. I should not have to navigate layers of behind-the-scenes drama in order to receive the approvals I need to meet grant goals in a timely manner. **In full transparency, I feel bullied whenever I interact with post-award and dread each encounter.** Instead of being advocates for the work, they try to cover up their mistakes by criticizing me and my team.

My biggest complaint about this school is that we have no **mentorship** in this area. Everything I have achieved professionally has been through my own tenacity in learning through trial and error due to my personal grit and passion. I have had to beg my colleagues for information and advice, and then I have had to do everything on my own time while juggling a full load (or overload) of course assignments, being careful not to jeopardize my students' academic experience. Ironically, scholarship is required for RTP, but there is no assistance or encouragement from senior faculty to junior faculty. Why aren't the seasoned, published, tenured faculty coming alongside the motivated, ambitious, creative adjunct faculty in modeling these projects--from grant writing/funding to the IRB approval process to writing and submitting research for publication? I am aware that many of my colleagues are complacent, uninvolved, and satisfied with mediocrity, but there are many more who would eagerly jump on opportunities to participate in research projects with senior faculty for a chance to learn and be mentored in this way. By providing just a little guidance and advice, CSUB would realize AMAZING returns in scholarship from highly motivated and talented faculty who are, instead, exhausting themselves, spending exponentially more time and effort to figure it all out on their own, and then producing a less academically sophisticated product and looking like rookies, because they are. I also understand that this question and survey are asking specifically about grants, but that is just one aspect of the scholarship dilemma. It is rather unfair to expect adjunct faculty to be actively writing, submitting, and managing grants, particularly given the "budget pending" clause in our contracts, the significantly larger courseload we carry every semester, and the difficulty we face in getting release time. However, these academic accomplishments are imperative in positioning ourselves for tenure-track openings when they become available.

The grant committee turned my request for research grant based on sample size. The project was My sample ..., but the committee said it was not scientific enough. Another comment stated that "course releases are for tenured faculty." So, I will not apply for anymore grants because the committee is influenced by preference for tenured faculty, regardless of merit of project, and the comments indicated that the committee does not know policy, but does state incorrect aspects of policy in regard to release time. It also expressed views that are inaccurate in regard to science and a general disregard and lack of understand of They simply don't care, and the only thing they seem to have seen was that I did not have tenure. They also did not apparently care that I would take none of the money to pay myself, but only to pay for the trip and to pay students for their work. I had a contract to publish the results in a peer-reviewed edited volume, but that didn't matter either. Out of two applicants they picked a tenured faculty that received the grant a year previously and who never reported results of that project, which had the same scope as the newer proposal. The committee is garbage and egos are more important to them than research, students, or advancement of faculty with proven record of service, scholarship, teaching, and community outreach. They Suck. Never again will I waste my time trying to do that, when I can just pay for it myself and take all the credit without having to acknowledge this school, which honestly has no concern for social justice, equity or merit in scholarship.

I have received TLC mini-grants, and submitted for the RCU grant, and had one reviewer who hated my project so did not receive funding. And the rationale was in direct contradiction with another reviewers statement. I found that very discouraging and did not try for the grant again, even though I am still interested in the topic. Additionally, it just feels like there isn't **time** to do it all. I have so many ideas, and access to members of the community who could benefit from the research I want to do with them that would require a grant, but I already feel spread so thin, I can't imagine finding space to fit it in.

I have had nothing but good experiences with the pre-award office; they are **efficient, helpful, responsive, and clear**. However, the **post-award office is not helpful at all**. Sometimes, it takes over a week to hear back from them, sometimes multiple weeks! I may ask a simple question such as "how much money is left in my budget for x grant?". For some reason, post-award will not respond to me for days, then request I set up a zoom meeting to discuss the budget (and often the following week). All I requested was a quick email back with a number so I know how much money I have left. They act like they have to crunch numbers for days to figure out my budget. If this really is the case, then the office is not efficient at all - my past experiences with external grants at every single other university I have been affiliated with did not have this issue. This is an **extremely inefficient process** that leaves me feeling very **frustrated**. Additionally, I have had a lot of trouble with the post-award office setting my grants up in a timely manner. Although COVID ended up delaying my project timelines regardless, I would not have been able to start projects on my proposed dates anyway because **post-award took a very, very long time to set up my grants** after the money was made available (months!), and I truly do not see the reason for that. This caused me a huge amount of stress. I had to request intervention from my dean for my grants to be set up at all! **I am left wondering why we have separate pre- and post- award offices**. I would be fine with if the folks from pre- award managed my grants, they are much more efficient and helpful. Post-award has been major a **burden** to me, and has **hindered** my scholarship.

In my experience, CSUB has been very generous with assigned time and funding for conferences. These awards have been beneficial in motivating me to be productive with my research. If I feel I owe the University something, then I will do it. In a stressful semester, I will fill up my time with

teaching and service, because there is always more to be done with those. Imagining a grant proposal is more work intellectually than teaching and service, and the latter two easily provide a short-term sense of completion.

Grant writing and submission seems fine, although the time from when I complete a grant to when it is finally submitted (following routing and review from GRaSP) seems like a long time and some deadlines have been only very narrowly met. Post-award had been frustrating. Most communications from post-award are written as demands or scolds about things that they are requiring that I do and most of these demands are new, come-out-of-nowhere, and are not consistent with how things have been done in the recent past. It seems that their demands and policies are constantly changing, and these changes are always ones that are worse for me as a PI and demand more of my time in menial activities. Additional, requests and paperwork go into a void. I never receive any paperwork back, to either know that something has been declined, approved, or lost. This makes it nearly impossible for me to keep track of activities and expenses. The university budget tracking has never been accurate and seems impossible to fix. When I have flagged incorrect expenses that were charged to my grant, it has become MY problem to try to get them fixed even though these problems have nothing to do with my grant management. Post-award offers no support and only adds to my workload. On a personal note, in my interactions with post-award they have often been un-collegial and rude and this extends to those in leadership positions (and actually, the leadership is worse than most of the analysts). This has been minor things (such as using titles to address and discuss others, but insisting on using my first name only), and also major things, like denying requests that are part of a grant and explicitly approved by my granting agency.

TIME to write grant proposals! Teaching is heavy and when you get a grant awarded you have to execute the grant yourself (students are helpful but they cannot do it themselves) so you do not have time between teaching and performing the research to write new proposals to have a continuous income of grant funding.

Grant staff lose grant reports, are not timely, change the rules, change the calculations, and are disorganized. I could write more grants if I could count on the grant staff to have effective tracking and management systems in place.

I am pleased with the level of training and support from CSUB and CSU in general. However, these trainings are often discipline-agnostic, and do not always have specific things for me to consider in my own field as I submit grants. I have felt very comfortable and confident working with pre-award to submit grants. They are excellent.

Tracking expenditures paid for by the grant is confusing. I don't have access to the accounting sheets and sometimes the delay between my approving a purchase and the actual getting it charged to my grant creates an issue.

Time to write the grants is a challenge

No time to provided to Departments - especially large departments, high enrolled class, faculty with full advising responsibilities and faculty that are highly engaged in campus service.

Finding **time** to write is the biggest challenge. Way too many other things need immediate attention and once you bring in grading, service, the department, and family, time becomes a precious commodity. Additionally, finding qualified individuals to act as laboratory managers in the valley is very difficult.

I haven't been a PI on an external grant, but I am currently part of an external grant, and I've been **dissatisfied with the amount of paperwork** that is required for participants who play small roles and receive small stipends for their work. We have at least two people who play small roles on our grant who are already CSUB employees, and they needed to submit all new hiring paperwork in order to receive their small stipends. That was about six different forms, even though CSUB already has all of those completed forms in HR. I can understand that CSUB Auxiliary needs to file separate paperwork, but there should be an easier way of doing this. **We want to make it easy for CSUB personnel to participate in grants, not impose unnecessary barriers.**

The **time** dedication it takes, there is great support from the technical grants. Although, it takes several days if not weeks to put a grant together.

One major challenge is that grant writing takes a lot of **time**, and the deadlines are always very tight. If you do not get the grant, it is a waste of time because it only counts for RTP if you are awarded the grant.

I am not guaranteed **time** off for grant writing or for the effort of implementing grant initiatives. The teaching load is too high to ask for that level of extra work.

Sor far, I have not needed grants to complete my two books and an article that I published with --- in the last two years, but I will for future projects because I need to travel. The chief hindrances that prevent me from doing so are: 1. The high teaching load at CSUB 2. The high service commitment expectation at CSUB 3. The lack of funding to have someone teach courses if I were to get a large, year long grant that would take me away 4. The lack of support for pursuing such grants, as there is no clear guidance on what would happen to my position or pay if I received such a large grant. 5. The COVID 19 Pandemic created MASSIVE barriers to travel and will continue to do so, so there is little point in pursuing grants at the moment if travel to archives overseas cannot occur.

The teaching course load makes it near-impossible to have the **time** to write, submit, and/or manage grants.

My workload does allow for grant-writing. It is difficult to find other colleagues to work with on grants.

Researching external grant opportunities takes **time**, particularly when one's field of expertise has expanded beyond ones Phd topic, as is the case for more senior faculty, full professors. Release time is critical to finding those grants and writing a grant within a new field where an older 'boilerplate' grant document will not suffice as a first draft. **Having release time to write a grant is paramount.**

time in setting up grant for activities to begin has had many delays, process and procedures have been unclear

Having enough **time** to read through the instruction for writing the grant.

The largest obstacle is workload and **release time**. There are limits for library faculty as to what can be reassigned to a temporary librarian or what can be absorbed by the other librarians in terms of workload.

WTU release

Primarily difficulties due to COVID-19.

With the current teaching load, I found it challenging to write a highly competitive research grants to ---, ---, and ---. Due to the **limited time and supports**, there are multiple grants that I decided not to submit.

Managing **time** has been the biggest challenge. I have only submitted one internal grant which was during COVID so it was very busy.

I have not had any, mainly because I have not done grants.

Timelines are critical in this grant work (post-award). There has been some real tension getting **paperwork** processed for payouts, hiring, equipment, supplies purchasing, etc. I would also add getting reliable information from post-awards to meet the expectations of the funder.

The managing part has been the hardest. Specially with paperwork during pandemic. All types of **paperwork has been lost**. From hiring forms, to purchase forms, significant delays in projects have occurred due to the delays in purchasing and hiring.

The grants office doe not offer any **assistance in writing grants**. Also, as a sole grant writer, I had to search for data regarding CSUB and the community. It will be great if the grants office has current and updated data where grant writers can use to write a proposal. For example, diversity data, number of programs and departments, students' demographics, budgets, resources...

The biggest barriers is that I am not prepared. I haven't been trained, nor do I know if trainings are actually available. I think this would be a great skill to develop if there were **workshops for grant writing**.

The GRaSP office has to let professors know the procedure to submit hired students' timesheet at the beginning when the research award was granted. In my situation, the office did not let me know until some timesheets had been submitted so it took time to fix up the problem.

My lack of knowledge about grants at CSUB

We need more pre-award staff like ---. He is very easy to work with and I feel that if we had more people like him we would have a much better grant submission throughput.

The two weeks lead time for **routing** effectively cuts the grant writing period short, especially many grants have short RFP time.

Faculty text responses

Notes: Identifiers have been removed from text and replaced with “...” to ensure anonymity of the respondents. Some recurring themes among respondents’ comments are highlighted in yellow. Other than removing identifiers, the text was not edited.

Faculty were asked: **“Managing some grants requires support from many university units such as the post-award support office, human resources, procurement, facilities, the police department, etc. Describe any experiences with these campus units in the context of supporting your grant-related activities.”**

I have had challenges with knowing who to contact when hiring students so I usually get in touch with the whole payroll department. The process would be streamlined by having a **clear organizational chart** on who to contact. Also the administration of grants is challenging. I spend quite a large amount of time dealing with **paperwork**.

Knowing who to reach out to and when. If there were **a chart that maps out this process** that would be extremely helpful.

The post-award office **did not provide meaningful support** to PIs. They caused troubles or extra work to PIs. When trying to cover up mistakes they made, they caused further troubles to PIs. Post-award staff **didn't respect PIs**. They talked to me like **threatening** sometimes.

I have direct experience with all of the university units mentioned. This has come from years of experience supporting faculty and grant activities. It has been a "learn as you go" model that faculty often do not have capacity to learn. Faculty should be able to focus on the research of the grant, not the day-to-day operations and logistics. It can be a colossal waste of time if faculty are not aware of campus procedures.

They have all been more of a **hindrance** than a help. While everyone has been very nice, they have not been helpful and **have actively hurt my grants**. **I have chosen to stop applying for externally funded grants due to my poor past experiences**. If someone comes to me about a grant opportunity, I may still work with a group, but I am no longer interested in being a PI due to my experiences. Additionally, while the University claims to support and encourage research, the teaching demands put on faculty are not compatible with doing a lot of research.

There is **nothing in this process that is clear or transparent**. Very difficult to hire student assistants.

Grant **budgeting and transparency** is a huge problem.

I have none.

Due the pandemic, all traditional way of handling paperwork has been paused. This is a great opportunity to transition to an efficient electronic form of paperwork. From hiring to purchase orders, to be able to visualize your current budget.

I have yet to receive a major external grant. For internal grants, I have to **jump through all kinds of hoops** to get **reimbursed**, and that ordeal gives me the impression from university that I am assumed to be doing something wrong - that there's a **"guilty until proven innocent" slant of our policies** and procedures toward faculty incurred costs. The bureaucracy and my perception of the **attitude of the administration are so negative that I've largely given up** pursuing internal grants and largely given up expecting to get reimbursed for anything by the university. The negative experience is simply not worth the money. In the past it regularly took 3 months, sometimes 6 months or more, to get reimbursed. **The university was in effect using me as an interest-free lender to float costs for months at a time.**

We need an online system to **track procurement**. Sometimes the procurement takes several months to complete and PIs never know the progress. Sometimes the project span is just 1 year, however, the procurement takes forever. I know there are many people and departments involved, however, without a **transparent** system, some staffs could or would not be efficient. In turn, the overall efficiency of the project would be greatly impacted and the research passion of PIs would be quenched. The administration system needs a "revolution".

These departments do not work together well and streamline the processes. For a university that does many grants, I was **shocked at how poor the process was**. Procurement and post awards are the two main ones I have dealt with and it is a constant barrage of email after email of people not knowing who is doing what. Too **time consuming and needs a much clearer process!!** And **TRAINING** to support the faculty.

I have found ... to be helpful with our current grant and encouraging in my other interactions with him about submitting grants.

Slow response to appoint new employees, **lots of red tape and little communication**.

***Procurement** processes are a nightmare. ***Hiring** is even worse...this involves the signing of paperwork at the Deans Office which gets hung up and then to HR then to Post Award to sign off. *HR is the worst of all - they will tell you that they do not have paperwork when they do then you have to spend time backtracking to confirm that they have the **paperwork**

The main challenge is with **payment process**. It is counterintuitive and overly cumbersome, for example, to have to have certain individuals (those at CSUB or employed in CSU) have to complete new hire paperwork (6+ forms) just to receive modest honorariums. In addition, when trying to pay out grant stipends and honoraria the process has taken, in some instances, many months and there is little to no follow up about payment status (i.e. it won't be paid out for many months and you won't know unless you are contacted by the person who was supposed to be paid). In effect, it means that not only does the PI have to do the substantive work of the grant and all that comes with this, but also follow up on payments, make sure things are followed through on in that regard, etc. There **needs to be a better process and system that is intuitive and makes life easier, not substantially harder**, for those leading grant projects at and for the university.

I have been award external grants for my own research/projects but not through CSUB because I don't want to deal with the **paperwork / bureaucracy**.

--- has been helpful in guiding me through the process of applying and receiving one RCU mini-grant.

It would be helpful to know the expectations of the post-award office at the beginning of the grant work. It would be helpful if the post-award support staff who is assigned to a particular grant to fully **understand the scope of the grant** (had to explain/clarify misunderstanding multiple times until the mid-point of the grant work).

Post-award support is pretty bare bones. In talking to colleagues at other institutions, they get significantly **more administrative support**, especially for the percentage of the grant taken out for support. Working with **procurement** takes a long time.

I have had little to no interaction with anyone regarding this grant, especially since everyone has been off-campus working virtually.

Facilities is a constant problem. I have decided not to submit some grants or to alter grants because 1) estimates take several months to receive, if facilities responds at all, 2) the estimates are for WAY OVER market rates for work, 3) the amount that could be accomplished at facilities rates and time estimates make us **non-competitive**. Funding agencies are also aware of this. The university gets to charge overhead in part because this supports facilities to support us and our grant work. Because they are already getting this cut of the pie, **estimates and support for grant activities should be LOWER than other estimates and should be prioritized**. This is part of being a responsible university and grantee.

If I had depended on post-award to maintain my grant budgets, I would not know what my grants were actually spending. I learned very early on when I was just an assistant professor with a "small" quarter-million dollar grant to keep my own copies and tracking records of everything that I've signed for a grant. I also am now far more adept at using the CFS Data Warehouse to pull grant budget records than I ever thought I would be at the start of my first grant. That's the most efficient way to track if paperwork is getting processed internally in a timely fashion though. For U.S. Department of Education grants, I also learned to log in to the U.S. Department of Education budget tracking system to make sure that the expenses were actually being submitted to the funding agency in a timely fashion. Not all funding agencies make such information available to the PIs though. And really, that should not be something I should have to worry about. CSUB should be **charging funding agencies in a timely fashion**. I've also had the **paperwork processed incorrectly**. Once I was on two simultaneous grants. I submitted paperwork for both grants, with the correct grant numbers clearly indicated on all of the forms. Everything was all charged to one grant and I was asked to create the Excel file (journal correction or a similar name) to correct the error, rather than having the person who made the mistake create the Excel file and send it to me for a signature. I understand that mistakes happen, and I could easily see how the mistake happened (assumed the paperwork stack was all for one grant), but **I should not have to take my own time to correct their mistakes**. They should have prepared the paperwork to correct the mistake, then sent it to me for my signature. In a similar vein, for one grant close-out meeting, I came to the budget meeting prepared and on-time, only to sit for over an hour while the budget analyst ran reports. They did not give me the courtesy or respect for my time by doing that work prior to the grant meeting. This does depend a bit on who is assigned to your grant. Some of them provide better budget tracking and other support than others. But I sunk many hours into basic grant management

that could have been handled by a staff member. I've also been on grants that have been chosen for audit. The biggest issue there is that most **audits are run in the summer, when faculty are not under contract**. If the grant has summer salary, I'm okay with coming in for audit meetings, but I've had grants audited after close-out where I'm no longer receiving summer salary for that grant. Perhaps now that we're familiar with remote operations, post-award would be amenable to having those meetings over Zoom so I don't have to worry about the timing of my summer vacation in relation to the timing of grant audits.

The experience working with Post Award, particularly with the ..., has been **discouraging and disheartening**. They proved to be a major obstacle and source of **frustration and aggravation**. They lost sight of the purpose of Post Award's existence. Service and support need to be demonstrated by actions, not talks. My experience working with **Human resources in hiring new staff has been positive**. Even though the process was lengthy, HR staff members were very helpful. I did have several incidences with the payroll department that payments for consultants were delayed, misplaced, lost, or being charged to the wrong grant. **Staff members from the Procurement Office have been very helpful, although the procurement process is very lengthy**.

When I got my first external grant it was a ~year-long program. It took post-award six months into the start of the program (not the award date) to do an intake meeting with me. While I am still submitting grants, this weighs heavily on me, and **I worry about the ability of post-award to support me** if I land a very large grant.

In my experience, the **problem resides with post-award**. Every other unit, especially Procurement, has been kind, helpful, timely.

Processes related to procurement, post-award--PI's are not trained in these processes, yet they are **chastised** by Procurement and Post-award staff when these processes are not followed correctly. PI's are, for the most part, faculty; not accounting majors. Expecting a PI to understand Procurement, Accounts Payable/Receivable processes without any training is like expecting an accountant to run a chemistry experiment with students.

I had bad taste with the post grant and **I am afraid to deal with the post grant office**.

Most services seem fine, but it is hard to separate the long **post-award problems and delays** in approval from some of these other offices. My sense is that grants support is causing most of the delays and problems. **Facilities is slow and unresponsive**, but that is not unique to grant support. The same problems arise stateside.

Facilities is a huge challenge. They have changed in the last two years and their prices are so high, it makes it almost impossible to put them into a grant. The slowness of their work has also declined and getting anything done requiring facilities takes a prohibitive amount of time. I have had generally **positive experiences with procurement and shipping**; big kudos to those groups.

My only grant experience at CSUB has been with mini grants through the TLC--\$500 grants for the specific purchases of teaching equipment or to cover conference fees for presentations. These experiences have all been positive and the wrap-up was simple and straight forward. They were

good experiences, "baby steps" in a way, but not the level of grant-related experience that I think this survey is looking for.

HR is slow. It is not the problem with pre-award or post-award, but HR.

We have reserved facilities (Dore, Residence Conference rooms) for grant work several months in advance and have been bumped by other programming. This should not happen. Also, if we pay for air conditioning and wifi for a weekend event, it should not be something we should have to worry about having. Several June events that we have held were not equipped with wifi or AC. With large presentations and gatherings, we have so many other concerns. The same is true about having to call campus PD, to open doors in buildings that were already supposed to be set up for us (residence hall). The campus PD has always responded and been very professional.

There's some **confusion about the processes**, especially during COVID, for the post-award approval process for purchases. There needs to be more **transparency** in what the process is and not just "send the information here".

The post award office **lost paperwork** multiple times, changed policies without informing PIs, delayed completing forms within timeline. I had to submit extra forms due to delays of money withdrawal. I had to send multiple reminders for signatures, which takes time away of managing grant projects. The office staff sent us forms to complete, and it turns out it was a wrong form. A couple of years ago, the office was audited. **I felt like that I was the one who was audited.** As a PI, I had to submit all documentation and paperwork that the auditors requested to the office. It should be the office supply the paperwork to the auditors. I have been successful in grant writing and secured over 1 mil. for last 6 years. **I am not interested in writing grants anymore.** It was very **stressful** to work with the grants office.

The **procurement process** has at times been slow and other times fast to respond to requests. I think procurement, in addition to post-award, should try to support the faculty better by responding to requests in a more timely manner.

These are all very different offices... **Facilities: a disaster!** Slow to respond to requests for quotes, even slower to get work done, overcharge for everything (by hundreds of percent over market rates!), and often do poor work when they finally get around to something. There seems to be no oversight or review of their performance. I have under-spent on several grants because of a failure of facilities to be able to get things accomplished in a timely manner. I have also lost data and experiments because of slow responses from facilities when things fail (such as air conditioning). Post-award support office: also a disaster, but already described above. Human resources: Generally seem fine. I think that the large delays in hiring grant personnel are mostly due to post-award failures. It would be nice if they could better integrate/communicate with grants support staff so that new hires (particularly **student assistants**) are not made to run all over campus trying to get forms into and approved by so many different offices. Procurement: Generally seem fine once paperwork gets to them. I think that most of the procurement delays stem from failures of post-award to review and submit things in a timely manner. Police: Haven't interacted with them on grant activities.

I have no real complaints. **Student hiring** should be more flexible and faster.

The post-award support office is the most **ineffective and problematic**. They lose important grant reports that are to be sent to the funding officials, don't let us know they are lost. I even walked my reports to personally hand them to the grants office and still had grant **paperwork** lost. I was going to start taking photos of handing the materials to the personnel!

I have been **disappointed with post-award** so far. Although they are generally knowledgeable about the specific requirements, the response time to my queries and the level of assistance with **paperwork**, etc. (particularly for my first grants when I did not understand the system as well) have been lacking.

Faculty text responses

Notes: Identifiers have been removed from text and replaced with “...” to ensure anonymity of the respondents. Some recurring themes among respondents’ comments are highlighted in yellow. Other than removing identifiers, the text was not edited.

Faculty were asked: “Discuss your overall experience with grant close-out.”

Poor. Certain people know what they are doing and others do not. The ones who do not outweigh those who do in my mind. They created problems that myself and other close-out staff had to correct.

I was asked for information to update the budget on a grant that had been closed out 1 year earlier...

Grant close out has become a clean process with 90-day notice provided by post-award. This process has been streamlined and a **great experience**.

The close out process has been **smooth**.

Grant close out has been **good**.

No help

Having the ability to see my grant and the expenditures easily is what is needed here so I can track it more easily. And a monthly meeting with post awards as well.

I have little experience with this.

I have not experienced that yet.

I am nearing the close-out of a grant and am unsure how to proceed. Will have to figure this out soon.

No experience.

Smaller grants have been fine because there isn't much involved in close-out. Larger grants are more **problematic**. My sense is that post-award, especially in the most recent few years, have been taking the **most strict interpretation of granting agency policies and then taking the most strict policy from across all current agencies, and then applying that single policy to all grants**. This means that they often seem to tell me that I have to follow policies and processes that are not linked to my grant and funding agency. Even when I have provided documentation that what they are saying doesn't apply, they still **demand** that they be followed. In effect, this is a function of all of the other problems continued. The overall result is that **post-award seems to think that faculty PIs work for them and that they can give us assignments and demands**. From my end, this leads me to ignore them and to delay responding to their requests. I have taken to ignoring nearly all emails from them, because they are demanding things that are not my responsibility or that are not

actually required of me based on my particular grant funding. Now that I am writing this, I realize that this is passive aggressive. I also realize that **I feel mad when I think about post-award support**. This survey has been a reminder of how frustrating all of my interactions have been. The past year or two of more than 20 years at CSUB have been the worst for these types of interactions. Support used to be more flexible and nice although perhaps not always competent. Now things are bad and still incompetent. Things keep getting worse and not better.

The budget analyst not being ready for the close-out budget meeting stands out as my most annoying issue with grant close-out. For NSF grants, I don't need a final budget analysis to submit the final PI report to the granting agency, so **I just do my thing while post-award does their thing**. If we complete the internal process a little slowly, it's not a big deal because I've already filed the PI report on Research.gov. U.S. Department of Education requires a budget in the final report, but they are so slow on opening their annual report portal, that it usually gives plenty of time for the final budget to be run before the report is due.

Terrible. One of my grant term ended in 6/30/2020. There were still printing charges to the grant in 3/2021, which Post Award could not figure out who charged it and why it was charged.

Overall, the post-award staff is amicable and easy to work with. My issue is mostly the **delay in intake** and not close-out.

It was not bad but **not a pleasant one**. There were at least 5 meetings to finish the close out process.

Awful. Incorrect reports. Incorrect financial statements that I never reviewed that were submitted without checking with me. Why are PIs not communicated with prior to the submission of annual and closing financial reports? So many errors in the classification of expenses that were totally internal faults and differed from the charges and documents that I submitted! Charges coming in after the grant close that were more than a year late (because of post award errors) and then trying to charge my department for these errors.

This process has **mystified** me. I do not know where some of the budget numbers they report come from. It is not uncommon to **leave money unspent because this process is tracked so poorly**. The university will get in trouble if informed programmed officers ever try to match the budgets approved by the granting agency with what the university submits. This is likely a ticking time bomb in some cases.

The close-out process for the mini grants is **very easy**, and I love talking to my colleagues about my professional development activities.

It was clean and simple. I have no complains.

The mini-grants I have received were relatively easy, I am currently on a very large grant so I cannot speak to this experience yet.

I submitted my final grant report and closed out my grant in August 2020. Seven months later, I received an email from my grant project office at Washington DC that my fund had not been fully

drawn. It turned out the grant office did not withdraw my last fund for over 8 months. It also took over one month to process the paperwork. It is finally processed a couple of weeks ago. I have not heard anything about grant close-out. Is there a process to close a grant project?

I have not yet closed out any grants.

This seems to be a shifting and unclear process. Difficulty with post-award carries through the close-out process, with final budget reports incorrect and hard to obtain, close out procedures are communicated through a series of out-of-the-blue emails for forms and actions with no clear checklist, and lots of work foisted onto the PI that could easily be done by grant support. For one of my grants, I was notified 1.5 years post-close that they had missed or not-properly completed items that then required my attention. They also tried to charge late expenses to one of my other grants (where the expenses are unrelated and not permitted) and these late expenses were solely due to their mistakes. When it is their delay and mistakes it should be their money!--and they certainly shouldn't try to "sneak" charges onto other accounts.

Went smooth.

As above, ineffective and slow systems.

I will be doing my first close out this term, so I don't yet have experience with this.

Faculty text responses

Notes: Identifiers have been removed from text and replaced with “...” to ensure anonymity of the respondents. Some recurring themes among respondents’ comments are highlighted in yellow. Other than removing identifiers, the text was not edited.

Faculty were asked: **“How could CSUB improve in the context of pre- and post-award grant support for faculty?”**

The post-award should **support faculty**, instead of commanding faculty to serve them. They should learn to respect and improve their **understanding on policies and procedures**.

A much clearer explanation for why grants are not awarded after the fact.

Grant writing training and/or a grant writer per school, tailored emails with **specific grant opportunities**, continued use of Cayuse for pre-award paperwork flow, **centralized grant administration** for post-awardees (administrative support), opportunities for inter-disciplinary grant proposal writing.

Providing faculty with more grant opportunities

Grant support should be more available for grant administrative duties, including budget, hiring of research assistants, recording hours of assistants, management of paying assistants, purchasing grant-related consumables. Instead, I had to do all that on my own, plus all the actual research. And, the grant staff actually made all those administrative duties more difficult because no one explained to me how such duties were managed at CSUB. Only after I made a mistake did anyone help out. I never received a **PI orientation** and then I was blamed for making mistakes that I had no instructions on how to accomplish. I was later told that I was supposed to have a PI orientation and "why didn't you do it?" How am I supposed to do something that I had no idea existed. The **grants department needs to be more clear and communicative** about how grant writing is supported at CSUB. The experience has been vastly different than my grant writing experiences at other universities (all in a negative way). And, the 2 week notice and application processes for APPLYING for a grant are ridiculous. I understand, to a certain point, that the University needs to know IF a faculty member wants to buy out some of their WTUs with grants, but this actively makes faculty (not just myself from discussions with other faculty) NOT want to apply for grants that most of the time we do not even get. Having to jump through additional hoops for grants that likely won't even get awarded make people not want to apply in the first place. **If you want faculty to apply for grants, don't make a lot of extra work for them.**

Demonstrate interest in helping faculty to secure grants. Post award side need to **work closely with The PI as a partner and not in adversarial/compliance based**. Budget analysts who are hired to assist the PI with **grant facilitation** need to have the requisite skills and be highly trained.

Post awards support need more improvement. I understand that the unit is in charge to oversee the adequate use of funds, however, there must be a balance.

I believe the university does a good job putting on **workshops** and having resources available. Although for new staff it would good for us to walk through an example of grant and even have templates for other faculty to use.

The university administration could actually **give faculty the impression that their pursuit of external grants is valued and supported** and then follow through accordingly with assigned time and **recognition & rewards for success**. The university administration could also change the culture of their reimbursement policies and procedures, as well as **streamline the efficiency of those policies and procedures**, so that faculty actually want to access university financial support for projects rather than avoiding such financial support due to the negative experience and interest payment cost burden that currently comes along with such support.

Faculty should be **awarded** in some way for applying for grants, regardless if they receive the grant or not. It isn't very encouraging to teach large classes, have a large advising load, and spend precious time on the grant and not receive it. **There is not enough time** as it is to grade, write exams, update classes to the online version, switch old classes from Blackboard to Canvas, advise, and on top of that, write a grant, all while trying to keep your research agenda on point.

Courses for faculty, actual help, ensuring release time, and credit for extra courses taught

There is no release time given for grant writing, and not enough assistance and training as well. So it basically makes it to where it is not worth filling them out. Also, if there was someone that we could go to and tell them here is what I need (equipment, proposal, curriculum needs), that they could then SEARCH for grants that might fit that that I could then look at and complete. That would be very helpful as well. Lastly, **training** needs to be both live and recorded as even when they do training, it may conflict with teaching. Perhaps having a **research mentor for newer faculty** that could help them get started with grant writing/searching for grants, etc.

We need a **better system to distribute grant announcements** that are relevant to faculty. I am tenured, yet I still get announcements from GRASP about grants for early career, assistant professors.

I like that CSUB has recently offered **workshops in grant writing**. I come from a humanities field where grant-writing is not that common, and I didn't receive any training in it before coming to CSUB. I think it would be great if GRASP could assist with the grant-writing process too, especially for those without prior experience. CSUB is an under resourced institution where, I think, grant-writing is more important than better resourced places. But I don't think we have enough resources dedicated to it. Dedicating more resources to grant infrastructure should pay for itself. Right now, it seems that GRASP is more focused on compliance than supporting faculty and administrators in securing and managing grants. (That said, I've found --- to be good to work with.)

Offer more **training on grant-writing**. Provide information to faculty about grant opportunities in their area of research or field. This is supposed to be done but I have not received any emails about grant opportunities in my field. Provide **release time** to conduct research. The university wants faculty to conduct research, but it does not provide faculty with the time to do it. Instead, we get a heavier workload in terms of teaching and service. How can we find time for grant-writing and research when we are overworked in other areas?

On-boarding process in the grants arena for both pre and post-award a **peer support group** for others going through the process at the same time

1. **Pre and Post awards needs to be one entity again.** When they were separated, post-award became less effective and hard to work with. There needs to be **one administrator that oversees both pre and post award.**
2. We need an AVP of GRaSP.
3. We need a **faculty position in the GRaSP** office to serve as a liaison between GRaSP and the Faculty.
4. CSUB will never grow in their grant writing activity until real support is provided. PreAward needs more grant specialist. As it is now, we have one. This is not acceptable.
5. When a major grant is funded, there should a process where the university works with the PI to provide basic infrastructure that is expected by the granting agency.
6. Need a **Grant Writing Mentor Program** - connect well established grant writers with new grant writers.
7. Hire qualified staff in the post award division that have the experience. I think we hire staff that get "on the job training" and the PI and grant suffers.
8. Do not spend money on bring in expensive grant experts. I attended one such workshop and it was not very effective - money would be better spent supporting a faculty grant writing mentor program.
9. Need a advisory board of faculty to guide and advise Pre-and Post Award.
10. Value the work that faculty put into the SRS program and provide a small stipend for being mentors.

Clarity about getting time-off for the effort.

Lower the teaching load, lower service expectations, provide clear guidance to ALL faculty (regardless of rank or school) on how their position/income would be impacted by taking a year-long grant from a prestigious institution that would require them to be overseas, and finally realize that grants are not always needed to pursue work, so also make certain you are **valuing our research output** more than our dollar-generation from grants. **Appreciating and acknowledging our research and output** more regularly (regardless of grant income) would incentivize more research and larger projects and provide a bit more incentive to pursue grants. It often feels like research is not valued or acknowledged at CSUB by the administration. In that sort of a scenario, given the tremendous amount of work and burden on faculty from our teaching and service, we have less incentive to do more than the minimum of research. That **needs to change with carrots, not sticks.**

Reduce the teaching load.

Provide more infrastructure support for the faculty to be able to submit a sound grant application. Provide more infrastructure for the pre- and post-award offices to operate well.

Honestly, it can't get any worse, so anything done would be an improvement. There should be clear directions what to do when applying for a grant that is updated with new information. Post-award should provide more **administrative support**, or alternatively, the university should take less money out of our grants so we can write this into our grants. I have only been lead PI on smaller grants, and **I see how exhausted and frustrated my colleagues with larger grants are and this turns me off from applying for additional grants.**

Perhaps checking in with PIs on a regular basis to make sure we are doing things correctly could help? It is a lot of responsibility with very little guidance. I have felt lost and unsure and just doing

my best to keep the grant going until its completion. There have been difficulties due to Covid, so that may be the bigger issue affecting the whole process.

I think that CSUB can **provide clear ways of how to submit research expenses** pertaining to the grant received to decrease confusion.

Pre-award seems generally fine, but you only have to deal with them once for a multi-year award. Post-award is really bad and you have to deal with them a lot over many years for each award. It would be great if **post-award could be restructured to be a faculty support office** that actually completes requests, forms, and tasks. I would like to be able to put requests in via email and have them processed behind the scenes with me not having to be involved other than to approve. **Faculty should be involved directly with post-award performance review.** Staff have been hired and promoted who consistently are rude or fail to do their jobs. Leadership of post-award is problematic and doesn't seem to understand that they are all support staff for us, the PIs. At a drastic level, the whole office should be fired and a new personnel hired that is focused on customer/PI support and sanctification. **Pre-award and post-award need to be a connected unit that communicates clearly** so that PIs are not responsible for being the go-between. Chains of review and approval need to be very clear and unchanging. There are too many steps required for approval and they seem to expand every time I submit a request.

Most of my positive experiences with pre-award come from interacting with ---, but he is one person and should not be feasibly expected to support the entire campus, particularly as we grow. That's just an unsustainable pathway. More staff members with similar knowledge and **customer-service-focused attitudes** should be hired in pre-award. We need a professional grant writer to be competitive with a wider variety of solicitations. I know this is part of the Strategic Plan, but it bears reiterating. I don't know how much of my dissatisfaction with post-award has been resolved in the couple of years that I haven't had an active grant award.

Post Award Office needs to focus on how to best **help and support the PIs.** They need to **provide timely, clear and accurate running account**, including all items paid and pending. They should have **clear policies and procedures detailing all processes**, such as staff hiring, equipment purchasing, etc. I have two different analysts who frequently give me different instructions. It is clearly a sign that there is no established process within Post Award. Post Award staff members have different level of proficiency. The only Post Award staff who is knowledgeable and helpful is ---. PIs will feel better supported if the rest of the Post Award, including their director, has her level of knowledge and skills. **Pre Award and Post Award should not be separated.** The grant support provided should mimic the life cycle of a grant, from grant preparation, to grant submission, to grant award set up, to carry out the project, to grant closing. For example, the Notice of Funding Opportunity contains all necessary instructions and information regarding the grant. Pre award staffs are familiar with it when helping PI preparing and submitting the proposal. Unfortunately, none of the Post Award staff member nor ... ever bother to read it. **It is truly amazing that Post Award without any basic knowledge of the grant has that level of authority to approve or deny PI's request.** I will not be surprised if grant writing activities at CSUB decline if Post Award is allowed to continue their current practices.

Release time for RCU and PDP is a critical part of how the university funds grant writing activity, I think it is already great and can keep improving. From faculty candidates, some other non-R1 unis

are not as generous with release time. However, some intramural grants at other units are also much larger, something like 10K to 100K. Most likely we do not have the funding to support this. But, perhaps we can offer a smaller number of larger grants? Competitiveness will make us all stronger grant writers overall. \$5k is very small and barely enough to pay a handful of undergrads (due to increases in minimum wage).
more timely processing of payouts.

1) CSUB post-award should be invisible to Principal Investigators (PIs), meaning that we should submit a request to our grant analyst with the confidence that we will not need to send a dozen e-mails to ensure the proper routing has happened at each stage. The grant analyst should be the broker between each of the different departments. 2) CSUB needs an online tracking system for all grant **paperwork** (similar to the one for the IRB) in which PIs can **transparently track documents** to identify bottlenecks and give our partners timely and accurate updates. 3) CSUB must set and meet standard turn-around times for grant documents. Our partners have been patient, yet they should not have to wait an unknown amount of time (on average, 2-months) for their contract to be processed. Many partners have had to start working before their contract is fully executed in order to ensure the work can be completed during the grant year. 4) CSUB should create an onboarding process for PIs that clearly outlines the roles and responsibilities of each department with which we will interact.

Training for PIs in all areas; updates and more frequent meetings with pre and post award. 'Hand-offs', in which pre-award, the PI and post-award staff meet to transition the grant through both areas.

I do not know how to improve the process but **it should not be cumbersome**. I have no pleasure or any interest to write grant with our current structure.

Wipe the slate clean and start fresh. **A faculty support model that centralizes contact**. I want one single person to contact for everything and for them to shield me from the background work, processing, and requests. I should be able to request something (a student hire), they complete the forms and approvals, and I just have to okay it. This would save my time and theirs (since now they lose or reject forms several times for each request which wastes everyone's time). Any changes to reduce paperwork and the complicated and always changing list of approvers would be valuable. It would be nice if the administrative staff could be less rude. If they are going to use titles for others, then use my title too. If they need me to do something, ask instead of demand. **They don't seem to recognize that I have a full time job with teaching and service and all of my grant management occurs in my overload time and evenings/weekends. Colleagues that don't have grants can take some time to relax, but I have no extra time. Every request for additional work and every time that post-award refuses to help means that I have to sacrifice time with my family to handle it. This isn't sustainable. I don't feel supported.**

We need more communication between faculty, administrators, and staff. Faculty PIs spend a huge amount of time administering grants, a lot of which could be done by ASCs. **If faculty got more support for this type of work they could write and administer more grants.**

It's probably too much to ask, but the best help to me would be **mentorship**. I greatly admire so many of my colleagues, and I regularly seek opportunities to listen to and learn from them in learning communities and cross-campus committees. Some people are very active on our

campus, and others are very quiet. I believe that they all have something to offer, and I wish our established faculty were as excited to share as I am excited to learn. That is one of the benefits of a relatively small campus--we can actually get to know each other and work together in the trenches . . . if we are willing. Because I desire this for myself, I try to provide mentorship to those whom I "outrank" in my current leadership positions as well. In my efforts to climb the ladder and promote myself, I intentionally bring others along with me. When I recognize ambition and desire in my peers and colleagues, I approach them with opportunities to join with me, particularly when it involves investing in CSUB and our students' success and retention. If we are working together, the outcome is much more effective. And I know that some of these people would not ever participate in such efforts without an invitation because they wouldn't even know where to start. My impact is so small. I wish those with a much wider reach and proven authority and expertise would occasionally stretch down, make contact, and pull us up (or at least point out the steps to climbing this rock).

Pre-award needs more engagement with faculty.

The support I have received from pre-awards has been instrumental to being awarded or ranking near the top of the list of awardees. I am certain the support and direction I have received for each of these submissions were in large part because of the helpful mentoring in pre-awards. Post-awards seems understaffed and stretched very thin with regards to their ability to support a larger-sized grant. Also, but it may be beyond post-awards, the timeliness of **paperwork** processing and approvals is a real issue of concern. As a university, we should be able to communicate with our grant partners when they can expect payment or invoice paperwork, it seems so unprofessional to have to explain to them 1-2 months.

--- is very helpful. The rest is a waste of time from what I have seen.

The post award office needs to support the faculty, not to police or supervise grant faculty. I would also appreciate prompt and professional communication.

I have no problem with pre-award. I have already commented on post-award. I would prefer if post-award completed their tasks in a timely manner, rather than blockading projects by being unresponsive and setting up "meetings" for simple requests that could be addressed via email.

Course releases would help. Just make it mandatory to submit an application during/after the semester. If I'm being paid to do something, I will set aside the time needed to do it. Otherwise, I will spend more time on grading, read more materials for lecture, etc.

I think that pre-award is generally acceptable. It would be good to have some additional support with budget development and to ensure that the **routing and submission** process is fast and smooth. They send a lot of announcements about grant opportunities that I think are not necessary because PIs are able to find funding opportunities within their own disciplines and can probably do this better than the grants office. Post-award does not offer any "support." Post-award was never great, but it has gotten markedly worse in the most recent 2-3 years. **They add work rather than reduce it, they are hostile, and they don't seem to be able to properly track and manage grant funds.** They also continually add new forms and processes that are not shared or explained and forms are not updated to reflect their newly developed review procedures. This makes it impossible for anything to get accomplished in timely manner. Most forms require multiple attempts at

submission (I recently submitted 4 identical forms for different students--after 5 months, 2 were approved and 2 were rejected with no explanation and one of the students had graduated before they could be paid), PIs are not able to track them or their status, and all grant activities are delayed. Post-award requires extensive changes and an overall change in their model of support from one that is dictatorial and adversarial to one that is helpful and productive.

It seems that most of the things that they do should be handled "behind the scenes" and shouldn't ever be communicated to or involve PIs. If they are so particular about budget tracking and form approval (which is good), they should also be the ones to initiate and complete forms for PIs so that unnecessary and time-consuming steps are reduced and PIs can focus on writing and managing grants.

Train staff in effective time management and systems to track the grants they are responsible to assist the PI with. Make sure PIs are informed when there are changes in how to report expenses and track grant funding.

Appendix 4: 2023 Report on Progress

Report on Grants and Sponsored Programs at CSUB: An update from the faculty liaison to GRaSP

Report prepared June 2023

Report Author

Dr. R. Brandon Pratt
Professor of Biology
Faculty Liaison to GRaSP

Report: Background and Summary of Progress

Background

A recently constituted (2020-2021) *ad hoc* committee of CSUB faculty made 10 recommendations for improving faculty support in obtaining and administering grants. This report was delivered in August 2021 (Appendix). Following this report, several steps were taken to address recommendations, including the appointment of a faculty liaison. As faculty liaison, a primary objective of my position is to communicate faculty issues and assist with the implementation of report recommendations. The current report is a follow-up to the prior report with an evaluation of progress made toward implementing committee recommendations.

Summary

The August 2021 report identified 5 broad categories where the university could focus their efforts to better support PIs in writing and managing grants. They are as follows:

6. *Minimize institutional hurdles associated with submission and management of grants, particularly those activities that unnecessarily encroach on faculty time.*
7. *Improve communication between faculty and grant office personnel.*
8. *Provide more incentives to encourage and support grant writing and broadly advertise the incentives that are already in place.*
9. *Elevate awareness and appreciation of grant writing and scholarship.*
10. *Combine pre- and post-award offices overseen by an AVP of GRaSP.*

Significant progress has been made towards all categories and, crucially, PIs are being heard and supported to a greater extent than prior to the report. The challenge ahead is to ensure that progress continues, that gains are permanently incorporated into institutional structures, and to improve several areas that have yet to be fully addressed.

Improving the PI Experience at CSUB: A Two-Year Progress Report

In “Key Findings and Recommendations” of the prior report (Appendix), the committee identified 10 focal areas for improvement. Those 10 areas are listed below in bold as headings in the following subsections. This section reports on the progress made towards each of those focal areas.

An important step forward was the Summer 2022 appointment of Dr. Isabel Sumaya (CSUB Psychology Professor) as the interim AVP GRaSP. AVP Sumaya has a long history of experience at CSUB teaching, serving, conducting research, directing her research lab, and writing and managing grants. This experience gave her firsthand knowledge about the challenges faced by faculty broadly and made Dr. Sumaya an ideal fit for this position.

Another step forward was the creation of a faculty liaison to GRaSP. This position was advertised in the summer 2022 and a faculty member, Dr. Brandon Pratt (CSUB Biology Professor), was selected from among several qualified applicants. The role of this faculty member is to work with the AVP of GRaSP to help make GRaSP more open and accessible to faculty. Another objective for this position is to broadly serve to increase the grant activity and success at CSUB. In AY 2022-2023, the faculty liaison and AVP Sumaya met with nearly all faculty PIs that have active grants (19

PIs in total). The goal with these meetings was to check in with PIs to listen to them and to seek ways that GRaSP can best serve them. The information provided by PIs in these meetings informs the present report. Where appropriate, anonymous quotes from these meetings are included.

R1-Establish a constructive, collaborative, and collegial working relationship between PIs and post-award personnel

PIs strongly communicated that increased communication was needed between them and post-award in order for them to more effectively apply for and manage grants. This recommendation was, to varying degrees, related to all other recommendations. This challenge was so pressing that the committee made a bold structural recommendation to address what was viewed as the root cause. The recommendation was to have the AVP of GRaSP oversee both pre- and post-award as a high priority. In a significant step forward, as of fall 2022, pre- and post-award are now both housed under the AVP GRaSP (more details under R2 below).

A second significant structural change was the creation of a new standing committee called the Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC for RSCA). This committee was fully established by winter 2022, and in the AY 2022-2023 it met approximately bi-weekly, which included several meetings with AVP Sumaya. The committee drafted by-laws that included the following mission statement:

“We recognize the importance of scholarship as a fundamental component of the educational process that enhances the experiences of university life including teaching, and student engagement. The mission of the Faculty Advisory Committee for Research, Scholarship and Creative Activity (FAC for RSCA) is to support, enhance, and advocate for all matters as related to research, scholarship, and creative activity with a focus on all dimensions of the lifecycle of grants. The FAC for RSCA shall work directly with faculty, the Associate Vice President of Grants, Research & Sponsored Programs (AVP GRaSP), and pre- and post-award to facilitate faculty scholarship and grant writing serving to elevate the profile of faculty research, scholarship, and creative activities on campus, in the community, and beyond.”

A main goal of this committee stated in the bylaws is to “Improve communication between faculty and grant office personnel”. The creation of this committee was an important step, and they have served as a campus-wide partner towards meeting most of the recommendations below.

While these are large positive steps forward, PIs are still finding challenges in working with post-award. One PI stated “I have had communication problems and I have not always been clear on what is expected of me as a PI.” On a positive note, another PI mentioned “I appreciate the work GRaSP is doing and I have heard from other faculty that their voices are being heard.”

R2-Clear and inclusive grant policies, procedures, and organizational structure

The PI experience in writing and being awarded a grant is a different set of activities and governing policies than those that arise when managing an awarded grant. Recommendation 2 was aimed at creating a coherent and unified purpose and set of policies. The main structural recommendation to address this was to merge pre- and post-award under the AVP GRaSP. In the fall 2022, pre- and post-award were merged and are now under a larger GRaSP office and overseen by the GRaSP AVP.

This merger included moving the post-award fiscal staff to GRaSP, which is not something that was requested, but is a positive step, and one advocated for by AVP Sumaya. This more unified structure should enhance cooperation and communication between staff and PIs across the life of a grant and foster a shared sense of purpose between pre- and post-award and between GRaSP and PIs.

Clear and inclusive grant policies and procedures is an ongoing challenge. Creating such structures takes time and is underway. A new website is planned and can help to provide information to PIs. Electronic tracking of paperwork (e.g., student hiring, procurement requests, stipends, etc.) is essential to help PIs complete their work without delay and to identify where problems arise in the bureaucratic web. This latter challenge is important because faculty are often in the dark on where problems occur, hindering their efforts to meet their goals and creating frustration and feelings of helplessness. This can ultimately diminish morale and feed the feelings that writing and managing grants at CSUB is impossible and too much effort. Additional campus-wide changes remain necessary to address this challenge. One PI reported managing an active grant: “Processes and procedures are not clearly delineated. I am a rule follower and I like to know what is expected of me. I worry that some of these issues may prevent some from writing grants.”

R3-Faculty inclusion in grant office oversight, policy development, and procedures

There are two actions that have addressed recommendation 3. The FAC for RSCA has taken an active role in meeting with the AVP GRaSP and providing feedback about their experiences and how services could be improved. This has led to a rapid response to issues raised by PIs some of which are easy fixes; however, there remains some broader structural issues beyond GRaSP. For example, hiring is overseen by HR, but GRaSP post-award is involved in routing and budget tracking making it difficult for a PI to figure out the root of problems. Having these conversations has helped to pinpoint where problems often arise and this aids PIs to better understand the university bureaucracy, and how to effectively navigate it.

A second step made toward increasing faculty involvement was the formation of a faculty liaison to GRaSP. In AY 2022-2023, the faculty liaison and AVP Sumaya met with nearly all faculty PIs that have active grants to check in with PIs to listen to them, discuss some of our efforts to implement changes, and to seek recommendations and advice on the ways that GRaSP can best serve them.

These avenues of faculty inclusion are informal; thus, they are subject to change as administrators’ priorities change and personnel turns over. A step forward to address this could be the formal establishment of the faculty liaison position. This position is new and does not presently have a written description of duties or timeline of service. This position could be formalized and one of their responsibilities could be to address this recommendation.

R4-Faculty service and support as key goals of post-award

When meeting with PIs over the last year, many mentioned that they had noticed a change in their interactions with post-award staff and that they felt more supported in managing their active grants. They did note some areas for improvement and that challenges remain. Creating a new goal and then fostering a culture that embraces this goal takes time and must be continuously nurtured. Thus, this recommendation has not been fully addressed and one PI reported that “Post-award

does not seem to understand the challenges that faculty face when managing a research project/grant.” Understanding this will help post-award to better serve PIs needs.

R5-Increase recognition of grant activity

This has been addressed in several ways. First, a new faculty scholar seminar series was started. This was jointly supported by GRaSP, a Title Vb grant, and the FAC for RSCA. In the spring 2023, there was a seminar every Monday at noon during the semester. This series is scheduled to continue into fall 2023. A second seminar series led by GRaSP was also initiated and called “Adventures in Grant Writing”. This was started near the end of the spring semester and one talk was given that featured Dr. Liaosha Song from geology. This series will also continue during the 2023-2024 AY.

A third form of support has come from CSUB funding for current and future grants. Using money generated by grant indirects, Provost Harper allocated funds to be overseen by GRaSP. This allowed AVP Sumaya to introduce several new initiatives that support PIs for grants that are administered through GRaSP. One is the hiring of a dedicated ASC that will help PIs manage grants. Some of the things this ASC will be asked to do is help PIs with hiring personnel, making purchases, and making travel arrangements. A second new initiative is the hiring of grant writers. These grant writers will help PIs in several ways such as identifying funding sources and will help with writing grant background content. A third initiative is support for PIs writing new grants. A fourth is the support of a faculty writing retreat that took place winter 2022 and will take place again in the summer 2023 and winter 2024. Other initiatives are being planned that will add additional support to the seminar series and directly support RSCA activities. The FAC for RSCA committee has taken an active role in many of these activities helping to infuse them with faculty input.

A final program that was started was a student and faculty writing time. Having a built-in time to write was cited by many faculty as something important for making progress on writing grants and scholarly activities. This program was created near the end of the spring 2023 semester and was co-sponsored by Dr. Denver Fowler, the Associate Dean of Graduate and Undergraduate Studies.

The tradition of a GRaSP sponsored ceremony to recognize PIs who have active grants took place in spring 2023. This was a time when PIs were presented with awards and provided lunch. It was also used as an opportunity to highlight the important synergy between PIs and GRaSP, fostering a sense of unified purpose between these groups. Also, there was some acknowledgement of faculty who submitted grants that were not funded.

R6-Improve support for grant writing and communication about existing programs

AVP Sumaya has taken on this task and has been meeting with new faculty to discuss these activities. This has also been addressed by making announcements at the seminar series by GRaSP representatives. AVP Sumaya is currently working with her team on modifying the GRaSP website to highlight resources available to PIs. This has also been addressed by the faculty liaison in meetings with faculty PIs. The FAC for RSCA committee has also been informed about programs and encouraged to broadly share them with other faculty.

R7-Faculty feedback in performance review

This has been implemented informally through the FAC for RSCA committee. This committee has given feedback on the personnel performance directly to AVP Sumaya. This mechanism has had some success thus far, and continued success will depend on the AVP GRaSP engaging with the FAC for RSCA committee (so far this has been done) and the committee having broad and current feedback from PIs about their challenges. It also depends on the creation and maintenance of a safe and confidential forum so that faculty feel able to discuss specifics of personnel with whom they are experiencing issues. This does not always happen because PIs are commonly reluctant to name a particular individual for several reasons, and in some cases issues between two parties may arise for idiosyncratic reasons (e.g., personality conflicts) that are not general performance issues.

Meetings between PIs, Faculty Liaison Pratt, and AVP Sumaya during AY 2022-2023 were effective at collecting broad and current feedback; however, this was time consuming and is not likely to be sustainable year after year. Intelligence gathered will lose currency over time, thus information gathering will need to be ongoing to be effective in performance review.

A few recommendations could help to ensure broad and timely feedback. First, GRaSP could benefit from developing a mechanism to solicit information from current PIs that is implemented ongoing or once every year. For example, this could be a Qualtrics survey sent out annually or it could be available anytime online on GRaSPs website. GRaSP is working on an online “suggestions box” for their new website in development (AVP Sumaya, personal communication). Administering an annual Qualtrics poll is a task that could be assigned to the faculty liaison, which would help with creating a faculty led and independent assessment. Second, making the faculty liaison an *ex officio* member of the FAC for RSCA committee could be a way to help the flow of current information between faculty in FAC for RSCA and GRaSP.

R8-Accurate, transparent, and simple request submission and processing

PIs expressed a wide range of challenges including opaque procedures, delays in getting their forms processed, and having submissions declined or requests rejected without explanation. There has been some progress on these topics mediated through conversations between FAC for RSCA and AVP Sumaya. Rejection of submitted paperwork, or delays, can occur when one person in the form routing chain holds up a document. AVP Sumaya has implemented a “no reject” policy for forms unless the declined response is directly approved by her. When forms are rejected, efforts for transparency have increased with a new informal policy that a rationale for the rejection should be provided. Investment in digital tracking and signature software could help resolve many of these issues (see R2).

R9-Improved accuracy and availability of budget information

Budget tracking has long been a challenge for PIs. Faculty commonly report on budgeting discrepancies between their records and those kept by post-award. A solution could be a common system that can be accessed by post-award grants analysts and faculty. As information is input into the system by analysts, faculty could then be asked to review the budget, which could be automated like the current Adobe Sign system. Without a system that allows both analysts and PIs to work together to track a budget over the short-term, problems are likely to persist.

R10-Improve university support infrastructure

The successful outcome for many grants relies on the university support infrastructure. While GRaSP has made considerable strides, other areas have not. One PI noted that “HR makes hiring students difficult”, and another recounted significant difficulty in purchasing a large equipment item through procurement.

Facilities is an important example as virtually all grants rely on facilities in a broad sense, and others rely heavily on facilities for specific activities (e.g., infrastructure improvement grants). Facilities continues to be a challenge with timeliness of work estimates, cost of work estimates, and timely completion and cost of work. One simple solution is to provide itemized estimates as the default when PIs are budgeting. Too often a single number is provided without explanation for costs, which can create confusion and delay projects.

One way to improve campus entities is to look to other CSUs to use them as a guide for best practices and to help troubleshoot challenges that arise. One PI recounted a case where they reached out to another CSU when they hit a roadblock at CSUB, and this led to a novel solution to his problem on our campus. These types of solutions and discussions could be managed by the AVP GRaSP or implemented at the Chancellor’s office level.

Conclusions

Considerable progress has been made towards better serving PIs in writing, submitting, and managing awarded grants at CSUB; nevertheless, more work needs to be done to sustain progress and complete what has been started (summarized in Table 1).

Table 1. Progress toward recommendations in the original grants report (Appendix 1).

Recommendation	Progress Made¹	Progress Needed
-----------------------	----------------------------------	------------------------

R1- Improve relations between PIs and post-award personnel	<ol style="list-style-type: none"> 1. Unified GRaSP 2. FAC for RSCA committee established 3. Faculty liaison to GRaSP 	<ol style="list-style-type: none"> 1. A mechanism for ongoing feedback
R2-Increased transparency	<ol style="list-style-type: none"> 1. Unified GRaSP 	<ol style="list-style-type: none"> 1. Electronic real-time tracking of paperwork 2. Website overhaul
R3-Faculty inclusion in GRaSP management	<ol style="list-style-type: none"> 1. FAC for RSCA committee established 2. Faculty liaison to GRaSP 	<ol style="list-style-type: none"> 1. Establish a formal mechanism for faculty involvement in GRaSP
R4-Faculty service and support center to mission	<ol style="list-style-type: none"> 1. Unified GRaSP 	<ol style="list-style-type: none"> 1. A mechanism needed for ongoing feedback
R5-Increase recognition of grant activity	<ol style="list-style-type: none"> 1. Two new seminar series 2. Awards banquet 3. Increased funding discussed 	<ol style="list-style-type: none"> 1. Expand on these new initiatives and continue support
R6-Improve support for grant writing and communication about existing programs	<ol style="list-style-type: none"> 1. Many ideas discussed and in progress 2. AVP GRaSP to meet with new hires 	<ol style="list-style-type: none"> 1. Outreach to faculty 2. Website overhaul
R7-Faculty feedback in performance review	<ol style="list-style-type: none"> 1. FAC for RSCA as an informal source 	<ol style="list-style-type: none"> 1. Establish a formal mechanism for faculty involvement in GRaSP 2. Faculty liaison as <i>ex officio</i> member of FAC for RSCA

<p>R9-Improved accuracy and availability of budget information</p>	<p>1. Unified GRaSP</p>	<p>1. Real-time tracking system accessible by faculty</p>
<p>R10-Improve university support infrastructure</p>	<p>1. AVP GRaSP has engaged other entities on campus in support of PIs</p>	<p>1. Tap into CSU-wide expertise and experience to solve challenges at CSUB</p>

1. See text for more detailed information.

Appendix 5: Grants in RTP Unit Criteria

The role of grants in RTP criteria among departments at CSUB: A special project by Grants, Research and Sponsored Programs (GRaSP)

Author: R. Brandon Pratt, Faculty Liaison to GRaSP

Background: State university budgets have become strained by dwindling state and federal allocations. To make up shortfalls, universities have increased tuitions and increased focus on alternative funding sources including donations and grants. The purpose of this report was to examine how retention, tenure, and promotion (RTP) criteria incentivize faculty grant submissions to external funding entities at California State University, Bakersfield (CSUB). The RTP criteria of twenty-two departments were evaluated, across all four colleges and the library. This sampling (22) represents a majority of the approximately 30 departments on campus (Table A1). Four categories were used to represent how departments included the activity of grant submissions and awards in their RTP criteria: units with no mention/requirement for grant submission; those that mention grant submissions, but they are not required; those that mention an awarded grant taking the place of a publication; and those that require grant submissions to meet RTP requirements.

Findings: Of the 22 departments assessed, only one required the submission of a grant (Geology) for tenure/promotion, and no departments required faculty to be awarded a grant for RTP (Figure 1). Two departments mentioned awarded grants to count for RTP in allowing them to substitute for a publication (Figure 1). Most departments (n=14) mentioned grant submissions, but do not require them (Figure 1). Finally, five departments made no mention of submissions or awards in their RTP documents. These same results are separated based on college for context (Figure 2). Additionally, the number of publications/products required was examined for tenure and promotion by each category to assess if departments with more RTP incentives for grant submissions and awards were also more rigorous in their other requirements (Figure 3). The pattern suggests a trend for a greater requirement of publications for the departments that either require grant submissions or allow an awarded grant to substitute for a publication; however, the number of departments in this category was low (3), thus caution should be used when interpreting these results.

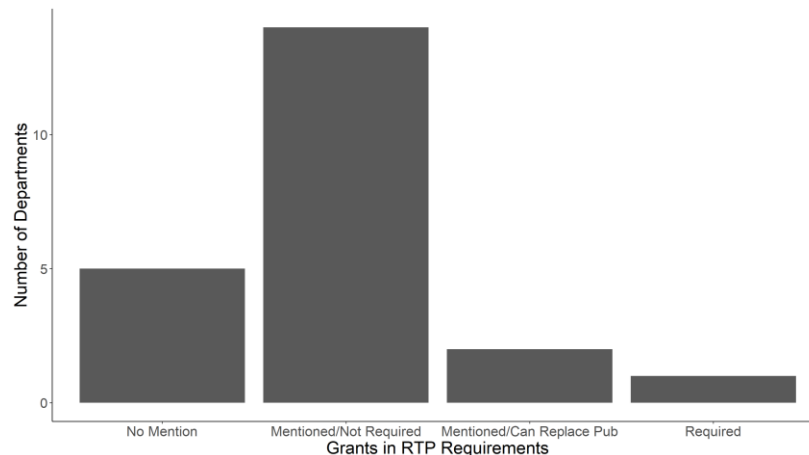


Figure 1. The number of departments (count) falling into different categories in their inclusion of grant submissions as part of RTP.

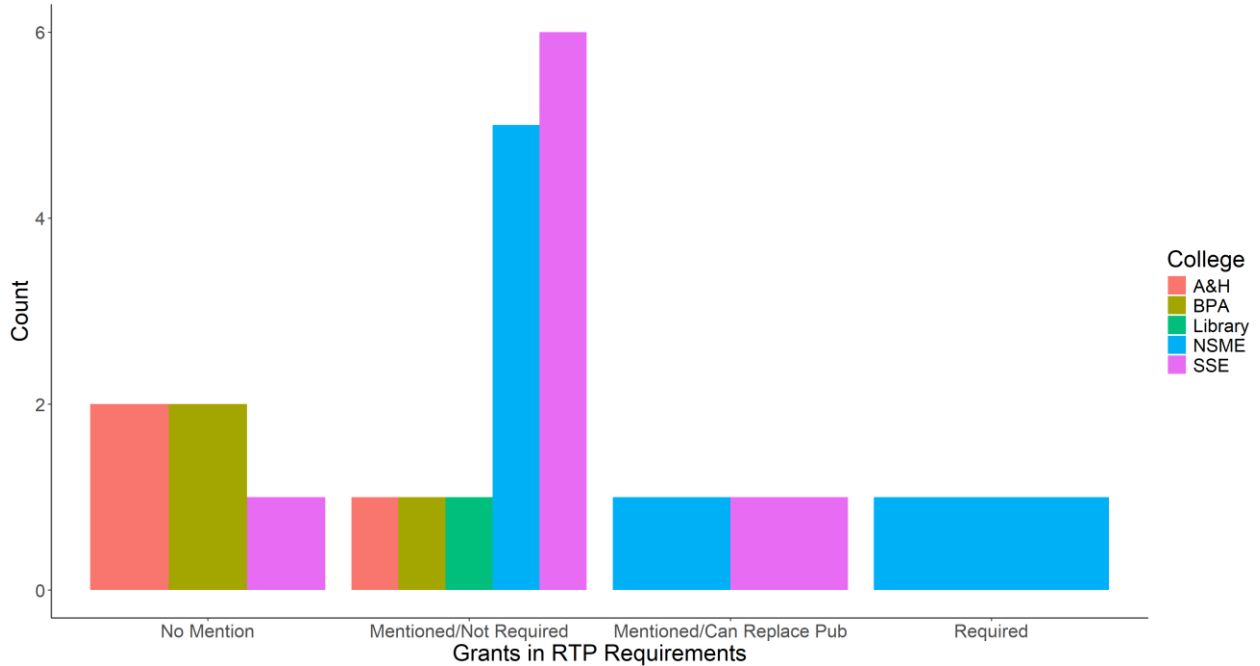


Figure 2. The number of departments (count) falling into different categories in their inclusion of grant submissions/awards as part of RTP separated by college. NSME & SSE house the largest number of departments, so the absolute numbers, as shown, should be viewed in that context.

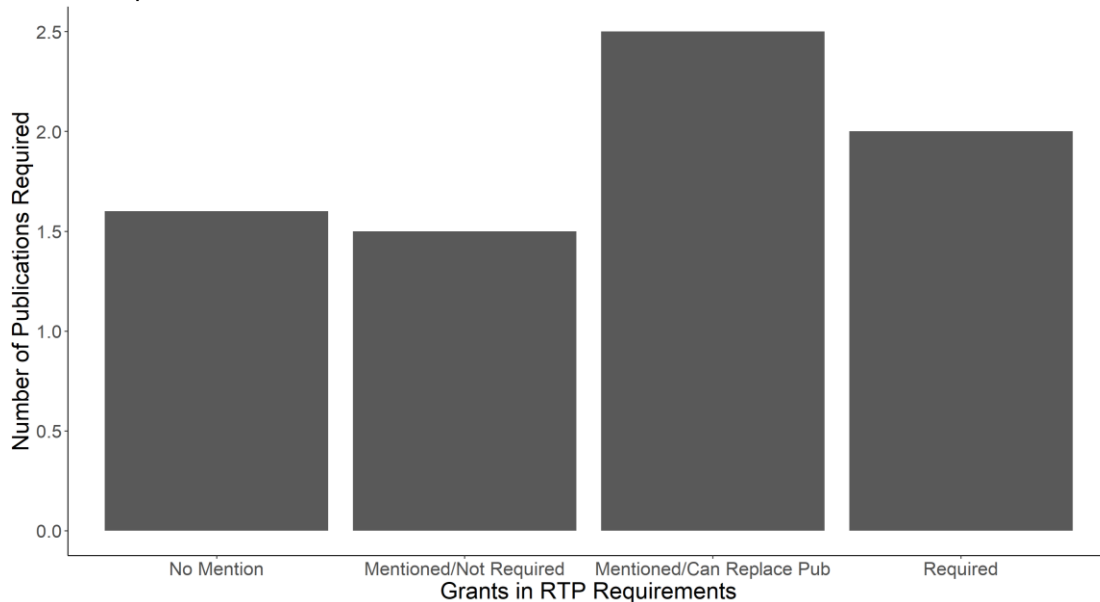


Figure 3. The mean number publications required for tenure and promotion separated by different categories based on the inclusion of grant submission/awards requirements in RTP.

We sought to address a basic question: Do RTP criteria incentivize grant submissions and, ultimately awards? To address this, we examined the relationship between RTP incentives and the number of external grant submissions from different departments over the last two years. The included submissions represent those submitted to external entities through GRaSP, and this does not include internal grant submissions or other funding sources. Since state and federal submissions, and many other funding agencies, require submissions through the formal university

infrastructure, this analysis captures most of the competitive grant activity of the university. This approach gave us a snapshot of how RTP criteria may be linked to grant submissions and awards at CSUB. The results showed that more grant submissions come from departments that reward these activities in their RTP criteria (Fig. 4).

A last analysis was to assess if the number of grant submissions is associated with the number awarded. Using the same data from Fig. 4, we added number of grants awarded to produce Fig. 5. This shows a strong relationship (high R^2) between the number of grants awarded as predicted by the number submitted. While the P-value (the probability of obtaining these results if there is no association) is slightly above the traditional 0.05 cutoff, the small sample size ($n=4$) is the main reason for this and not the strength of the relationship. Another point to take away from this is that the slope of this relationship is 0.204 grants awarded/grants submitted. This means that at CSUB, about 1 in 5 grants that were submitted within the past 2 years were awarded, or a 20% funding success rate.

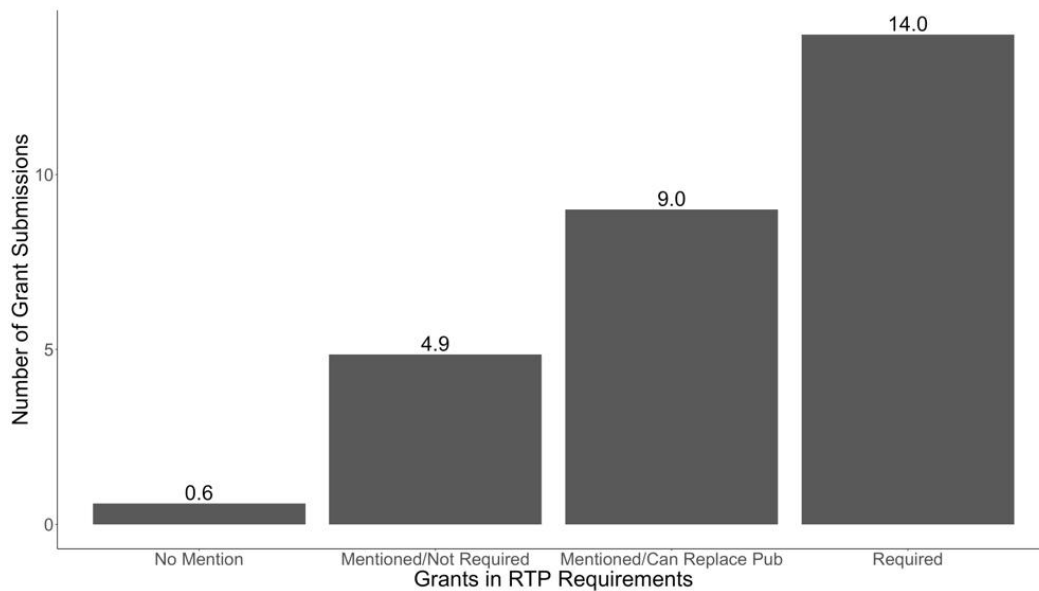


Figure 4. The number of grant submissions for two years (academic years 2022-2023 and 2023-2024) divided by the number of departments in each of the above categories making it the mean value per department.

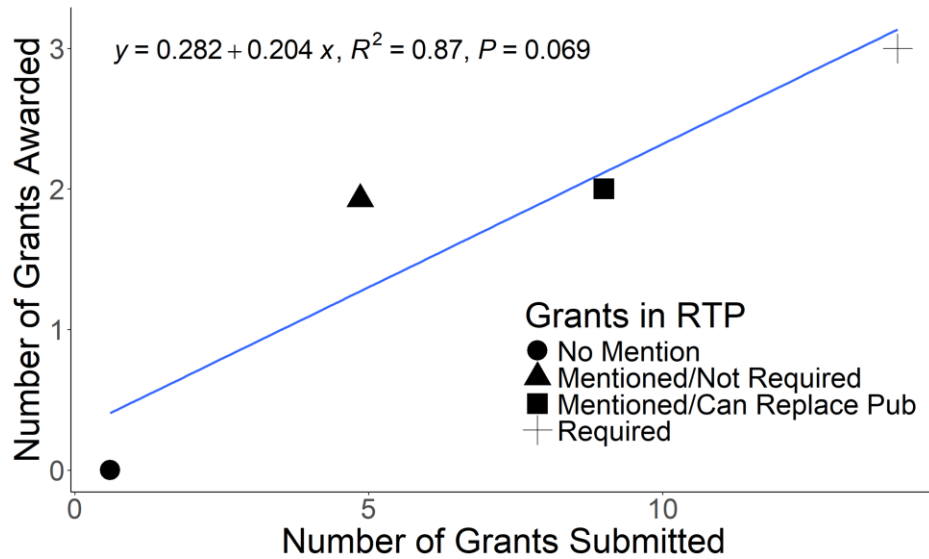


Figure 5. The number of grants awarded as predicted by the number submitted on average per department for two years (academic years 2022-2023 and 2023-2024).

Conclusions: The results of this analysis indicate that there is ample opportunity to increase incentives in the RTP criteria of departments at CSUB as related to securing grants. The data suggest that doing so could increase the grants submitted and awarded by CSUB faculty. RTP criteria are influenced by different groups at the university with the two most important being the academic senate and the departments. The senate could be asked to consider adding language to the faculty handbook regarding grant activity as something to be considered for RTP. Prior to this report, this was done in March 2024 by the FAC-4-RSCA committee, although this topic was not addressed by the senate within the 2023-2024 academic year (Appendix 2). A second avenue could be a request to departments to consider altering their RTP criteria so that they require submissions and, when successful, they count awarded grants as peer reviewed scholarship.

Departments may be reluctant to add grant activity to their RTP criteria, and there are several reasons for this. First, external funding may not be necessary for scholarship in some disciplines requiring less monetary support. Second, a challenge in considering grant submission activity is that evaluating the scholarly rigor of a grant submission, even ones that are awarded, may not be straightforward in the work put forward. Peer-review is at the core of scholarly and creative activities, and external grants are awarded through a wide range of governmental and private entities that may widely differ in the procedures, processes, and rigor of the review. Departments may wish to include a list of acceptable funding entities that have explicit peer-review criteria as part of an RTP document, as some currently do. Dollar amounts could also be outlined if that was an important consideration, such as a monetary threshold that separates “major” grant awards from lesser levels of funding. In the context of support for the university, and departments and colleges, which receive indirect cost recovery distributions under the current CSUB “Policy on the Use of Recovered Facilities and Administrative (F&A) Costs (Indirect Costs)”, the generation of indirect funds could also be a consideration. In most cases, this would also separate smaller and larger grants. Faculty under review could also be asked to provide rating summaries and scores often provided by the agency with details of the peer-review. Another important piece of information that could be provided are the success rates of submitted versus awarded. A third challenge is that faculty may disagree on what type of grants should count as scholarship. For example, should an institutional grant that supports funding for student programs and services

qualify as discipline-based scholarship or as part of teaching and/or service? One thing that departments may wish to consider in this context is Boyer's model for scholarship (Appendix 3), which outlines the breadth of activities that represent the RSCA activities of modern faculty. Finally, writing a grant fundamentally differs from a publication, exhibition, or presentation in that grants are not generally available for others to view, limiting the ability of the content of the grant to advance understanding or enrich culture. Thus, as a "product" they are less visible than other works. This is a significant challenge to how departments value grants and how that is manifested in RTP criteria.

Appendix 1: Data Compiled from RTP Criteria

Table A1. Data compiled from RTP documents at CSUB.

School	Department	Year of Criteria	Pubs	
			Required	Grants
A&H	Communications	2015	1	Mentioned/Not Required
A&H	Music	2019	1	No Mention
A&H	English	2015	1	No Mention
BPA	Finance & Accounting	2005	3	No Mention
BPA	Marketing & Management	2023	3	No Mention
BPA	Economics	2018	3	Mentioned/Not Required
Library	Library	2020	1	Mentioned/Not Required
NSME	Chemistry	2022	2	Mentioned/Not Required
NSME	Physics and Engineering	2022	3	Mentioned/Can Replace Pub
NSME	Biology	2023	2	Mentioned/Not Required
NSME	Geology	2022	2	Required
NSME	Nursing	2020	0	Mentioned/Not Required
NSME	Computer Science & Engineering	2020	0	Mentioned/Not Required
NSME	Mathematics	2021	2	Mentioned/Not Required
SSE	Advanced Educational Studies	2021	3	Mentioned/Not Required
SSE	Sociology	2022	1	Mentioned/Not Required
SSE	Anthropology	2022	1	Mentioned/Not Required
SSE	Kinesiology	2023	2	Mentioned/Not Required
SSE	Psychology	2022	2	Mentioned/Can Replace Pub
SSE	Political Science	2012	0	No Mention
SSE	Human Development, and Child, Adolescent, and Family	2018	4	Mentioned/Not Required
SSE	Criminal Justice	2016	0	Mentioned/Not Required
SSE	Social Work	2015	0	Mentioned/Not Required

Appendix 2: Senate Referral from the FAC-4-RSCA Committee

March 21, 2024

RE: Grants and publication as part of faculty review

Dear Dr. Hegde and members of the Academic Senate Executive Committee,
The Faculty Advisory Committee for Research, Scholarship, and Creative Activity (FAC-4-RSCA) is dedicated to 1) elevate awareness and appreciation of faculty research, scholarship and creative activities; 2) develop new policies and programs that provide more incentives that encourage and support faculty grant writing while enhancing existing successful programs; 3) minimize institutional hurdles associated with submission and management of grants, particularly those activities that unnecessarily encroach on faculty time; 4) improve communication between faculty and grant office personnel; and 5) recognize and promote the importance of grants and research, scholarship and creative activities in providing formative, high-impact, and meaningful student activities and providing student support.

As part of our on-going efforts to support faculty and research on our campus, we have identified two areas of potential interest/concern related to the evaluation of scholarly and creative activities during faculty review (305.4.2.8). We ask that the senate consider the following items (example language included below to illustrate potential ways these items could be addressed):

- 1) External grants are often rigorously peer-reviewed, have low award/acceptance rates, and are vital in the support of scholarship, and also often support student activities and experiences. We request that these be specifically mentioned as potentially acceptable activity within the handbook as part of scholarly and creative activities. As an example, this could include something like the following: “In most, but not all, disciplines, this shall be through peer-reviewed publications and/or efforts to secure externally funded grants that support scholarly and creative activities”.
- 2) The prevalence of predatory, for-profit, vanity, and self-publish options has increased over time, and contributes to the epidemic of misinformation and disinformation. As an academic institution, we are responsible for recognizing and supporting peer-reviewed scholarly products and entities, and to safeguard state funding, support, and faculty time from being spent on outlets driven by self-interest and profit.³ Units should be encouraged to develop policies that identify and avoid these outlets when evaluating scholarly or creative activities. We have examined RTP documents of CSUB departments and find that many contain language that appears aimed at addressing this issue. Having clear language in the handbook could be valuable to highlighting this issue and providing some guidance.

We would be happy to meet with the EC or any relevant standing committee, most likely FAC, to further discuss these issues.

Sincerely,
FAC-4-RSCA

Brandon Pratt (interim chair), Brittney Beck (chair, currently on sabbatical), Eduardo Montoya, Elaine Correa, Heidi He, Joseph Florez, Maryann Parada, Nyakundi Michieka

³ <https://www.nature.com/articles/d41586-019-03759-y>

Appendix 3: Boyer's Model of Scholarship

Scholarship can be defined as those activities that systematically advance the teaching, research, and practice of a discipline through rigorous peer-reviewed activities that include the following:

- a. The Scholarship of Discovery
 1. peer-reviewed publications of research, theory, or philosophical essays;
 2. presentations of research, theory, or philosophical essays;
 3. grant writing or awards in support of funding, research or scholarship;
 4. mentorship of junior colleagues in grant writing, research or scholarship
 5. state, regional, national or international recognition as a scholar in an identified area; and/or
 6. positive peer evaluations of the body of work.

- b. The Scholarship of Teaching
 1. peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories;
 2. accreditation or other comprehensive program reports;
 3. successful application(s) of technology to teaching and learning;
 4. positive peer assessment of innovations in teaching
 5. local, state, regional, national, or international recognition as a master teacher
 6. published textbooks or other learning aids;
 7. grant awards in support of teaching and learning;
 8. design of outcome studies or evaluation/assessment programs; and/or
 9. presentations related to teaching and learning.

- c. The Scholarship of Practice
 1. peer-reviewed publications of research, case studies, technical applications or other practice issues;
 2. presentations related to practice;
 3. consultation reports;
 4. reports compiling and analyzing patient or health services outcomes;
 5. products, patents, license copyrights;
 6. peer reviews of practice;
 7. grant awards in support of practice;
 8. local, state, regional, national or international recognition as a master practitioner;
 9. professional certifications, degrees, and other specialty credentials;
 10. reports of meta-analyses related to practice problems;
 11. reports of clinical demonstration projects; and/or
 12. policy papers related to practice.

- d. The Scholarship of Integration
 1. peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others;

2. copyrights, licenses, patents, or products for sale;
3. published books;
4. positive peer evaluations of contributions to integrative scholarship;
5. reports of interdisciplinary programs or service projects;
6. interdisciplinary grant awards;
7. presentations; and/or
8. policy papers designed to influence organizations or governments.