

CERTIFICATION TASK FORCE NORDP MEMBER SURVEY

Findings, analysis, recommendations

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SUMMARY

The NORDP Board of Directors (BoD) approved a strategic plan for the organization on October 10, 2019. The strategic plan identified seven Key Results Areas (KRAs) – explicitly articulating areas where strong positive results must be realized to achieve our shared organizational goals. The NORDP Certification Task Force convened in the fall of 2020. A list of Task Force members can be found in Appendix 1. The Task Force co-designed a path forward to explore certificates and/or credentialing within the field of Research Development (Appendix 2). In fall 2022, the Task Force assessed four adjacent certification and certificate programs (Appendix 3), to understand the ways associations have created formal programs. Recognizing that interest in formal programs would rely on member interest, the Task Force added 20 questions to the member survey distributed over the summer of 2023 (Appendix 4). The survey was distributed via email and newsletter to the general membership from July 2023 through September 2023. There were 214 responses (approximately 16% of the membership, estimated at approximately 1200) used in this analysis. Two individuals from the Task Force reviewed the results, and their analysis is provided here.

Note: “Credential” and “Certification” are distinct from “Certificates.”

- Professional credentials and certifications typically require candidates to have a specified amount of experience, often measured by years in a field and/or a specific level of education. The credentialing and certification processes may require the candidate to take an exam in addition to providing work samples and references. A specified amount of continuing education or experience-level is often required to maintain credentials and professional certifications. This designation has a longer duration and can be tracked longitudinally.
- Certificates often document participation or completion of a program and are recognized in local and informal contexts. This designation captures a single event or topic.

QUICK SUMMARY

- The majority of respondents (n = 143) reported working primarily in research development, with those working in both research development and research administration second (n = 42).
- The survey does not represent the full membership of NORDP and potentially oversamples those at high-research institutions and central offices (n = 130). However, the survey does indicate that there is interest in pursuing credentialing within Research Development. This interest is strong among individuals who are at emerging research institutions, affiliated medical centers (AMCs), and minority-serving institutions (MSIs). There is less enthusiasm for certification in research development, but the data shows a pattern of greater interest in emerging research institutions.
- There is greater interest overall among respondents with a bachelor's degree.
- Respondents who were interested in credentialing cited a priority for relevance to career goals, while those interested in certificates cited improving their skill set.
- Cost to receive the credential or certificate was cited as the most important decision factor when considering pursuit.
- There were several other topics of interest identified by respondents for consideration of other credentials or certificates that may be pursued by NORDP.
- The majority of respondents reported no external motivation or push from a supervisor to pursue credentialing in research development.

FINDINGS AND ANALYSIS

The 2023 NORDP Member Survey was used as a vehicle to assess members' attitudes regarding credentialing and/or certificates within the field of Research Development (RD). The entire survey was approved under Arizona State University IRB study STUDY00017821 and deployed via Qualtrics. Respondents were required to be over age 18 and consent to the survey. Membership in NORDP was not required nor confirmed. Thus, results are limited to respondents and may not be extrapolated to or reflective of NORDP members.

The survey consisted of three sections. The first section, titled Credential or Certification, is related to credentials (four questions) and is the first section of this report. The second section, Certificates, is related to certificates (four questions) and is the second section of this report. The last section asked respondents to provide some additional institutional and demographic context (12 questions).

The goal was to assess both the pull and the push for either or both pathways for professional development within NORDP's membership. Each section asked similar questions, with similar structure. The survey questions can be found in Appendix 4.

This report provides descriptive analysis of responses. We have opted to provide percentages in the majority of analyses, unless the number is pertinent. When appropriate, tables and graphs were generated within

Qualtrics. The data can be requested by emailing info@nordp.org.

All responses were anonymous. However, the last question asked for email addresses for entry to win a \$10 gift card. The data was de-identified and used for this analysis. This analysis reflects 214 responses. This reflects approximately 16% of the estimated NORDP membership at the time of survey. Responses may have oversampled R1 universities and centrally located offices (n = 130). Responses were from a majority of individuals who work primarily in Research Development.

Credentials

This category requires candidates to have a specified amount of experience, often measured by years in a field and/or a specific level of education. The credentialing and certification processes may require the candidate to take an exam in addition to providing work samples and references. A specified amount of continuing education or experience is often required to maintain credentials and professional certifications. When asked, do you value credentials/certifications, 76% of those surveyed value credentials/certifications, while 24% of those surveyed do not value credentials/certifications.

Roughly 70% of those surveyed reported that they were extremely likely or somewhat likely to pursue an RD professional credential if available (35.05%; 35.05%). Roughly 30% of those surveyed reported that they were

somewhat unlikely or extremely unlikely (17.29%; 12.62%) to pursue the credential if available. This indicates a strong interest in credentialing.

Results by Type of Office

When controlling for type of office among respondents who were extremely likely or somewhat likely to pursue an RD professional credential if available, the four highest Types included:

- Aspiring Research Development Professionals (100% overall; 60% extremely likely; 40% somewhat likely)
- Sponsored Research Professionals (86% overall; 30% extremely likely; 56% somewhat likely)
- Unit/School level RD Professionals (74% overall; 43% extremely likely; 31% somewhat likely)
- Federal/Governmental Relations Professionals (72% overall; 43% extremely likely; 29% somewhat likely)

Among those in Central RD offices (the plurality of respondents), 69% of respondents were extremely likely or somewhat likely to pursue an RD professional credential if available (35% extremely likely; 34% somewhat likely).

Credentialing appears to be of interest to those who are new to the field, transitioning to the field, or practicing RD as part of their position.

Results by Type of Institution

When controlling for type of institution among respondents who were extremely likely or somewhat likely to pursue an RD professional credential if available:

- Personnel at emerging research institutions showed the highest relative interest (86%; 64% extremely likely)
- Personnel at R2 institutions showed the second highest relative interest (76%; 42% extremely likely)
- Personnel at R1 institutions showed the lowest relative interest (69%; 34% extremely likely)

When controlling for type of institution, 70% of respondents at affiliated medical centers (AMCs) said that were extremely likely or somewhat likely (41% extremely likely) to pursue an RD professional credential if available. Personnel at AMCs represented 16% of

respondents (and are ~20% of the NORDP membership overall).

When controlling for type of institution, 78.6% of respondents at minority serving institutions (MSIs) said that they were extremely likely or somewhat likely (35.7% extremely likely) to pursue an RD professional credential if available.

Overall, there appears to be strong demand for credentialing across institutions, including emerging research institutions and those who are at medical centers. As NORDP continues to grow its membership, these institutions may increasingly become important in designing a credentialing program.

Results by Degree

When controlling for Type of Degree among respondents who were extremely likely or somewhat likely to pursue an RD professional credential if available:

- Bachelor's degrees showed the highest relative interest (96% overall; 48% extremely likely; 48% somewhat likely).
- Doctoral degrees showed the lowest relative interest (60% overall; 28% extremely likely; 32% somewhat likely)

Three outcomes were extremely likely and somewhat likely to influence a decision to pursue an RD credential:

- *learn*, enhance RD skills;
- *build*, enhance RD networks; and
- improve job performance.

These should be reflected as part of the benefit if credentialing for RD is established. Respondents provided additional outcomes that would influence this decision under "other." These included the ability to identify RD professionals away from other types of professionals (i.e., Certified Research Administrator), ease of external recognition of the profession (e.g., legitimacy), reflection of acquired level of experience in the field, ability to transition into consulting, validation of experience and knowledge, job description requirements, or opportunities for promotion.

Not surprisingly, relevance to career goals; time, effort, and cost to obtain the credential; and accessibility of coursework carried the most weight as factors influencing the decision to pursue an RD credential. Considerations that fill out the top half of the list include professional growth and satisfaction, institutional support

(presumably funds and release time), relevance to current job duties, and the cost to maintain the credential. Note that relevance to career *goals* ranks first, several steps above relevance to current job duties, and the importance of professional growth (Table 1).

Table 1: Factors influencing the decision to pursue an RD credential.

Question	Percent 1	# 1	Percent 2	# 2	Percent 3	# 3	Total # 1,2,3
Relevance to my career goals	37.80%	31	28.05%	23	34.15%	28	82
Time / effort / commitment needed to obtain the credential	35.37%	29	23.17%	19	41.46%	34	82
Cost to obtain credential	49.37%	39	30.38%	24	20.25%	16	79
Accessibility of coursework (i.e., pre-recorded, remote, in-person)	36.84%	28	30.26%	23	32.89%	25	76
Necessity for professional growth / satisfaction	47.62%	30	31.75%	20	20.63%	13	63
Institutional support to obtain the credential	25.49%	13	31.37%	16	43.14%	22	51
Relevance to my current job duties	14.89%	7	51.06%	24	34.04%	16	47
Cost to maintain credential	8.33%	3	52.78%	19	38.89%	14	36
Time / effort / commitment needed maintain credential	11.54%	3	53.85%	14	34.62%	9	26
Other	70.00%	14	10.00%	2	20.00%	4	20
Necessity for personal growth / satisfaction	27.78%	5	38.89%	7	33.33%	6	18
Prerequisites to obtaining the credential	35.71%	5	7.14%	1	57.14%	8	14
Ease of coursework	25.00%	2	50.00%	4	25.00%	2	8
Other professional credentials that I have do not completely meet my needs	0.00%	0	85.71%	6	14.29%	1	7
Other professional credentials that I previously obtained have delivered insufficient value	0.00%	0	25.00%	1	75.00%	3	4
Peer pressure	100.00%	1	0.00%	0	0.00%	0	1

Respondents appear to see a credential as a means of advancement, and this is consistent with the findings that aspiring research development professionals are extremely or somewhat likely to pursue a credential. The other groups that are extremely/somewhat likely to pursue a credential – sponsored research, unit/school, and federal/governmental relations professionals – may view both the credential and the knowledge gained from it as providing them with an opportunity to expand and perhaps advance their career in a related area.

The strong interest among bachelor’s degree recipients is also consistent with the priority placed on the relevance of the credential to career goals. This may reflect a perception that RD staff who do not have an advanced degree may be at a disadvantage when it comes to being promoted. They could view the RD credential as a way of validating and promoting their knowledge and skills in place of an advanced degree.

Certificates

Certificates often document participation or completion of a program and are recognized in local and informal contexts. When asked, do you value certificates, 62% of those surveyed value certificates, while 38% of those surveyed do not value certificates.

Results by Type of Office

When controlling for type of office, the respondents who said they valued certificates included those from the following office types:

- Aspiring RD professionals (100%)
- Corporate relations offices (83%)
- Federal and government relations offices (71%)
- Sponsored research offices (70%)

Of those in central RD offices, 62% said they value certificates, and 38% said they do not.

Results by Type of Institution

When controlling for type of institution, the respondents who said they valued certificates included those from the following organizational types:

- Carnegie RII institutions (85%)
- EPSCOR institutions (79%)
- Independent research institutes (75%)

Of those in RI institutions, 61% said they value certificates, and 39% said they do not.

Results by Degree

When controlling for type of degree, a higher percentage of respondents with bachelor's degrees valued certificates as compared to respondents with master's or doctoral degrees.

- 84% of respondents with bachelor's degrees
- 64% of respondents with master's degrees
- 55% of those with doctoral degrees

Certificates are often offered by specialty or skill, e.g., editing or graphic design. When asked if RD professional certificates or modules on various specific topics were available to you, how likely are you to pursue the certificate(s), respondents overwhelmingly were receptive. Almost 70% of respondents were extremely or somewhat likely to pursue the certificate in this case.

When asked, to what extent would these potential outcomes influence your decision to pursue an RD certificate, the top responses – learn/enhance RD skills and improve job performance – emphasize the usefulness of certificates in improving current job performance. But personal/professional growth, career advancement, and salary increases are also seen within the top half of the responses. Moreover, though certificates would be narrower in scope than a credential, respondents nevertheless tend to see them as a means of becoming a leader in RD, developing a network, and gaining professional recognition (Table 2).

Table 2: The extent that outcomes would influence the decision to pursue an RD credential.

Question	Extremely likely	#	Somewhat likely	#	Somewhat unlikely	#	Extremely unlikely	#	Total	Extremely/Somewhat Likely
Learn, enhance RD skills	46.70%	92	37.56%	74	6.09%	12	9.64%	19	197	84.26%
Improve job performance	42.56%	83	38.46%	75	9.23%	18	9.74%	19	195	81.02%
Personal/professional growth	40.61%	80	39.09%	77	8.12%	16	12.18%	24	197	79.70%
Build, enhance RD network	35.03%	69	39.59%	78	12.18%	24	13.20%	26	197	74.62%
Advance career (promotion) and/or salary increase	37.56%	74	36.04%	71	12.18%	24	14.21%	28	197	73.60%
Be a leader in the profession	39.29%	77	29.08%	57	17.35%	34	14.29%	28	196	68.37%
Gain institutional support for professional development	31.98%	63	32.49%	64	20.30%	40	15.23%	30	197	64.47%
Gain professional recognition	26.40%	52	34.01%	67	24.37%	48	15.23%	30	197	60.41%
Help develop a career path	31.28%	61	27.69%	54	22.05%	43	18.97%	37	195	58.97%
Define role in RD	23.86%	47	32.49%	64	27.41%	54	16.24%	32	197	56.35%
Help me explain my role to others in my organization	27.41%	54	28.93%	57	26.40%	52	17.26%	34	197	56.34%
Get better assignments, projects, perquisites, etc.	19.90%	39	32.65%	64	30.10%	59	17.35%	34	196	52.55%
Change RD focus (e.g., early career faculty development to team science)	13.78%	27	25.00%	49	34.18%	67	27.04%	53	196	38.78%
Change units (e.g., central RD office to unit office) or sectors (e.g., higher education to independent research institute)	9.69%	19	23.98%	47	38.27%	75	28.06%	55	196	33.67%
Please provide your own item	18.99%	15	13.92%	11	11.39%	9	55.70%	44	79	32.91%
Change careers	11.22%	22	15.31%	30	39.80%	78	33.67%	66	196	26.53%

When asked, what are the three most important factors influencing your decision for a certificate, the most important factors for respondents were: 1) the cost to obtain a certificate, 2) the necessity of the certificate for professional growth, and 3) the accessibility of courses (i.e., pre-recorded, remote, etc.).

Institutional Characteristics

Most respondents were from public universities and those with R1 designation (Table 3). As discussed above, respondents at other types of institutions are most likely to pursue an RD credential and to value certificates.

Table 3: Type of institutions represented in the survey.

	Answer	%	Count
	Public Institution of Higher Education	25.79%	138
	Research 1 University	20.37%	109
	Land Grant Institution	9.53%	51
	Private Institution of Higher Education	9.16%	49
	Affiliated Medical School	6.36%	34
	Minority Serving Institution / Historically Black College or University	5.23%	28
	Research 2 University	4.86%	26
	EPSCoR Institution	4.49%	24
	CTSA Institution	3.93%	21
	Primarily Undergraduate Institution	3.55%	19
	Emerging Research Institution	2.62%	14
	Nonprofit (Not Academic or Research)	1.31%	7
	For Profit	1.31%	7
	Independent Research Institute	0.75%	4
	No Affiliation	0.56%	3
	Government	0.19%	1

Notably, respondents identified a range of other affiliations:

- HSI/Emerging HIS/AANAPISI institution
- IDeA (several)
- Carnegie Community Engagement Institution
- SEA, SPACE, SUN recipient institutions
- AAU
- Geographically remote institution
- Affiliated with a pediatric hospital
- Ivy League
- Independent contractor
- Small for profit-business
- Corporation
- Technical university/technical community college
- Health science center
- AMC (not medical school)
- Christian institution
- State system university
- Regional comprehensive university

These affiliations may be of interest for subsequent surveys that seek to create a more granular description of NORDP's membership.

Most respondents had less than 15 years of experience in the field of RD. This aligns with the history of the organization (Figure 1), which was founded in 2009, with the first conference held in June of that year.

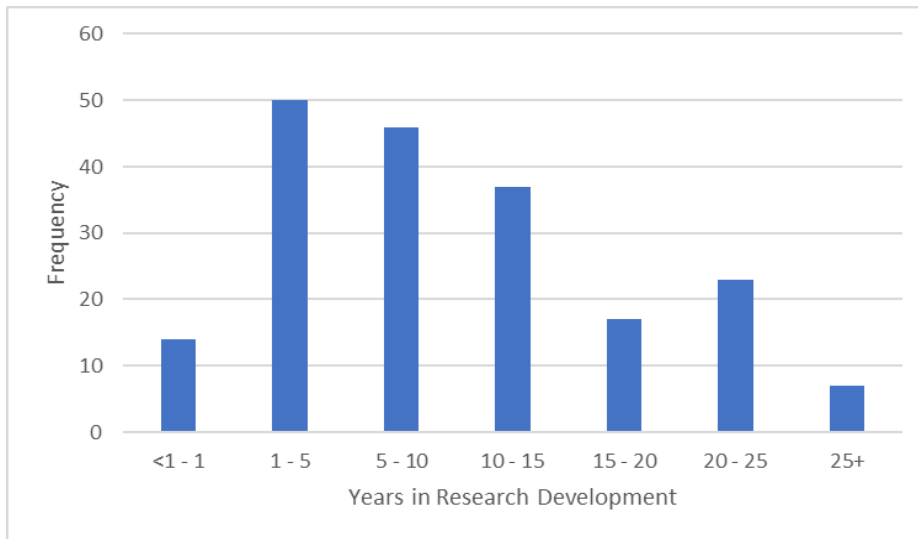


Figure 1: The frequency of respondents' years of experience.

Most respondents were located in central or institutional-level research development offices. The other categories from outside of this designation comprise the remaining 50% of the sample (Table 4).

Table 4: The distribution of respondents at their

Answer	%	Count
Aspiring research development professional	1.89%	5
Central/Institutional research development office	49.24%	130
Consultant	8.71%	23
Corporate/Foundation relations	2.65%	7
Federal/Governmental relations	2.65%	7
Library	0.00%	0
Academic Department-affiliated office	5.30%	14
Sponsored Research/Programs office	10.23%	27
Unit/School-Level research development office	19.32%	51
Total	100%	264

Respondents identified a wide range of different organizations and structures when asked what other type of unit describes your context:

- Team science unit
- PUI
- Research center
- Center for Research and Creative Activity (RD + faculty development and project management for a fee)
- Soft-funded center
- University President's Office
- Office of the VP
- Private industry
- Central grants office (everything, not only research)
- Office of one
- Research institute
- Economic and business engagement center
- Institutional funding office
- Social science unit
- Humanities unit
- Division of Extension and Engagement
- RA and RD dual unit
- Editor
- Independent grant writer

As discussed above, respondents from RD offices other than central/institutional offices are most likely to pursue an RD credential and to value certificates.

The majority (58%, n = 122) of respondents indicated that they do not hold any other certificate or credential. Of the respondents, 10% (n = 22) hold Certified Research Administration (CRA) qualifications. For those who do hold a certificate, the variety of certificates demonstrates the broad range of backgrounds (and current duties) of RD professionals. This list reflects a diversity of interests and expertise involved in supporting the research enterprise nationally. In fact, these credentials and certificates complement rather than overlap with RD. Many of the topics could provide clarity around the subject of certificates or even credential modules, such as mentoring, coaching/facilitation, data management, and project management. In addition to existing partners in our formal liaison program, this list may provide potential partners and topics for developing a formal program. These included:

- Center for the Improvement of Mentored Experiences in Research (CIMER)
- Certificate in Research Administration (CARA)
- Certified Cyber Leader
- Certified Microsoft Professional and National Security Agency (NSA) Information Assurance (IA) certificate
- Certified Penetration Testing Engineer (CPTE)
- Certified Pre-Award Research Administrator (CPRA)
- Certified Professional Technical Communicator
- Certified ScrumMaster (CSM)
- Coaching and facilitation advanced training
- Data management
- Fundamentals of Engineering (FE)
- Google Data Analytics
- Human-centered strategy
- International Coaching Federation (ICF)
- NIH Level III Grants Management Officer
- Nonprofit leadership
- Planning
- Project Management Professional (PMP)
- Proposal writing certificate
- Registered Technology Transfer Professional (RTTP)
- Regulatory science
- Research methods
- Secondary education teaching credential
- Sex- and gender-based analysis (SGBA)
- Shipley Proposal Management
- Small business management
- Training: institutional certificate for completing an internal multi-day Train-the-Trainers series to learn and practice skills associated with developing and delivering effective trainings

- University of Illinois Certified Research Administrator

Survey respondents represented a variety of educational levels, but the majority held terminal degrees.

- 50% of those surveyed identify their highest degree earned as a doctoral degree.
- 35% of those surveyed identify their highest degree earned as a master's degree.
- 12% of those surveyed identify their highest degree earned as a bachelor's degree.
- 2% of those surveyed identify their highest degree earned as "other."

Respondents overwhelmingly worked on all types of proposals for funding, i.e., center-level, investigator-led, and collaborative proposals. This suggests that this skill set may be important when designing a program.

Most of the respondents (69%) characterize their duties as primarily RD, with a smaller number (20%) performing a combination of RD and RA (Table 5).

Table 5: Respondents' primary work.

Answer	%	Count
Primarily Research Development	69.42%	143
Primarily Research Administration	3.88%	8
A mix of RD and RA	20.39%	42
Other	6.31%	13
Total	100%	206

Respondents provided the following as free text when asked to describe their work:

- Everything the institute does
- Foundation & Corporate Relations
- I have done all of these. Question didn't allow multiple answers.
- RD and general operations
- RD and other
- RD, RA, program officer, evaluator
- RD, RA, facilities
- Research strategy including developing strategic plans for departments, schools across campus
- Strategic partnering, writing, project management
- Supervise RD staff
- Team science

These responses may be of interest as NORDP assesses their members' work.

The majority of respondents (93%) indicated they have not experienced an external push (e.g., from a manager, Dean, HR) to obtain a credential or certificate. This suggests that pursuit of a credential or certificate may rest at the level of the individual. This also suggests that pursuit of these credentials or certificates is not viewed as essential by those who manage RD individuals or teams; i.e., credentials or certificates are not listed as job requirements or promotional steps.

RECOMMENDATIONS

As Research Development (RD) is a relatively new professional occupation and field, one step in further professionalization is establishing a credential or certificate program. This survey was designed to assess interest in both pathways among the NORDP membership. While the full membership did not respond, it is likely that those who were most likely to have an opinion on the topic responded. This may leave the results with a more affirmative bias toward some type of professional certification or certificate. However, we can infer some recommendations. Further, this quantification of interest is helpful to validate or repudiate anecdotal evidence of how segments of the membership of NORDP may perceive the value around these formal recognitions of their work. We hope that this survey helps inform the board of directors as they develop a way forward.

Recommendations

Respondents indicated more interest in credentials or certification when compared to certificates (70% of respondents versus 62% of respondents). However, because of the strong interest in certificates, NORDP should consider creating a certificate program that can lead to, build up to, or integrate with a credentialing program. This approach would allow NORDP to meet the specific needs of their membership with recognition of their individual skill sets, while allowing those who have a much longer career in RD to accomplish formal credentials.

The decision of credential and certificate pursuit rests at the individual level. There is stronger interest among those who are in more diverse RD environments, where multiple skill sets are required for professional success. There is strong interest among those who have received undergraduate degrees and are growing their professional experience. This requires that a NORDP program must provide clearly relevant outcomes for participants and do so in a cost-competitive way.

The cost for acquiring the credentials or certificates was consistently a top concern. However, the cost was less of a concern for credentialing. The interpretation is that a more formal, longer-term recognition may be considered worth the investment for individuals.

Next steps

The Task Force has accomplished its goal of assessing interest in credentials or certificates. While the survey likely reflects the most interested within the membership. We believe that there is strong interest in developing a program that formally recognizes the work of research development professionals. This interest is strong among earlier career, those with a bachelor's degree, and those employed at non-R1 institutions, which is a growing membership sector for NORDP.

One of the next steps in this process is to determine the cost for creating and maintaining a credentialing and/or certificate program. This work can be accomplished by the Task Force, a new sub-committee, or association management group. In addition, the key domain areas for research development professionals should be identified. Several approaches would suffice, but we recommend reviewing and adopting the recently published Delphi survey work completed to articulate the work of those in broader impacts ([McDonnell et al., 2023](#)). That work was funded by the National Science Foundation (NSF) GRANTED program.

Acknowledgments

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References

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Contributors

The authors contributed equally to this report.

APPENDIX 1 – TASK FORCE MEMBER LIST IN ALPHABETICAL ORDER

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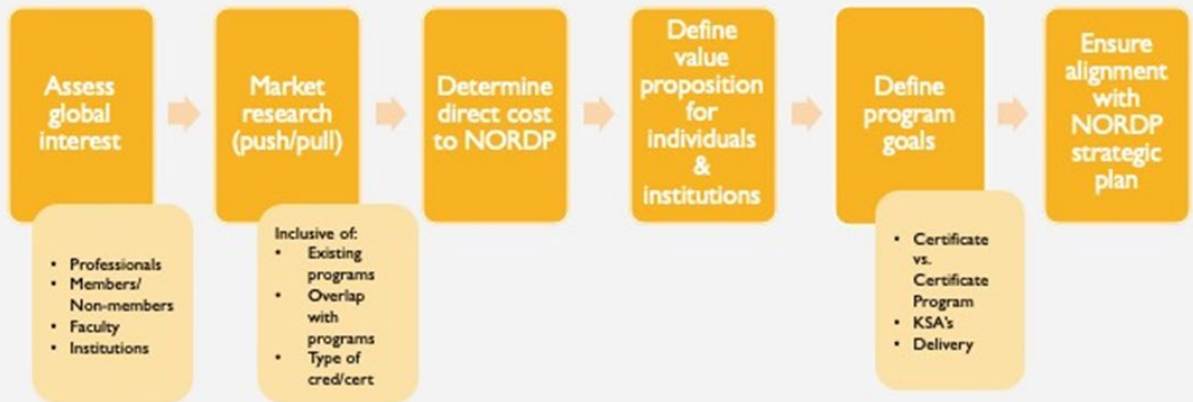
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* Contributed substantially to the work of the Task Force.

RECOMMENDATIONS

Assumptions:

1. NORDP can establish a timeline for activities
2. NORDP board can establish milestones/go-no go decision points
3. NORDP board can revisit/update/revise this critical path whenever they need to



APPENDIX 3 – RD ADJACENT CREDENTIAL AND CERTIFICATION PROGRAMS

The Task Force reviewed four adjacent organizations to RD that provide formal recognition of professional skill set. The four programs were: Grant Professional Certification, Certified Proposal Professional, Certified Research Administrator, and Project Management Professional. The summary of the report is provided here. This report can be accessed via BaseCamp: <https://public.3.basecamp.com/p/hyMNjWTTHv28kJPRk4pc6VjJ>

While there was clear variability regarding the structure of the certification programs, we identified the following five generalizable themes/attributes:

1. All the certification programs are tied (either formally or informally) to a professional organization.
2. Most of the certifying groups have a body of knowledge (competencies/skills) that frames the exam.
3. All the certification programs require passing an exam and have prerequisites to sit for the exam.
4. Continued learning/education is expected and included in the process of maintaining the certification.
5. There were multiple fee structures associated with the certification programs.

APPENDIX 4 – SURVEY QUESTIONS

1. Do you value credentials/certifications?
2. If an RD professional credential were available to you, how likely are you to pursue the credential?
3. To what extent would these potential outcomes influence your decision to pursue an RD credential?
4. What are the three most important factors influencing your decision for the previous question? (Please select a maximum of three items and assign a value from 1 to 3 for each item. Values may not be repeated.)
5. Do you value certificates?
6. If RD professional certificates or modules on various specific topics were available to you, how likely are you to pursue the certificate(s)?
7. To what extent would these potential outcomes influence your decision to pursue an RD certificate?
8. What are the three most important factors influencing your decision for a certificate? (Please select a maximum of three items and assign a value from 1 to 3 for each item. Values may not be repeated.)
9. Any other comments or reflections on either an RD credential or RD-focused certificates?
10. Organizational type (check all that apply)
11. What other affiliations does your institution have that were not captured here?
12. Years of experience in research development
13. Type of research development unit (Check all that apply)
14. What other type of research development unit describes your context that was not captured here?
15. Identify certificates/certifications you hold (check all that apply)
16. If you answered “Other” above, what other certificates or certifications do you hold?
17. Identify your highest earned academic degree.
18. How would you characterize the type(s) of proposals to which you typically contribute? Choose all that apply.
19. How do you characterize your duties?
20. Has there been an external (to you) push for you to obtain a credential or certificate (for example, from a manager, dean, or human resources or other personnel)?