

Advancing the Ecosystem for Research Translation at George Mason University

A REPORT PREPARED BY THE RESEARCH IMPACT WORKING
GROUP

FEBRUARY 2026

Research Impact Working Group

Co-chairs

Leah Nichols, Institute for a Sustainable Earth

Anya Evmenova, College of Education and Human Development

Members

Olufunmilayo Arewa, Antonin Scalia Law School

Seth Baxter Hunter, College of Education and Human Development

Heidi Blackburn, George Mason University Libraries

Terry Clower, Schar School of Policy and Government

Phillip Cunio, College of Engineering and Computing

Margaret Jones, College of Education and Human Development

Karina Korostelina, Carter School for Peace and Conflict Resolution

Cynthia Lum, College of Humanities and Social Sciences

Toyah Miller, Costello College of Business

Mikell Paige, College of Science

Carole Rosenstein, College of Visual and Performing Arts

Lance Sherry, College of Engineering and Computing

Siddhartha Sikdar, College of Engineering and Computing

Virgil Storr, College of Humanities and Social Sciences

Rebecca Sutter, College of Public Health

Burak Tanyu, College of Engineering and Computing

Alok Yadav, College of Humanities and Social Sciences

Staff

Julianna Gwiszcz, Institute for a Sustainable Earth

Jessica Zelt, Institute for a Sustainable Earth

Introduction

In response to the national imperative for accelerating the translation of research into societal impact, the Office of Research, Innovation, and Economic Impact (ORIEI) is working to advance the ecosystem for research translation and impact work at George Mason University. ORIEI's goals for the Research Impact Initiative include:

- fostering a university-wide culture of research translation and impact work;
- accelerating the impact and outcomes of the Grand Challenge Initiative (GCI);
- increasing engagement from all colleges and schools in research translation and impact programs;
- driving institutional change to better support research impact efforts.

To better understand the current state of the university's innovation ecosystem and help shape the future of research translation efforts at the university, ORIEI convened a working group comprised of a diverse set of seventeen faculty members, all of whom are accomplished researchers and excel at translating their research into policy or practice. At least one faculty member from each college and school participated in this working group. The group was co-Chaired by Leah Nichols, Executive Director of the Institute for a Sustainable Earth (ISE), and Anya Evmenova, Associate Dean for Research in the College of Education and Human Development and supported by Julianna Gwisch, Associate Director of ISE and Jessica Zelt, ISE Project Specialist.

This working group was charged with:

- Identifying opportunities for ORIEI and other academic and administrative units to better enable and enhance support for research translation and impact work among faculty and students;
- Developing a set of recommendations for programs and/or activities that ORIEI, in collaboration with other academic and administrative units, can and should consider implementing to (1) better support research translation and impact work and (2) drive institutional and cultural change at the university to better promote and enable research impact.
- Providing advice on how to implement the group's recommendations to ensure the viability and sustainability of the recommended efforts.

It is essential to note that this initiative and the working group highly value and recognize the importance of traditional academic outputs (e.g. journal articles, conference

presentations) and their contributions to science and society. The focus on extra-academic research impact for this working group is in no way meant to devalue or displace traditional academic outputs. However, research has shown that there are many ways to translate research into policy, practice, products, and other forms of societal impact. Considering the many pathways for research translation, and the fact that many faculty members at George Mason already engage in intentional work (beyond producing traditional academic outputs) to translate their research into impact, this effort aims to better understand the current landscape of research translation at George Mason. Simultaneously, it seeks to explore the ecosystem that currently supports these efforts and identify opportunities to better support and enable faculty who are seeking to translate their research into societal impact.

The working group met four times during the Fall 2025 semester to identify and discuss enabling factors, barriers, and opportunities to better support research impact work at George Mason. After the first meeting, the working group also solicited input from their colleagues on these topics to help us better characterize the current state of George Mason's innovation ecosystem. ISE also conducted informal interviews that explored these topics with 30 faculty members prior to the launch of the working group. These interviews helped inform the structure of the working group, the insights of which were integrated into the summarized findings from input that the working group collected from their colleagues.

Considering Research Impact

The concept and aspirations of research impact resonate profoundly across the various departments and disciplines, weaving a narrative rich in diversity and multifaceted contributions. Faculty members from across domains interpret and enact research impact differently, and the working group stressed the importance of embracing this diversity.

The co-chairs initially posited the following as a concise working definition of research impact to focus the effort of the working group.

Research Impact: The demonstratable effects or changes that research produces – *beyond academic contributions* – that benefit individuals, society, and/or the environment and help achieve desired outcomes.

The working group discussed this definition at length as a group and with their colleagues. It is clear that at the forefront of research impact is the practical application of scholarly work aimed at real-world change and/or societal influence or intervention. However, the

translation of research into societal impact can take many different paths. Some researchers seek to translate their research outcomes into commercial products or licensable intellectual property. Others strive to influence public policy, practitioners and communities by developing best practices, offering consulting services, designing innovative programs, and evaluating existing projects. Still others seek to strengthen relationships, inform institutions, or reshape our understanding of the human condition. Ultimately, research impact refers to how research transcends traditional academic boundaries, transforming theory and understanding into real-world application beyond academia.

The working group's conversations about research impact also surfaced the following nuances that need to be considered when defining research impact for the George Mason community.

Almost all research has the potential to affect society. Although the societal impact of basic research or work expanding fundamental knowledge can take years or decades to emerge, the importance of such work to society cannot be overstated. Traditional academic outputs – e.g. peer-reviewed publications, conference papers and presentations, and teaching courses – are essential components in translating research into societal impact, but when or how that societal impact occurs is not always well captured. Many researchers also engage in a plethora of other intentional activities with the purpose of translating their research into practice. These activities and the associated non-traditional outputs are often undervalued by academia and are the primary focus of this report.

Research impact is a deeply relational concept, emerging from the symbiotic interaction between research and practice. This dynamic underscores the importance of partnership, engagement, and collaboration in producing meaningful impact. Because the dialogue between research and practice is so essential, the working group cautioned against creating an artificial dichotomy between academia and society when defining research impact. The working group also noted that one of the more intricate aspects of research impact is the challenge of metrics and measurement. Measuring the societal impact of research is difficult and complex due to its context-dependent nature, involvement of multiple actors, varied timelines for manifestation (including impacts that derive from the processes of collaboration as well as endpoint outcomes), and frequently intangible nature. Care and caution must be taken to ensure any metrics or measurements associated with valuing research impact are appropriately inclusive, valid, reliable, and account for the vast diversity of research impact work at George Mason.

Finally, here at George Mason, it is important in this context to **expand the notion of research to also include scholarship and creative activity** – which are also integral components of productive academic experience. Characterized by unique processes and outcomes, all of these activities foster innovation, critical thinking, and transdisciplinary collaboration. While research involves the design, execution, and analysis of data to address specific questions or knowledge gaps, scholarship refers to the synthesis of information from various sources to develop new explanations or explore concepts, and creative activities focus on the creation of new works or performances of artistic endeavors which have the potential to inform, shape perspectives, foster community, and motivate people to act in response to challenges facing society today.

Ultimately, the working group decided that the focus of their effort should be on enabling and supporting the *processes* of translating knowledge into societal impact. Since the term ‘research impact’ emphasizes outcomes over processes and was the focus of much consternation among the working group and the broader George Mason community, the working group chose to use the more process-focused term ‘research translation’ for their work and this report. And they strongly recommend that ORIEI and other relevant partners consider using more process-oriented terminology for this initiative as well.

Enabling Factors

The working group members were charged with collecting information from their colleagues in their respective colleges and schools to better understand why researchers engaged or did not engage in research translation work. Members were free to collect this information from their colleagues in whatever way they thought best to inform their own insights (including individual and focus group interviews, surveys, etc.), and all members submitted written input to the co-chairs via email. The team analyzed this material and identified the following individual and institutional factors that enable faculty to do research translation work across the university.

Individual Factors

Individual enabling factors play a critical role in driving research translation work at George Mason University. These factors encompass the personal motivations, skills, and circumstances of faculty members, which collectively empower them to engage in meaningful projects that extend beyond academic contributions.

1. **Personal interest and motivation:** Faculty who are driven by a personal commitment to contribute to societal improvement and make a difference are often motivated to engage in research translation work, even in the lack of institutional incentivization.
2. **Skills, know-how, and experience:** Faculty with relevant skills and prior experience in translating research, developing transdisciplinary collaborations, and/or bridging that scholar-practitioner divide are the most well-equipped to undertake impactful projects.
3. **Freedom and flexibility:** Having the freedom to pursue diverse interests and the flexibility to allocate their time accordingly allows faculty to engage in projects that align with their interests, expertise, and aspirations for impact.
4. **Funding and resources:** Access to financial support, whether through internal grants or external funding, provides the necessary foundation for faculty to pursue research translation projects.
5. **Recognition and value:** Faculty who are inclined toward research translation are more likely to engage in such work when they see that their disciplines, academic units, and university recognize the value of research translation and reward their translation work (e.g. during annual evaluations, promotion and tenure processes, and other forms of recognition).

Institutional Factors

Institutional enabling factors are pivotal in cultivating an environment conducive to impactful research at George Mason. These factors provide the foundation and framework necessary for faculty to translate scholarly work into societal benefits.

1. **Discipline-specific foundations and impact-oriented culture:** Practice and translational work are integral to some disciplines, such as engineering, public policy, conflict resolution, K12 and higher education, and public health; accordingly, research translation work is already embraced by some departments, colleges and schools.
2. **Visionary and supportive leadership:** Leadership that is both visionary and supportive is crucial for advancing research translation, including providing strategic direction, expertise and resources.
3. **Institutional reputation for impact:** A strong reputation for impactful research attracts partnerships and collaboration opportunities, enhancing the university's ability to engage with key stakeholders.
4. **Partnerships, strategic collaborations, and networks:** Building partnerships and networks are crucial for research translation work. Such collaborations enable

faculty to develop the necessary interactions between research and practice, leverage external expertise and resources, and extend the reach and effectiveness of their research translation.

5. **Supportive programming:** Institutional programs that specifically support research translation work, such as seed funding, mentorship, and transdisciplinary support, offer important infrastructure that enables faculty to pursue translation projects.

Barriers

The co-chairs also assessed the working group members' written input for barriers or obstacles that were noted as hindering or preventing faculty from pursuing research translation work. The following challenges range from structural issues to skill-related obstacles and are not evenly distributed across the university.

Funding and Time Constraints

A significant barrier to faculty engaging in research translation work is the lack of funding and time to pursue such work. Faculty members often have heavy teaching loads and administrative responsibilities and do not have adequate time to do the intentional work of translating their research into impact beyond traditional academic products. Limited funding for research translation work – both internally and externally – further exacerbates this issue, especially since translation work frequently cannot be sustained with traditional research grants.

Valuation Challenges

The existing academic reward systems (e.g. promotion and tenure, annual reviews) primarily emphasize traditional metrics, such as publications and citations, which do not fully capture the value of translation work. This misalignment between institutional evaluation criteria and the broader objectives of research translation discourages faculty from investing time in translation projects that may not yield sufficient academic recognition but have significant societal relevance. As a result, faculty members prioritize conventional academic outputs over innovative impact-driven initiatives. This is especially true for early-career faculty who are working to attain tenure.

The lack of a clear definition of research impact or research translation and guidance on metrics for measuring or demonstrating translational effort are also significant barriers toward incentivizing research translation – even within disciplines and academic units that embrace translation and practice-oriented work. Absent a clear value statement for

research translation work that encapsulates the nuances and diversity discussed above, fostering a culture that encourages and enables such work will be extremely difficult.

Bureaucratic and Infrastructural Issues

Administrative hurdles and insufficient infrastructure pose substantial barriers to conducting research translation work at George Mason. There is a lack of clarity around institutional priorities that limit flexibility and adaptability. Confusion around conflict of commitment policies (University Policy 4021) adds another layer of complexity, as faculty members are uncertain about the boundaries of their external engagements. The university's complex bureaucracy is also often difficult to navigate, particularly when establishing formal partnerships and securing non-traditional forms of funding to support research translation or practice work. Limited administrative support is available to help faculty navigate these bureaucratic challenges, which creates frustration and discourages faculty from pursuing translation goals – especially while they contend with so many other demands on their time.

Other Barriers

Skill and training deficiencies. The working group noted that some faculty do not engage in research translation work because they lack the training and skills to do such work. These faculty members could benefit from professional development and mentoring to help build the necessary capacities for undertaking impact-driven projects.

Siloed and dispersed faculty. The siloed nature of George Mason's academic structure combined with the fact that faculty are geographically dispersed across five campuses limits opportunities for interdisciplinary collaboration. These separations hinder the cross-pollination of ideas and practices that are crucial for impactful research.

Political and cultural obstacles. Some faculty members noted that engaging in research translation work can make them more visible and thus more vulnerable to shifting political sensitivities. Some have reported that their research translation work has attracted unwanted or harmful public attention.

Opportunities and Recommendations

From the written content provided by the working group and notes from ISE's informal interviews, the co-chairs identified thirty-five distinct actions that could be undertaken to better enable research translation work at George Mason (see appendix A). The working group was asked to then prioritize these actions by considering (a) how much each action

item would move the needle toward better enabling and supporting research translation work at George Mason and (b) the amount of effort it would likely take to implement each action item. Each working group member was asked to sort each action item into one of four buckets:

- **Quick Wins (High Outcome - Low Effort).** These are the "low-hanging fruit" and the highest potential success items. They offer the greatest return on investment for the least amount of work and should be tackled first.
- **Important Undertakings (High Outcome- High Effort):** These are critical to long-term goals but require significant resources. They should be carefully planned and strategically focused on, but not at the expense of quick wins.
- **Nice-to-have (Low Outcome - Low Effort).** These tasks are not particularly valuable but are easy to do. They are best saved for downtime or when higher-priority tasks are blocked, to avoid consuming valuable time.
- **Non-starter (Low Outcome - High Effort).** These are the tasks to avoid. They demand significant effort but provide little value in return, so they should be minimized or eliminated.

The working group then examined and discussed the results of this sorting exercise (see Appendix B) and identified the following focal points for recommended action.

Recommendation 1: Incentivize and Value Research Translation Work

ORIEI should consider taking the following actions to establish and foster a culture across the university where research translation work is both incentivized and highly valued. These actions aim to align academic incentives with research translation objectives, ensuring that faculty are empowered and motivated to pursue work that drives positive societal change.

Quick Wins

Action 1: Establish a clear, comprehensive definition of research translation that encompasses diverse models of excellence beyond traditional academic outputs.

This definition should reflect the multifaceted nature of research translation work, recognizing contributions that extend into societal, economic, and cultural domains. A clear definition is needed to provide a framework for evaluating and incentivizing impact-driven research and research translation work. Refer to the prior section 'Defining Research Impact' for important nuances that need to be taken into consideration when establishing this definition.

Action 2: Create and showcase a portfolio of diverse examples of high-impact work across various disciplines within the university. By highlighting varied forms of impactful work, such as community programs, policy contributions, and technological advancements, this portfolio can demonstrate the many paths to societal benefit and serve as a resource for faculty and administrators to understand the breadth and importance of research translation work. By showcasing successful projects and initiatives, ORIEI can encourage innovative approaches, facilitate knowledge sharing, and enhance collaborative efforts across disciplines.

Important Undertaking

Action 3: Align promotion and tenure (P/T) criteria with the objectives of research translation work. Although the working group noted important diversity in how research translation work is considered in the P/T criteria across the colleges and schools, traditional academic metrics generally overshadow many of the activities needed to translate research into societal impact. The working group identified a critical need to align P/T processes with the diverse forms of productivity achieved by faculty to better recognize and reward impact-driven research and research translation work. The criteria should also recognize that transdisciplinary engagement and collaboration with non-academic partners as key activities toward translating research into impact.

The working group underscored the importance of not supplanting traditional academic metrics in the P/T criteria and is not recommending that research translation metrics be mandated additions to P/T criteria *on top of* traditional metrics. Instead, the working group recommends that alternative metrics reflecting research translation efforts should be included in the P/T criteria, expanding the definition of genuine excellence in research and scholarship in a way that allows faculty to identify appropriate advancement pathways that better reflect the diversity of ways in which faculty productively contribute to societal benefit – an integral part of George Mason’s mission. Furthermore, it is essential to provide clear guidance for hiring committees and P/T evaluations on how to assess research translation work.

Other Opportunities

Institutional support for research translation work must be made highly visible to encourage faculty participation and engagement. It also can have the added benefit of attracting more partners and prospective funders to the university. This visibility can be achieved through public acknowledgment, dedicated resources, and integrating translation work into the university's strategic priorities.

Additionally, offering recognition and rewards for outstanding translation work can further motivate faculty. Recognition programs can take various forms, such as awards, grants, or public ceremonies, celebrating faculty achievements in applying their research to real-world challenges.

Recommendation 2: Address Funding and Time Barriers

To fully realize the potential of research translation at George Mason, it is crucial to address the persistent barriers related to funding and time constraints faced by faculty members. ORIEI should consider taking the following actions to help alleviate these challenges.

Quick Win

Action 1: Provide faculty with data and informational support regarding non-traditional funding opportunities for research translation work. ORIEI and other research development administrators across the university can assist faculty in securing financial support beyond conventional grants. This may include opportunities from industry partnerships, philanthropic organizations, and government agencies focused on applied research and societal impact.

Important Undertakings

Action 2: Establish internal seed funding programs that offer flexible financial support for partnership development and research translation projects. The working group strongly emphasizes the importance of providing seed funding to support translating research into impactful practice. Access to initial funding is crucial for launching innovative projects, building effective partnerships, and fostering transdisciplinary collaborations. Internal funding that can be allocated for summer faculty support, Graduate Research Assistant (GRA) support, and course buyouts is particularly helpful.

Action 3: Reduce administrative burdens on faculty wherever possible to facilitate research translation work – especially for large-scale efforts. Faculty frequently cite the time-consuming nature of bureaucratic processes as a significant hindrance to their ability to pursue research translation projects. They report encountering difficulties with fiscal procedures, especially when securing non-federal or non-traditional sources of support for research translation work. Establishing partnerships with external organizations is also hindered by administrative ambiguities and hurdles that limit collaborative potential. Larger-scale efforts increase the complexity of these bureaucratic processes, which faculty are often left to tackle without administrative support, reducing their ability to

succeed and further limiting the time they have available to put toward making impactful contributions.

Action 4: Create opportunities for faculty to reduce their teaching loads for the purpose of engaging in research translation activities. Faculty report that heavy teaching responsibilities limit their available time and energy to pursue research translation projects and establish meaningful partnerships with external organizations. There is a need for more flexible academic structures that recognize the importance of balancing teaching responsibilities with dedicated time for research and research translation work. This could be accomplished by creating more course-release options and/or changing policy. However, it is important to note that it is often difficult to budget for course buy-out options in funding proposals for research translation projects.

Action 5: Provide support to help faculty secure external funds for research translation work. Faculty would benefit from more institutional support in identifying potential funding sources (especially non-federal or non-traditional sources) and crafting competitive proposals for research translation work.

Recommendation 3: Enable Strategic Partnerships

The working group emphasizes the importance of establishing strategic partnerships with industry, government, nonprofits, community-based partners (including school districts), and other academic institutions as a means of amplifying the reach and application of their research. Partnerships provide access to diverse perspectives, resources, and expertise. Partners can also help identify critical needs and create opportunities to translate theoretical insights into practical and meaningful solutions. Fostering a robust ecosystem of structured partnership networks and advisory boards that facilitate ongoing interactions between faculty and external stakeholders is essential for accelerating the translation of George Mason's research into practice. For this reason, partnership development, engagement, and collaboration should also be considered a key component of research translation work when creating incentives, providing resources, and providing time for such work.

However, it is also important to note that research translation work involving non-academic partners and funders can raise concerns about the independence, objectivity, transparency, and subsequent use of work undertaken in such collaborations. These concerns point to significant reputational risks for scholarly institutions, the scholarly enterprise, and the core values of integrity, independence, critical review, and transparency around the pursuit of knowledge and understanding. The history of corporate-sponsored research and development offers many cautionary lessons about the

need to undertake such collaborations responsibly and with integrity; so, too, the terrain of politically overdetermined engagements (whether official, partisan, or activist in nature) is similarly fraught. The pursuit of "translational" impact is not a new venture, and it behooves us to learn from the history of such partnerships and entanglements.

Important Undertaking

Action 1: Invest in Long-term Partnerships. Responsibly establishing and sustaining long-term partnerships at both the university and academic unit levels is a crucial strategic undertaking. These partnerships can provide faculty with access to diverse resources, networks, and expertise, amplifying the reach and influence of their research. Long-term collaborations with industry, government, community organizations, and other academic institutions facilitate the integration of research into practical applications and policy development. Investing in these partnerships requires a commitment to nurturing relationships that align with institutional priorities and faculty expertise. By embedding partnership development throughout ORIEI and in collaboration with other academic and administrative units' strategic planning, ORIEI can create a robust ecosystem that supports sustained research translation work among the faculty. This should involve allocating resources for partnership cultivation, establishing formal agreements, and fostering an institutional culture that values collaboration.

Additionally, ORIEI and collaborating academic and administrative units should provide partnership development support directly to faculty members who are seeking to establish collaborations that extend the impact of their research. Institutional backing and skilled administrative support both help increase the likelihood of successful outcomes for faculty working to establish partnership agreements.

Other Priority Recommendations for Enhancing Research Translation

Beyond the recommended actions that address the incentive, time, and resource barriers, the following recommended actions will also help enhance ORIEI's capacity to cultivate a robust innovation ecosystem that supports research translation work.

Quick Wins

Action 1: Learn from model institutions. An immediate and practical step is to study how leading institutions successfully support research translation work. By analyzing best practices from model universities, ORIEI can identify innovative and effective strategies, programs, and structures that facilitate impactful research. These insights can guide the development of tailored initiatives that address the unique needs and opportunities present here at George Mason.

Action 2: Clarify the conflict of commitment rules. Faculty express uncertainty about the specific criteria and boundaries these rules set, particularly regarding the approval process for external activities such as consulting or collaborative projects. They note a lack of transparency and consistency in how conflict of commitment guidelines are communicated and enforced. By providing clear guidelines, the university can alleviate concerns about potential conflicts and encourage faculty to pursue collaborations and external engagements that enhance the translation of their research into impact.

Concluding Thoughts

Finally, the working group also discussed the importance of providing **training and capacity building programing** to help address skill and experience deficiencies toward research translation work. Specifically, they identified opportunities to provide targeted training programs that equip faculty with the skills to: (a) identify and implement effective research translation strategies; (b) develop partnerships and build networks; (c) develop business models to sustain research translation efforts; (d) communicate effectively with non-academic audiences; and (e) navigate complex administrative and funding landscapes. They also noted that providing mentorship and professional development opportunities and/or establishing communities of practice for faculty seeking to translate their research would be valuable, especially for junior faculty who are interested in a research-translation trajectory.

However, the working group sorted capacity building activities into the low-outcome buckets in the prioritization exercise because they believe time constraints will prevent faculty from participating in training or mentoring opportunities. If time barriers can be reduced, such programming could be an important component of advancing a culture and supporting research translation work at George Mason. Moreover, Faculty who are leaders in high-impact work would be excellent contributors to such capacity building efforts.

Appendix A – Potential Action Items

The following list consists of the thirty-five distinct actions that the co-chairs identified from the written content provided by the working group and notes from ISE's informal interviews. The working group sorted these actions by priority as described on above on page 8 and 9.

1. Create a clear definition of research translation that recognizes diverse models of excellence beyond traditional academic research.
2. Ensure the P/T criteria support and incentivize research translation work; recognizing diverse forms of impact and including engagement and collaboration as key measures of success.
3. Provide clear guidance for hiring and P/T on how to evaluate research translation work
4. Provide recognition and rewards for research translation work (especially for large-scale efforts)
5. Establish policies to reduce teaching load for research active tenure line faculty
6. Create course-release opportunities to do research translation work
7. Expand study leave and sabbatical options to do research translation work
8. Reduce administrative burdens on faculty
9. Provide internal flexible, seed funding for partnership development and research translation work - including summer funding
10. Provide start-up funds to new faculty designated for research translation work
11. Support GRAs for research translation work
12. Provide data and informational support on non-traditional funding opportunities for research translation work
13. Help faculty pursue external funds for research translation work
14. Offer workshops or training on research translation strategies, tactics, and opportunities
15. Offer workshops or training on partnership development and network building
16. Offer workshops or training on navigating the bureaucracy to enable research translation work
17. Offer workshops or training on developing business or sustainability models to support research translation work
18. Offer workshops or training on communicating the value of research more broadly
19. Provide mentors to faculty who want an impact trajectory
20. Invest in establishing and sustaining long-term partnerships at the university and/or academic unit level

21. Provide opportunities for faculty to engage with external partners
22. Provide administrative support to develop and sustain partnerships
23. Support cross-disciplinary collaboration
24. Match faculty conducting basic and applied research
25. Activate alumni network to connect faculty with partners
26. Make institutional support for research translation work highly visible
27. Make a portfolio of examples of high impact work widely available to demonstrate what translation means and the ways it can be achieved
28. Provide dedicated PR support for research translation work
29. Improve where and how research is shared with practitioner/user audiences
30. Leverage location advantage to promote and connect faculty with the public sector
31. Provide administrative support for research translation work; especially to enable large-scale efforts
32. Clarify the conflict of commitment rules
33. Provide high-level guidance about which components of the faculty workforce are meant to be a priority target for research resources
34. Invest in tools and platforms that facilitate collaboration and communication
35. Learn about what is done to support research translation work at model institutions

Appendix B – Results from Prioritization Sorting Exercise

