

“UNLV’s Research Infrastructure”

**August 13, 2001
MGM Grand Conference Center
Room 318**

- 8:00 – 8:30 a.m. Continental Breakfast and Check-In – Rm 318**
- 8:30 – 8:45 a.m. Welcome:**
**Richard J. Jensen, Senior Advisor
to the President
Carol Harter, President**
- 8:45 – 10:30 a.m. Opening Comments:**
**Ray Alden, Provost
Richard Powell, University of Arizona, V.P. for
Research and Graduate Studies Optical
Sciences Center, Director and Professor
Stephen Rice, Associate Provost for Research**
- 10:30 – 10:45 a.m. Break**
- 10:45 – 12:00 p.m. Group Discussion I**
**Group 1 – Rm 301
Group 2 – Rm 302
Group 3 – Rm 303
Group 4 – Rm 304
Group 5 – Rm 305**
- 12:00 – 1:00 p.m. Lunch**
- 1:00 – 2:30 p.m. Group Discussion II**
**Group 1 – Rm 301
Group 2 – Rm 302
Group 3 – Rm 303
Group 4 – Rm 304
Group 5 – Rm 305**
- 2:30 – 2:45 p.m. Break**
- 2:45 – 4:00 p.m. Summary of Group Findings – Rm 318**
- 4:00 – Cocktails – Vista Ballroom - Rm 206-207**

Discussion 2 Assignments

Group 1 Organizational Issues

Facilitators: Paul Ferguson - Sr. Vice Provost/
Graduate College
Ron Sack - College of Engineering

Allen, Daniel - Psychology
Conboy, Fred - Assoc. V.P. for Development
Cotton, Tracy - Acad. Enrichment & Outreach
Dewitt, Vicki - College of Sciences
Goodwin, Joanne - History
Jordan, Teresa - Ed. Leadership
Lamatsch, Tom - Cannon Center for Survey Resrch
Miethe, Terry - Criminal Justice
Muntal, Diane - Institutional Analysis & Planning
Putney, LeAnn - Educational Psychology
Rust, Will - Sociology (GA)
Sugnet, Chris - Library
Venkat, Rama - Electrical/Computer Engineering

Group 2 Campus Support Services

Facilitators: Steve Carper - Chemistry
Barb Brents - Sociology

Ash, Marti - V.P., Finance
Ashby, Bob - Purchasing
Bernhard, Bo - Sociology (GA)
Hagge, Tom - Assoc. V.P. for Fac. Mangment
Hensen, Carla - Human Resources
Larmore, Larry - Computer Science
Luke, Barbara - Civil Engineering
Marks, Ken - Library
Miller, Stephen - Economics
Naylor, Gillian - Marketing
Orndorff, Ric - Geo Science
Raschko, Les - Publications
Richards, Schyler - President's Office
Rudin, Mark - Health Physics
Schulze, Bill - Sponsored Programs
Shih, Linda - Mechanical Engineering (GA)
Sinatra, Gale - Educational Psychology
Swanson, Bob - Grants & Contracts
Temple, Lori - Assoc. Provost for Infor. Technology

Group 3 Campus Culture Issues

Facilitators: Jim Frey - College of Liberal Arts
Dawn Neuman - Biology

Aizley, Paul - Extended Studies
Albrecht, Fred - V.P. for Univ. & Comm. Relations
Bennett, Rick - Government Relations
Cloud, Barbara - Assoc. Provost for Acad. Affairs
Coburn, Kari - Institutional Analysis & Planning
Fain, Juanita - V.P., Administration
Gauthier, Tim - English (GA)
Koep, Jeff - College of Fine Arts
Lepp, Steve - Physics
McCool, Audrey - Food & Beverage
Moradkhan, Paul - Student Body President
Morgan, Dick - Law School
Nartaker, Tom - Computer Science
Nicol, Malcolm - Science & Engineering Center
Radeloff, Cheryl - Sociology (GA)
Shih, Jeff - Curriculum & Instruction
Simmons, Allen - Anthropology
Torkzadeh, Reza - Management
Watson, Martha - College of Urban Affairs

Group 4 College/Dept. Planning

Facilitators: Gene Hall - College of Education
Fred Bachhuber - College of Sciences

Alden, Ray - Provost
Daneshvary, Nasser - College of Business
Dubous, Lou - Controller
Fridley, Ken - College of Engineering
Harper, Stacy - Biology (Grad. Student)
Jablonski, Jeff - English
Mann, Stuart - College of Hotel Administration
Mercer, John - Kinesiology
Mills, Rebecca - V.P. for Student Life
Neill, Helen - Environmental Studies
Rees, Peg - Assoc. Provost of Acad. Budgets
Scaduto, George - Assoc. V.P. for Finance
Seale, Darryl - Management
Smith, Steven - School of Dentistry
Wallman, Harvey - Physical Therapy
Young, Martha - College of Education

Discussion II Assignments

Group 5

UNLV Research Foundation

Facilitators: Stephen Rice - Assoc. Provost for
Research
John Gallagher - V.P. for Development

Bowen, John - Tourism & Convention
Eden, Brad - Library
Flagg, Tom - News & Public Information
Flores, Tony - V.P., Finance
Hechanova, Tony - Harry Reid Center
Klinkhammer, Lucy - Foundation
Koran, Rana - Theatre (GA)
Lombardo, Joe - Super Computing Center
Madsen, Steen - Health Physics
Pepper, Darrel - Mechanical Engineering
Sabo, Carolyn - College of Health Sciences

Group 1. Organizational Issues

Facilitators:

Ron Sack, Dean of the College of Engineering

Paul Ferguson, Senior Vice Provost and Dean of the Graduate College

The shift from primarily an undergraduate institution to a nationally-competitive research institution will require a fresh assessment of how best to lead and manage the research and creative activities on campus. This session is intended to examine and suggest organizational strategies that UNLV can and should implement to facilitate faculty and staff research productivity.

A. Research Management Structure and Function

1. Describe the “ideal” or optimal organizational structure for managing research activities on campus including both departmental initiatives and centers/institutes.
2. Should the pre-award and post-award functions in UNLV grants management be combined or remain separate?
3. What is the optimal role and scope of the Research Council? Should the Research Council, or another appointed body, assist in implementing the recommendations of the AAAS?
4. What is the optimal campus management structure for administering statewide programs such as EPSCoR and BRIN?
5. How can we better integrate research and undergraduate education?
6. How can we best communicate our research activities and achievements with our internal and external constituencies?

B. Interdisciplinary Research

1. How can we promote and enable interdisciplinary/multidisciplinary research at UNLV?
2. How can we forge partnerships and reward participation for interdisciplinary research and/or graduate study?
3. What specific changes in the UNLV organizational environment are necessary to promote interdisciplinary activities?
4. How can we best identify a consensus list of major research and development themes at UNLV in order to maximize obtaining and allocating resources?

C. Technology Transfer

1. What additional organizational initiatives are required to encourage entrepreneurship and improve technology transfer activities?
2. How satisfactory are current indirect cost, intellectual property, and salary release fund policies for rewarding inventors, protecting their intellectual property and promoting entrepreneurship?

D. Research Competitiveness/Infrastructure Support

1. What types of research support staff (e.g. grant writers, clerical staff, laboratory research associates, etc.) are needed most to significantly improve the research competitiveness at a national level?
2. In what specific areas should priority funding be directed to increase research competitiveness (e.g. senior faculty and start-up, higher graduate assistantships in certain disciplines, research professor tracks, postdoctoral positions, etc.)
3. What types of Professional Development Programs are needed to assist our faculty and staff in becoming more competitive and how should they be administered?

Group 2. Maximizing Campus Research Support Services

Facilitators:

Stephen Carper, Director of the UNLV Cancer Institute

Barb Brents, Chair of the Graduate Council

This session will focus on existing campus research support services. These services have been divided into Pre- and Post-Award categories. Specifically, the purpose of this discussion is to determine what services work well and, if they are not working well, where the bottlenecks might be. While everyone may have “horror” stories about selected support services, the focus on this discussion is on constructive criticism and suggestions for improvement. At the end of the discussion, the top three priorities for change will be developed.

1. Pre- Award Services

- a. Identifying funding sources
 - Public (Federal, State)
 - Private (Foundations)

- b. Grant Proposal Development
 - Library
 - Budget
 - Assurances (Animals, Human Subjects)
 - Technical Typing/Writing

- c. Grant Proposal Submission
 - Fast-Track
 - Copying
 - Shipping
 - CAS compliance

2. Post-Award Services

- a. Grants and Contracts (Budget Reports)

- b. Purchasing (Ordering, Bids, Signatures)

- c. Travel (Forms and Receipts)

- d. Hiring Personnel (Salaries, Advertising, INS)

Group 3. Campus Culture Issues

Facilitators:

Jim Frey, Dean of the College of Liberal Arts

Dawn Neuman, Chair of the Department of Biology

It is the purpose of this session to explore what factors in UNLV's organizational culture (e.g. prevailing beliefs, attitudes, procedures, norms, or ways of doing things) that work in favor or against developing an environment on campus that supports research. In this case, we are not talking about money, equipment, space or similar resource items. Rather, culture involves what is valued and rewarded, perceptions, attitudes, established behaviors and organizational or environmental arrangements that support this behavior (non-material culture). It may include status and prestige, power and influence, informal and formal rules. Some have referred to this phenomenon as the "mentality" or "mind-set" associated with being a research university.

1. Is UNLV's image as a "lesser quality" academic institution or a "jock school" accurate and a problem? Does the institution, and consequently the faculty, suffer from low self-esteem and confidence?
2. Is there something about faculty work patterns that detracts from making progress on the research front?
3. Have changing expectations for productivity produced a two-tiered status structure among the faculty: new and research oriented vs. senior and teaching-oriented? Are senior faculty adequate research role models?
4. Is the prominence of summer school a factor in research productivity?
5. Are faculty too dependent on internal sources when seeking research support? Is there some reason why support from external sources (e.g. government or foundations) is not pursued with regularity?
6. Is quantity more important than quality? Is research really valued on campus? Is research rewarded properly in all colleges? How much are college differences (e.g. professional vs. other colleges) a factor?
7. Are current teaching loads a factor in research productivity?
8. Do faculty see themselves as independent contractors and thus not subject to university accountability? Is there a community of scholars or an association of specialized independent scholars?
9. Is there a difference in the way applied scholarship is treated in comparison to basic research?
10. Are faculty, administration, and staff having some difficulty making the transition from a small teaching institution to a large, complex research organization?
11. Is the administration flexible in the face of new research challenges and willing to "think big"? Is there something about the way the administration is viewed that supports or detracts from the research mission?
12. Are campus perceptions, policies and practices related to graduate students consistent with that of a research university?

Group 4. Department/College Research Planning

Facilitators:

Fred Bachhuber, Interim Dean, College of Sciences

Gene Hall, Dean of the College of Education

While we all can identify infrastructural needs, issues, and problems related to or created by the higher administration, the research office, purchasing department, etc., the development of research planning and infrastructure must begin at “home.” The departments and colleges have the responsibility of encouraging and supporting research from the earliest phase of writing grant proposals to the completion of the funded project and publication of results. This session will focus on factors, issues, and procedures that could be implemented at the department and college level in order to foster and expedite research of individuals or groups of faculty within departments, between departments, and between colleges. Potential questions/topics for discussion include:

1. How can the departments and college encourage faculty to write grants?
2. How can the departments and college support the grant writing process?
3. How can the departments and college increase the success rate of funded proposals?
4. How can the departments and college support the research of successfully funded grants?
5. How can the departments and college encourage faculty to move into new research areas, interdisciplinary efforts, increased collaborative efforts within the college and between colleges?
6. Is there a conflict between faculty driven and university driven research?
7. How could the university drive or focus research at the department/college level, and should it?
8. As university-wide research initiatives filter downward to the departments and collaboration increases with governmental agencies and the private sector, how do individual faculty or groups of researchers maintain academic freedom? Is this an issue?

Group 5. The UNLV Research Foundation

Facilitator:

Stephen Rice, Vice Provost for Research

Many universities have established research foundations to support activities of faculty and students engaged in creative activity and sponsored projects. Recently, UNLV obtained authorization from the Board of Regents to develop such an entity under the auspices of the UNLV Foundation and, while the general goals and structure for the UNLV Research Foundation are clear, this is a new undertaking for the university and broad input is desired to maximize its effectiveness. The following questions are illustrative of areas where suggestions and comments are sought:

1. What are appropriate *organizations or entities* to be administered under the UNLV Foundation and what are inappropriate ones?
2. What are appropriate *activities* to be conducted under the UNLV Research Foundation and what are inappropriate ones? For example, should the Research Foundation be involved in land acquisition or development, business incubators, technology transfer, management of intellectual property, administration of grants and/or contracts, development of public-private partnerships?
3. Should the University consider administration of *all* grants and contracts through the UNLV Research Foundation?
4. What are appropriate public-private partnerships and what are inappropriate ones?
5. Are there UNLV Research Institutes or Centers that should be administered through the UNLV Research Foundation? What would be the advantages or disadvantages of such an organization?
6. Are there other existing UNLV units that organizationally fit better within the UNLV Research Foundation than within their current administrative homes?

UNLV'S Research Infrastructure Retreat

August 13, 2001

Group 1 Notes

Organizational Issues

Facilitators:

Paul Ferguson, Senior Vice-Provost and Dean of the Graduate College

Ron Sack, Dean of the College of Engineering

Discussion 1 – A.M.

Introduction of group members.

Paul asked group members to describe the ideal or optimal structure for managing research activities at UNLV.

Several group members suggested that UNLV hire professional grant writers.

Group members questions whether hiring grant writers was cost effective, since agencies prefer proposals written by researchers. Currently, the Office of Sponsored Programs offers assistance to ensure that guidelines are met. There are also web-based resources, (i.e. NSF) to assist grant writers.

Other group members argued that they spend a great deal of time preparing proposals however their efforts are not recognized in the merit process.

In response to a question concerning the need for the facilitation of the grant process, Bill Schulze told the group that his office spends 70% of their time assisting grant writers. The rest of his staff's time is spent on administration, compliance, and the post award review process. Review documents are sent to Bob Swanson (Grants and Contracts), whose staff creates accounts, budgets, reviews expenditure transactions as they occur, collects money owed from sponsors, and eventually closes accounts.

Both Bill and Bob agreed that as proposals increase, and new compliance regulations are developed, staff will need to better manage their time to keep up with increased demands. Paul asked if there were any negative impacts to their offices reporting to two different administrators, i.e. the V.P. for Finance and the Vice Provost for Research. Bill indicated that, on the contrary, it was a beneficial arrangement, since it allowed for additional checks and balances. He pointed out the mission of both offices was to serve UNLV by providing administrative support and reduce the burden for faculty writing grants.

A group member asked Richard Powell how grant assistance was organized at the University of Arizona. He explained that grant administration functions are carried out by a greater number of offices at U of A. One office is in charge of pre and post review, and another assist faculty in grant writing. There are several other offices in charge of

compliance and negotiating IP agreement with industry. It was agreed that grant administration is handled different at U of A, however the current structure at UNLV seems to work.

How are we orientating faculty?

New faculty members receive information through a faculty orientation at the beginning of the academic year, and continue to receive targeted information on research. Sponsored Programs and Grant and Contracts also have websites.

As faculty, what are the services that we need?

Faculty members need assistance "dealing" with Purchasing and Travel offices and procedures.

Faculty members have a great deal of trouble arranging international travel, using approved travel agents. For example, one group member related difficulties in paying Bedouin workers for research in Jordan --- he was told that he should use his Diner's card - hardly a realistic alternative. There exists an ambience of distrust between faculty and purchasing/travel offices on campus. The travel office needs to be more in tune with faculty international travel requirements.

UNLV needs to maintain a proper balance of central and local control. Control appears to be more central at UNLV. Faculty members also need to recognize that travel is audited on a regular basis, and that current procedures are established to respond to audit requirements.

Several group members suggested that UNLV seek the services of a local travel agent/consultant to work with the campus travel office, so that faculty have access to current travel information for both national and international travel. It was also suggested that each college appoint a primary contact person to handle travel. One group member remarked that in some colleges, classified management assistants become travel experts with experience.

UNLV needs to share the "larger" picture with classified staff so that they understand how they can support the institutional research priority.

Does UNLV needs a cadre of support staff to facilitate research structure?

A person at the level of associate dean for research should be appointed. This person would develop a sign off list of steps that need to be completed before proposals are sent to the Office of Sponsored Programs.

One group member suggested that Sponsored Programs should spend more time reviewing available grants to determine which faculty members should be involved. Bill Schulze agreed, but acknowledged that this type of review would require additional resources. Currently, one staff member is responsible for sending out calls for grants, managing data, and handling some aspects of budgeting -- all labor intensive activities. For example, the University of Arizona has a separate office that employs 5 staff members to monitor all programs. This office maintains a faculty database that uses key words to match campus faculty with prospective grants. These staff members are not specialized by college, but are aware of the research interests of faculty on campus.

Graduate students also need grant support. Because of lack of support, many graduate students are missing out on first year grants. In addition, there have been instances where students receiving the Barrick award are disqualified from financial aid, thereby putting them in the position of possibly turn down a prestigious award in order to receive financial aid.

How would a research communication matrix work?

A council, consisting of associate "research" deans, would meet on a regular basis to discuss the college's ongoing and future research initiatives. A group member suggested that the council might be called the Principal Investigators Council, (PIC). Management assistants would be appointed to assist the associate deans in administering research administration for the college. Compliance and accountability functions would remain centralized.

The group acknowledged that although the Research Council currently meets on a regular basis, most faculty members are not familiar with the function of the council or the issues they are currently discussing. Group members expressed a need for a forum for practitioners to air concerns and generate ideas.

Is UNLV structured in a way that integrates academic and research planning? For example, 18-26 new graduate programs were approved with little discussion of UNLV's research themes. Do we need a better structure?

Research Council and Graduate Council never communicate.

New doctoral programs should be built on university strengths, across colleges, i.e. a Ph.D. in Anthropology/Environmental Sciences.

Seminar series offered within colleges should offer interdisciplinary seminars designed to encourage partnerships and communication across colleges.

Allocation resource methods that emphasize and reward interdisciplinary efforts should be developed.

UNLV currently operates in silos. Currently there is little incentive on campus to develop interdisciplinary programs. UNLV should consider rewards interdisciplinary efforts, i.e. granting interdisciplinary programs more graduate assistants and assistance.

Proposed Action Items:

1. Create a cadre of trained faculty and staff dedicated to the research function. Appoint associate deans of research in each college.
2. Conduct a needs assessment, coordinated by Office of Sponsored Programs, to ascertain specific faculty needs.
3. Establish an advisory/policy group for research, i.e. associate research deans group – or principal investigators group. Redefine role and scope of the group.
4. Formalize communication
5. Provide research training for existing support staff training. Create a campus climate conducive to research support.
6. Improve communication between research and graduate studies. Formalize communication.
7. Support expansion of interdisciplinary research efforts by providing incentives i.e. planning initiative awards.
8. Ensure that research is represented internally (at the Cabinet level) and externally.
9. Develop a program proposal strategy that ensures the integration of research with academics.

Discussion 2 – P.M.

Describe the optimal structure for managing research activities at UNLV.

Provide grant-writing expertise. Faculty particularly junior faculty with little experience in grant writing, need help in conceptualizing projects and developing proposals. Consider contracting with professional grant writers to work with junior faculty. Conduct grant-writing orientations for faculty.

Provide additional research support staff.

Improve communication between principal investigators and support staff – encourage a “can do” attitude.

Develop a climate of collaboration. Create a database of faculty grant-writing experts. Develop a forum for research discussion, i.e. listserv, intranet.

Where should the cadre of support be located? Should each college have a research designated support person, i.e. associated dean for research?

Centralize the expertise but not the process. Do not centralize functions if additional resources are not available. Cross train, where possible.

Provide facilitators for research, allowing faculty the option of seeking research support.

How do we structure communication in a formalized way?

UNLV needs leadership from the top to encourage faculty to do research. Centralization may weigh too heavily in areas from which you can get the most money. Develop an interim strategy. Encourage faculty with specific grant experience to mentor others seeking similar grants. Develop advisory groups.

How can we take advantage of the expertise available on campus? Is the Research Council meeting needs?

Create college based research support groups. Currently, there is no formalized communication between the campus and the Research Council

Do we need a principal investigators group?

Yes, UNLV needs functional advisor groups. However, group members cautioned against developing policies that develop additional rules and regulations that might impede progress.

The Research Council should act as an enabling body, examining research philosophy and policy. Additional support groups of “worker bees” should provide grant administration assistance. Both groups should provide ways for faculty to collaborate on research, i.e. brown bags, intranet discussions.

Three separate levels exist: Front line faculty, staff support, and university policy

Four levels exist: principal investigators, support staff, Sponsored Programs, Research Council

One group member expressed the frustration of faculty in the college of Liberal Arts. Faculty members feel they received little support or recognition for their efforts to seek grants. The college needs to cultivate a climate that supports the research agenda, and support staff to help faculty.

Other group members agreed, stating that a tone needs to be set centrally that supports the research agenda.

Group members indicated that there is a need for a faculty development orientation. Several group members told the group that this was already being done in select colleges, i.e. College of Sciences, where speakers are invited who address topics of particular interest to new faculty.

Group members agreed that there is a great need for faculty INDUCTION programs i.e., a faculty orientation and advising program that spans the first few years of new faculty at UNLV.

Colleges should disseminate examples of winning proposals for different types of grants. UNLV should rethink research priorities i.e., a conference on grant writing is more important than developing intellectual property policies.

Who should be responsible for a Faculty Induction program?

The program should be organized by the Provost’s Office. The provost should work with department chairs. Department chairs should select faculty to mentor new faculty.

UNLV’s recent hiring policy has left the institution with an insufficient number of senior faculty members who traditionally serve as mentors. The role of senior faculty is important in the induction process.

Are we organized to integrate research and academic planning?

UNLV should create a climate that encourages the development of interdisciplinary doctoral programs. UNLV's current mindset does not create the desired climate. The structure is strangling itself. UNLV currently sets up barriers to the development of interdisciplinary programs: i.e. extra compensation policy, teaching loads, how we count dual majors, how we count FTE.

What incentives do we currently have that encourage the development of interdisciplinary programs?

Very few -- Intellectual curiosity and getting funded.

The Planning Council should devote dollars for interdisciplinary program proposals -- not only for research, but also for collaborative teaching. However, UNLV should handle some of the barriers that currently exist to discourage such proposals, i.e. pay of professor vs. assistant professor, the funding of doctoral seminars in summer term.

The current organizational structure enables but constrains. Faculty members do not need more rules, oversight -- they need to be left alone to do what they do.

One group member indicated that it was important for departments without Ph.D. programs to work with advanced undergraduates on research projects. It is essential that the institution support this type of collaboration. Biology underwrites \$ 50 per student to work in the laboratories, and is dependent upon them.

ACTION ITEMS

1. Put into place a comprehensive, sustained faculty induction program that includes mentorship. This program should be coordinated through the Provost's Office with departments.
2. Clearly articulate research vision. Internally, the Chief Research Officer should clearly articulate UNLV's research vision and provide leadership. External message to community should be consistent, articulated by the President.
3. Improve internal communication through formalized vehicles.
4. Developing a well-trained cadre of research support staff (i.e. Vicki DeWitt, C.A.S. officer in College of Sciences).
5. Enhance undergraduate research initiative.
6. Direct Planning Initiative Awards to interdisciplinary collaboration and academic programs.
7. "Facilitate don't regulate"
8. The Foundation mission should re-commit to supporting faculty and staff in promoting research initiatives on campus.