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March 31, 2014 Faculty Forum - Research and Graduate Education

University of Maine Provost Jeffrey E. Hecker
University of Maine Office of Academic Affairs

TRANSCRIPT

00:00
thank you for coming out this is our
00:02
third faculty forum where we typically
00:08
goes where we present some ideas and
00:10
have an opportunity to address questions
00:13
and get reactions from the faculty I
00:16
found this to be from for me personally
00:19
a helpful format to get out for the big
00:22
issues for for our University so this
00:26
will follow a similar format we're going
00:29
to present some information to you won't
00:30
take up the whole time with a maybe 20
00:33
minutes or so to present some
00:35
information and then we're to open it up
00:37
for for discussion the the idea again is
00:41
to for us to be gathering information as
00:44
we move forward in these areas and
00:47
looking over at Robins I'm going to say
00:48
something that you cannot ahead of their
00:50
true I think they are but the prior ones
00:53
these we've set up websites set up
00:57
websites so on for example if you go to
01:00
the Provost website you will you can

01:04
click on academic affairs faculty forum
01:08
and then there's a link with the date
01:10
and the topic for each of the forms
01:13
we've had if you're bored one evening
01:15
you want to watch a whole video of the
01:16
last orange pattern it's all going to be
01:19
posted on there and we'll have one about
01:22
this about this one as well you may
01:24
notice the gentleman with the camera
01:25
we're recording these and again the
01:27
purpose of that is that we realize we
01:29
can't reach out to the entire faculty so
01:32
we're going to put it up on
01:34
the web it's on you on youtube and put
01:37
the link there on our site and our
01:39
site is set up so that people can give
01:41
input it will be hours that will be set
01:44
up so if there are questions that came
01:47
out today that you didn't think God
01:48
answered or that you thought of after
01:50
you left well you know go ahead and send
01:52
in go to the website and click and send
01:54
in or if it doesn't you don't want to
01:57
that just send me an email but we are
01:59
setting this up for people to you know
02:01
continue the conversation and for those
02:03

who couldn't be here today to also
02:06
participate in the conversation so on
02:08
the website you'll find the slides that
02:10
you'll see today as well as
02:12
a link to the video and a spot for for
02:15
gathering input so today's topics are
02:19
research and graduate education at the
02:22
University in my time here these are
02:28
both areas that have really grown and
02:30
dramatically I think as a research
02:32
institution we've really taken some
02:35
significant steps forward we're bringing
02:38
in much more grant money than we did a
02:40
decade or more ago and we want to
02:44
continue to improve in that in that area
02:46
a graduate education particularly over
02:50
the last eight years or so we really I
02:53
think made some important advances and
02:56
what to keep those moving forward but as
02:58
as everything the one constant here at
03:03
the University manias change and we're
03:05
experiencing change in a variety of ways
03:09
you may or may not be aware that we're
03:12
facing some budgetary challenges and
03:15
those suggests that we need to be
03:17
thinking differently and making sure
03:19
we're using all our resources very

03:21
wisely without losing sight of our of
03:25
our mission and our emissions
03:27
legislation saying this case looking of
03:30
focus attention on on our role as a
03:33
research as the research university in
03:37
the state of Maine and the institution
03:39
of graduate education so in terms of
03:44
change there have been some personnel
03:46
changes so after many years my cart
03:50
retired moved in
03:53
then we have the sir Carol Kim is our
03:56
vice president for research whenever
03:57
there's changed like that we it's an
03:59
opportunity to examine the way we've
04:01
done business and to think about how to
04:03
how to move things forward and I will
04:06
publicly say that Carol come has done a
04:08
fantastic job they're taking the time to
04:11
meet with constituent groups the
04:14
research side Directors the faculty
04:16
senate the urc gathering information
04:19
thinking through what do we what are we
04:21
doing well and what do we need to do to
04:23
continue to advance we move up to the
04:25
next level as a research university
04:27
she's also done a 360 evaluation of the
04:31

the office of research and has some
04:34
ideas about the way we can move forward
04:36
in our research operations I think you
04:40
all know that after nine years of
04:41
stellar service dance and YCS decided to
04:45
return to be a full-time faculty member
04:47
in anthropology that climate change
04:49
institute and under dance direction the
04:52
Graduate School has really made
04:54
remarkable advances but when there's a
04:57
vacancy like that it does again create
05:00
opportunities for us to rethink the way
05:01
we're organized and how we might do
05:04
things differently so today we're going
05:08
to present some ideas these are our
05:11
thinking at this point in time they will
05:12
say they weren't we didn't come up with
05:14
them this morning these are
05:15
conversations that Carol and I have been
05:17
having for a long time really I think
05:20
since last fall back and forth looking
05:24
at looking at data or thinking about
05:26
things in different ways we brought in
05:27
other folks as part of the conversation
05:30
so today what we'd like to do is present
05:33
some some of the ideas about how we see
05:35
moving forward both in research and

05:37
graduate education and then have an
05:39
opportunity to hear from you what your
05:41
reaction is to these ideas what
05:43
questions is it do they generate that
05:46
we're going to try to address so we can
05:47
tinker with the way where we're thinking
05:49
about moving forward so my my
05:52
responsibilities are relatively light
05:55
today compared to the prior forms I'm
05:56
going to turn things over the doctor Kim
05:58
who will talk you through
06:01
our organization so our proposal Carol
06:04
thank you Jeff whoa I hadn't turned
06:08
around for a while it's filled up so
06:11
many of you know me as the vice
06:14
president for research or getting to
06:16
know me in this capacity I'm not sure if
06:19
all of you know me in my capacity as a
06:22
researcher and a professor of
06:23
microbiology and the department of
06:25
molecular bio medical sciences so
06:29
research and graduate education has been
06:32
central to the work that I've done here
06:36
my career here at University of Maine on
06:39
the research side and graduate education
06:41
side I've through my lab trained more
06:46

than 120 undergraduates half a dozen
06:50
high school and junior high students
06:53
more than 30 graduate students 20 of
06:56
those trained in my lab for their
06:58
masters and doctoral work and you know
07:03
it's it's the research and edge and
07:07
graduated education really has been
07:09
central you know without that piece my
07:12
career here would not you know I
07:15
wouldn't have had much of a career here
07:16
right so while I was preparing for this
07:22
presentation I was also in parallel
07:25
trying to organize college tours for my
07:28
high school age son he's a junior and
07:32
many of you probably relate to this or
07:35
will link to this and we're reviewing
07:38
all the different schools trying to
07:40
arrange these tours and it's interesting
07:43
what you learned I learned a lot Connor
07:47
happens to be really interested in
07:50
laboratory science and probably biology
07:53
biomedical sciences although he tried to
07:57
deny it for as long as possible he wants
07:59
to do something similar to what i did
08:01
and what my husband did but he's really
08:06
interested in finding a college or a
08:09
university that has undergraduate

08:11
research opportunities
08:14
although you know there's some small
08:15
private schools that offer excellent
08:19
education the research opportunities are
08:22
more limited and even with the larger
08:24
land grant universities that we're
08:26
looking at so Yukon you are I for
08:29
instance they do have undergraduate
08:31
research opportunities but it's a little
08:33
different here at University of Maine
08:35
all the students are required to
08:37
complete a capstone experience required
08:41
to do scholarship and research before
08:44
they can graduate you know so it's a
08:45
little different than trying to go out
08:47
there and find those opportunities on
08:49
your own and you know I think that he's
08:53
also seeing this and I certainly see
08:55
this as this hands-on research
08:57
experience for as an undergrad will
09:00
provide for him a competitive edge for
09:03
graduate school for jobs professional
09:06
school whatever he decides in the end
09:09
well give you an example of not my son
09:14
but a student I had in the lab Sarah so
09:18
Sarah was a first generation in her
09:22

family to go to college she was working
09:25
on my laboratory as an undergraduate and
09:27
in her junior year I brought her into my
09:29
office and that's okay so Sarah what do
09:31
you want to do when you're done you've
09:33
got you're more than halfway through
09:35
what are you thinking about and she said
09:38
well you know when I was ever since I
09:41
was a little kid I really thought I
09:43
wanted to go to medical school but I
09:45
could never do that like why you have a
09:48
fantastic GPA you're a hard worker
09:50
you're good thinker you're a good person
09:52
why not this is what your where your
09:56
interests are okay so she thought about
09:57
it a little bit and she decided to take
10:00
a break from undergrad before she
10:02
decided what to do next and took a job
10:06
as a technician at Children's Hospital
10:08
in Boston and it happened that this this
10:12
Labrador this department was hiring for
10:15
new faculty they were sharing one large
10:17
laboratory and each of the new
10:20
investigators was going to hire a
10:22
technician and so Sarah called me very
10:25
nervous one of my
10:27
I'm other technicians they're from bu

10:30
and Tufts and and you know I'm never
10:33
going to be able to compete and I said
10:35
don't worry about it she called me two
10:36
weeks later a week into her job and she
10:39
says wow you know yeah we were all on
10:43
the same playing field in terms of the
10:46
theoretical the knowledge from the
10:48
classroom but I was the only one that
10:50
could pick up a pipette and start
10:52
working immediately I was the only one
10:53
that could design an experiment and
10:55
start working ok they gave her a
10:58
tremendous amount of confidence she was
11:00
great and now she is the chief of
11:03
pediatrics at a hospital in Denver so
11:06
just a and the thing is that's one story
11:10
from my lab I have a number of them and
11:12
I know each of you have stories just
11:15
like that about your students and so as
11:18
I talk about this the research and
11:22
graduate education the mission here at
11:24
the University of Maine you know I want
11:25
you to think about those stories and we
11:27
need to collect those stories too ok so
11:31
in accordance with the blue sky project
11:34
the VP ours office will enhance our
11:37

research capacity and output as measured
11:39
in the core areas of research
11:41
expenditures and private foundation
11:44
funding ok and just to give everyone
11:48
kind of a snapshot where we are right
11:50
now and this is coming from the first
11:53
impact report from the blue sky plan the
11:57
cumulative research awards over the past
11:59
34 years research centers 160 2.7
12:04
million NSF a 55 million EPSCoR programs
12:10
20 3.4 million college of engineering 18
12:14
million Cooperative Extension 17.6
12:18
College of Liberal Arts and Sciences
12:20
12.4 and education 12.1 ok so we're
12:25
doing pretty well and in terms of our
12:28
current status for total awards coming
12:31
in it's been pretty steady over the past
12:35
10 12 years with a blip here at
12:39
2009-2010
12:41
and that's because of recovery funds
12:44
come the era funds coming to the
12:47
University and bonds so that makes up
12:50
this blip that we see here but we've
12:54
been pretty consistent with the dollar
12:58
amounts of the awards coming in over
13:01
this time period in 2013 humane faculty
13:07
and staff submitted 523 proposals 328

13:11
were awarded and these proposals
13:14
involved 327 s faculty and staff and
13:18
fifty six departments I think that's a
13:20
very impressive number and when you look
13:23
over the past ten years in terms of our
13:25
success rate we have a success rate of
13:28
sixty percent which i think is really
13:30
impressive so over this past ten years
13:34
though there has been a decline in the
13:36
number of proposals that have been
13:38
submitted so if we maintain this quality
13:41
with Anna and have the success of sixty
13:44
percent success rate that follows that
13:48
if we can submit more proposals we
13:50
should be able to be more successful
13:54
with the awards coming into the
13:55
university total expenditures 85 million
14:01
for 2013 and then the calculated return
14:05
on investment was 54 2013 which has been
14:08
about the average for the past ten years
14:11
as Jeff mentioned in reviewing what what
14:19
my office is supposed to be doing and in
14:21
terms of advancing and supporting
14:23
research and scholarship I've worked
14:26
with several faculty groups including
14:28
the Faculty Senate and specifically the
14:30

research and scholarship committee the
14:35
VP ours office has a blue sky advisory
14:37
committee which is made up of faculty
14:39
members from each of the colleges and
14:41
the University Research Council I wanted
14:47
to make this a data-driven process and
14:50
so we analyzed the 2012 urc story
14:55
chiq plan and also faculty senate
14:58
conducted a survey a few years ago which
15:00
was which is great a lot of
15:02
participation i think more than 100
15:03
faculty participated in that that survey
15:06
so these two documents in particular
15:11
provide a lot of information and so what
15:13
we really wanted to do is there are lots
15:16
of great ideas to support research from
15:19
these documents but what i wanted to
15:22
find were those support mechanisms that
15:25
would affect as many faculty as possible
15:28
so rather than choosing those supports
15:31
for individual units or investigators or
15:34
even colleges try to identify those
15:38
support mechanisms that would be as
15:40
far-reaching as possible so to that end
15:44
we have a few ideas grant consultants
15:49
really was number one seemed like from
15:51
the analysis and these grand consultants

15:55
their responsibility would be to
15:57
identify funding opportunities develop
16:01
proposal templates and actually if we
16:06
have the funds for these grand
16:09
consultants I'd love to have a grand
16:11
consultant specifically for education or
16:15
for do e or for NSF and then foundations
16:20
foundation work but they would be
16:24
assisting with budget construction and
16:27
polishing grants and working very
16:28
closely with the pre awards section of
16:32
ors p another idea was to have these
16:37
people conduct or assemble these
16:42
organize these grant writing workshops
16:44
for new and mid-career faculty another
16:48
idea was released time for faculty to
16:50
allow faculty the time away from
16:53
teaching to to write and submit
16:57
proposals another of graduate students
17:02
so maybe you probably feel the same way
17:05
graduate students are research
17:07
multipliers
17:08
and so if we can support these students
17:12
you know hopefully we'll have more
17:14
research productivity so funding pilot
17:20
projects another way to support faculty
17:22

across campus I would like to see this
17:25
as interdisciplinary multidisciplinary
17:27
projects bringing together people from
17:30
clas engineering and sfa education etc
17:34
right and then a lot of discussion about
17:39
improving and measuring the customer
17:42
satisfaction around ors p and so the
17:45
first step to that is to review ors p
17:48
and we're conducting or we're working
17:50
with ancora which i look at my notes
17:52
because national council of university
17:54
research administrators and so they have
17:58
a mechanism in which you can ask them to
18:01
come and review your research office or
18:04
SP office for just to see how how well
18:10
that office is run and provide the
18:14
review and suggestions okay so what
18:19
we're hoping is that with these support
18:22
mechanisms we can increase our total
18:26
expenditure expenditure targets from 84
18:30
million in 2013 to 115 million by 2016
18:36
which is a thirty-five percent increase
18:38
and oops and by 2018 to 130 million
18:46
which translates into a fifty three
18:48
percent increase in total expenditures
18:51
and again this is contingent on the
18:54
support that we receive through these

18:56
mechanisms okay so I'm going to switch
19:03
gears here and talk a little bit about
19:07
graduate education again I have a deep
19:12
commitment to graduate education it's in
19:15
line with and I think intimately linked
19:17
to research and research productivity on
19:19
campus
19:21
so a little bit of blue sky speak here
19:26
university of maine appears aspires to
19:29
be the most distinctively
19:32
student-centered and community engaged
19:35
of the American universe research
19:37
universities and through pathway for
19:40
strengthening the humane undergraduate
19:44
and graduate student experience okay so
19:47
from the blue sky plan we needed to
19:53
review the research office and now we're
19:58
discussing reviewing the graduate office
20:00
or the graduate school and the needs of
20:02
the Graduate School so as Jeff mentioned
20:06
we have an excellent Dean and dance and
20:10
wise stepping down from his position of
20:14
leadership position in the graduate
20:16
school and I just want to take a few
20:19
minutes to just sing dance praises he's
20:24
been I had the pleasure of working very
20:26

closely with him as the graduate school
20:28
of biomedical science and engineering
20:29
was being developed and he was great he
20:32
was wonderful to work with I learned a
20:34
lot from him he other accomplishments
20:39
include and I'm not being this is not
20:42
exhaustive list but some of the
20:44
highlights he increased the number of
20:45
doctoral degrees by twenty percent in
20:47
his time as as the Dean he oversaw not
20:51
only the development of GSB se but also
20:54
the school of policy and international
20:56
affairs or spea and he was he also
20:59
oversaw the creation of the integral
21:02
Graduate Center at Stoddard okay just a
21:06
few of the highlights of his great
21:09
leadership at the graduate school so
21:12
unfortunately dan has decided to step
21:15
down go back to the faculty and
21:17
anthropology and so there's a leadership
21:21
need we've examined past organizational
21:25
structures of the graduate school and
21:28
investigated organizations of peer
21:30
institutions but we want to maintain the
21:33
goal
21:34
visibility we want to maintain the
21:36
visual visibility of the graduate school

21:39
maintain the outstanding quality of the
21:41
graduate school and we also want to
21:44
maintain as we're thinking about
21:46
research office restructuring and the
21:50
Graduate School restructuring to focus
21:53
on both the doctor's and the master's
21:55
degrees and one of those ways is through
21:58
some of the professional programs that
22:01
have been developed over the years okay
22:04
so where we currently stand the office
22:09
of the vice president for research I
22:13
have assistants here a special assistant
22:17
amy clark is here in the audience Erica
22:20
Kennedy administrative specialist many
22:23
of you have talked to her on the phone
22:24
scheduling and leaving phone messages
22:27
and I have an account specialist in gen
22:30
Baker and she has a lot of history and
22:34
she's fantastic with the MEI F budgets
22:37
and all the intricacies of those funds
22:42
and then i have three offices that
22:45
report to my office Oh RSP the EPSCoR
22:49
office and compliance and that that's
22:52
scale Jones if if you don't know the
22:55
research off their research centers also
22:58
report the number of them report to my
23:00

office as well the Graduate School
23:03
includes the Dean of the Graduate School
23:05
the associate dean Scott delcour sitting
23:09
right here and then a number of
23:11
administrative support staff for the
23:13
Graduate School these red boxes are
23:17
designating the administrative people in
23:22
in these two offices okay so as we
23:29
analyze the suit the needs of both the
23:33
research office and the graduate school
23:37
several things come up from the the
23:43
annette learning a lot from the
23:45
signature and emerging area
23:48
process I learned a ton from reading the
23:51
the proposals the pre proposals and one
23:54
of the things that I thought was great
23:56
was as I mentioned before my interest in
23:58
interdisciplinary multidisciplinary that
24:01
was one of the criteria for whether you
24:04
are designated you could be designated
24:06
as a signature or emerging program the
24:10
EPSCoR office it's currently the
24:13
structure has a director that reports to
24:16
the vpr and if you look at the
24:19
structures of other EPSCoR states that
24:23
structures not quite parallel and it has
24:26
not major problems with cause some

24:28
problems with some of the collaborative
24:30
projects we have with other EPSCoR
24:32
states and so having a faculty liaison
24:35
would be wonderful to try to bridge this
24:40
so we can it will support and hopefully
24:42
encourage more of these collaborative
24:46
projects and also collaborations across
24:48
states to with other EPSCoR states and
24:53
you know one of the things people ask me
24:55
so what has surprised you most in this
24:58
position so I've been on campus almost
25:00
16 years on this campus and I thought I
25:04
had a pretty good idea of the research
25:06
that's being conducted on this campus
25:08
and you I was very proud of the fact
25:10
that you know why we do really great
25:11
research I had no idea so coming into
25:15
this office I've just been struck by how
25:18
many fantastic research groups we have
25:20
on this campus that I had no idea so if
25:24
I don't know what I've been on this
25:26
campus for 15 16 years you know no one
25:30
across the state of Maine is going to
25:31
know so main when the state of Maine
25:35
citizens have made when they think about
25:37
research at the University of Maine they
25:39

might be able to identify one or two
25:41
people one or two research groups but
25:43
they have no idea about the breadth of
25:45
the research that's being conducted and
25:48
the excellent research is being
25:49
conducted on this campus okay so we have
25:52
to be better about communicating the
25:55
research and scholarship successes at
25:58
the University of me we can do this
26:00
through website
26:02
and more communication with the office
26:04
of innovation and economic development
26:07
that's through Jake's office and we're
26:09
working very closely together but it
26:12
would we have to do something I don't
26:14
think this is a unique I'm not the first
26:16
person to think about this right to
26:17
think along we have to communicate our
26:19
success is better but it's a constant
26:21
problem we have to figure out a way to
26:24
communicate better with our stakeholders
26:26
with the legislature with the citizens
26:29
of Maine okay so what do I have next so
26:34
one way to potentially support these
26:40
needs is to develop this associate vice
26:44
president for research position okay
26:48
position that's not it's a position that

26:52
has been on this campus before as an
26:56
administrative structure so as a draft
26:59
plan an idea that we've been batting
27:02
around is to have the Graduate School
27:07
reporting to the vice president for
27:09
research and this vice president
27:14
associate vice president for research
27:16
and graduate studies would work in
27:19
parallel with the associate dean of
27:21
graduate school again this is scott
27:22
delcourt to work so this AVP are working
27:26
at the EPSCoR office and the graduate
27:29
school and working very closely with
27:31
Scott Delacourt to support the Graduate
27:34
School and delineation being the
27:40
associate VP are would be in charge of
27:44
any faculty associated issues at the
27:48
Graduate School would be in charge of
27:50
faculty reappointment for the graduate
27:53
school curriculum committee chair etc
27:58
the associate dean also would be working
28:01
very closely with the vice president for
28:04
enrollment management that's Jimmy Jung
28:07
and the through the director of the
28:12
Graduate for graduate enrollment
28:15
management okay and so as we try to move
28:19

forward and improve graduate enrollment
28:23
we feel that this structure would
28:27
support our mission our goals okay so in
28:34
summary we've assessed the effective
28:36
effectiveness of the VP our office to
28:38
support and expand research here on
28:41
campus we've assessed the strengths and
28:43
the needs analyze potential structural
28:47
reorganization of the Graduate School
28:48
and the VP ours office and developed a
28:51
model that supports and strengthens the
28:53
research and graduate missions on campus
28:56
at least that's what we were aiming for
28:58
so it's been very quiet in the room I
29:04
think with that I'd be happy to take
29:07
questions I think Jeff is going to join
29:09
me to field questions
29:13
what do you think oh I'll start off
29:19
because mainlanders don't respond to
29:20
wrap my head around Carol can you talk a
29:22
little more directly how this new
29:24
structure at that specific weaknesses or
29:27
add specific strengths what are the
29:29
particular things that this new
29:31
structural model will give us that we
29:32
don't have now so the current structure
29:37
is that the please jump in current

29:41
structure is that the graduate school
29:43
reports to the provost office and that's
29:46
a fine structure I think though that
29:49
having the research office and the
29:52
Graduate office more intimately linked
29:54
will strengthen both the Graduate School
29:56
and the research missions again as we
29:58
assess what we have for research or the
30:02
additional support one of those was
30:04
graduate students and I think they're
30:08
key to expanding research on campus I
30:11
take that then the other thing let me
30:15
get your image this this position is a
30:18
new position we don't have that now
30:19
that's funding that's going to come from
30:21
Justin they came in enrollment
30:23
management and so one of the one of our
30:26
goals is to grow enrollment at the
30:29
graduate level so if you look at our
30:30
data we've been talking about this you
30:33
know variety in particular we talked
30:35
about the growth in enrollment of
30:36
university and that our financial model
30:39
is to grow enrollment gradual enrollment
30:41
is actually decreased over the last few
30:42
years so we want to look and put energy
30:46

into gradual and so there would be
30:48
someone coming over from rolling
30:50
management focus on graduate and how we
30:54
generate more interest among patients
30:58
and attract people to graduate education
31:01
so that's different
31:04
graduate and I think the other the other
31:08
pieces begin or coming up every be the
31:12
additional involvement of the associate
31:14
vice president research and graduate
31:16
study that connection that person with
31:18
the EPSCoR office will help to
31:21
facilitate more more proposals and the
31:23
one bottom of faculty to explore so the
31:26
reporting structure between these two
31:28
positions what is that it looked like
31:30
you've got two separate reporting lines
31:32
from the Graduate School to these two
31:33
and then two separate lines up to the VP
31:36
ours position is there some kind of
31:38
hierarchy between these two is it yeah
31:42
pleased to know their design game I was
31:46
hard to get a Nolan paper they're
31:47
supposed to be next to each other yeah
31:48
reporting up to Carol and one of the
31:55
issues mr. Chow brought up with the
31:56
communication where is the

31:58
communications fit in duck around to
32:02
avoid that camera where does
32:04
communications aspect fit into this
32:07
structure that would be under the
32:08
associate VP RS position to help what so
32:11
you know as we think about how we would
32:15
draft job description a position
32:17
description that would be a key
32:19
component to someone who has experience
32:21
with communications has ideas about how
32:27
to to get the word out so you want to
32:32
have a dotted line
32:37
yes yes that's a great idea done man oh
32:43
it's interesting that if you take the
32:45
green lines away this is the arrangement
32:47
in the vice president research officer
32:50
on as provost and we did away with the
32:53
associate vice president research and
32:54
graduate studies for a variety of
32:56
reasons and i'm not sure why suddenly
32:59
that is rosanna but getting back to
33:02
researcher and i live as a 0 srp report
33:05
and some of the other data and this does
33:09
historical stuff so Carol you're you're
33:11
innocent hands on this so you should
33:12
understand that but between fiscal nine
33:15

and fiscal 13 we've seen the twenty
33:17
three percent drop in proposals of
33:19
forty-six percent drop in the amount of
33:21
money requested a twenty four percent
33:24
drop in awards and a forty-one percent
33:26
drop in money awarded how is this going
33:29
to help prevent well thank you for your
33:36
very little question I mean this is a
33:43
major issue that I think it is and
33:46
I've been thinking about it quite a bit
33:48
unfamiliar with those statistics and I
33:52
think many issues are interlinked right
33:56
so our faculty are teaching more that
34:01
inhibits them from writing and
34:03
submitting proposals the federal funding
34:06
atmosphere i mean it's terrible okay so
34:09
i'm most familiar with nih my
34:12
single-digit success rate and and that's
34:15
for established investigators so as
34:17
you're a new investigator it's almost
34:19
impossible it's very difficult we I
34:23
think that one of the advantages that we
34:25
have is that we already are quite good
34:28
at working as interdisciplinary
34:31
multidisciplinary teams and to leverage
34:33
that and and work even more together and
34:38
highlight and support these

34:40
disciplinary multidisciplinary efforts
34:42
so I've been doing I think the fact
34:46
factors that Carol outlined in
34:50
discussing with faculty looking at
34:53
survey results asking you what they need
34:55
a number one thing was the grand
34:56
consultants it's not going to solve all
34:58
these issues but what we're going to try
35:00
to do is help the faculty provide the
35:02
support they need to be able to be more
35:04
competitive get more grants out I mean I
35:07
think you Carol touched on touch on them
35:10
but you know in that time period you
35:12
talk about it our faculty has gotten
35:13
smaller it was a recession during the
35:16
recession the government shutdown for a
35:19
while it's more competitive to get to
35:22
get grants and so the is it's a tougher
35:25
challenge we need to bring in more
35:26
support from fact we are here to do it
35:28
and there are ways that we're we're
35:33
looking at a couple of other ways to try
35:37
to bring resources in one is working
35:40
with vice president Waldron to say okay
35:42
I mentioned on Friday that these grand
35:44
consultants are our pilot she's you know
35:46

moving the money over stuff based funded
35:48
yet but we want to tell that we there's
35:51
return on that investment we can return
35:53
investment that we can grow it the other
35:55
way we're trying to move investment is
35:56
that the University of Maine system
35:58
we're going after who will funds that
36:01
they I want to reinvest in the research
36:04
enterprise we've made a proposal about
36:06
how to invest it here to improve our
36:09
research infrastructure so we're trying
36:11
to address the trying to adjust exactly
36:13
we come mmm you know it's important that
36:16
a benchmark these number
36:18
to a couple years ago we were about ten
36:19
percent above the average for top 100
36:23
research universities in per capita
36:24
funding for research externally grinds
36:28
external grants at the same time we just
36:31
went through a budget exercise that we
36:32
lost 15 faculty any expectation that
36:35
we're going to see this whatever the
36:37
numbers were 24 36 choose your number
36:39
increase in external funding
36:41
fundamentally misunderstands the fact
36:44
that we're losing faculty we're
36:46
transferring faculty positions to

36:48
instructors or a hundred percent
36:49
teaching have no research activity and
36:52
depending on where you are in the
36:53
university was seeing dramatic increases
36:55
in our teaching welcomers you know
36:57
there's a lot of good things in the
36:58
world we have to you know the idea of
37:00
economics is choosing what's good things
37:02
we can do I guess my specific question
37:04
that is how much of the money is
37:07
currently supports graduate education
37:11
particularly in the research intensive
37:13
areas is going to be transferred to
37:16
these professional programs and under
37:18
the vice president for enrollment
37:19
management as a strategic effort to have
37:22
professional degrees instead of
37:24
supporting the dissertation fellowships
37:27
I don't plan is not to shift funds over
37:30
from from the areas that are more
37:34
research intensive will do the
37:35
professional programs we we're looking
37:37
at they said we put we brought it in a
37:40
resource from enrollment management over
37:42
to the graduate school to try to grow
37:45
through the enrollment and we're trying
37:46

to do this in a way and we're not in
37:48
fact shifting here is over we've
37:50
identified that the reality is there are
37:51
areas on this campus where there is
37:54
capacity at the graduate level
37:56
particularly confessional areas where we
37:58
can grow enrollment without new
37:59
investments we're trying trying to take
38:01
the
38:03
the enrollment management and help us to
38:06
target our advertising enrollment
38:09
efforts to direct toward those programs
38:11
the legs are at all equal i know there's
38:15
they're bursting at the seams in some
38:16
areas and we have where the ad are
38:18
beyond capacity but the reality is there
38:20
are areas where we do a capacity to grow
38:22
enrollment where our early efforts are
38:24
going to be the target enrollment air I
38:26
just want to make quick comment about
38:27
what you said earlier you're of course
38:29
absolutely right that you can only do a
38:31
certain number of good things and we're
38:33
in the process and I guess it's an
38:35
ongoing process of evaluating that
38:38
annually so I don't think we have a
38:41
strategic plan to move resources out of

38:44
our out of our research Enterprise
38:46
Linton into instruction we do need to
38:49
support instruction we do need to
38:51
support research and we're trying to
38:52
balance these competing needs breathe um
38:57
one of one of the things that I thought
38:59
was a great idea was this communication
39:01
aspect but not simply communication
39:04
throughout the state of Maine okis but
39:06
to our management but that looking at
39:09
what NIH and other funders are doing in
39:12
terms of the investigator-initiated
39:14
research where the principal
39:17
investigator comes from a particular
39:18
institution and has collaborators with
39:21
in that institution I'm seeing much more
39:24
productivity in working with that kind
39:29
of consolidation of funding that's
39:31
occurring through institutes and large
39:33
medical schools and universities and our
39:36
research program hooking on to those has
39:40
resulted in the best that we've seen in
39:42
a long time and and promises for the
39:45
future I think one of the angles that we
39:47
haven't thought about really effectively
39:49
is taking our extreme talent and linking
39:53

it to groups that are already well
39:55
institutionally padded against the
39:58
vagaries of the study section which for
40:01
the individual investigator coming from
40:05
an institution that doesn't have a
40:07
medical school for example or other
40:09
the infrastructure really does make us
40:11
at a disadvantage where our talent is
40:14
strong enough so I think like them that
40:17
kind of thing is something that
40:19
everybody probably just hasn't thought
40:22
through as they write their research
40:25
proposals but are actually surprisingly
40:29
easy to do and I was surprised at how
40:32
open the big places are to needing help
40:36
so that was correct vice president
40:52
we had that iteration including
40:59
organizational school my question is on
41:06
his bed such as if you examine
41:08
organization others
41:13
compared with that
41:17
is it
41:21
now I mean if you so one thing that I
41:25
the reason I'm using these red boxes
41:27
around these these positions if you
41:30
notice the current organization is that
41:33
there is the vpr and then in the

41:36
graduate school there is the Dean and
41:38
the associate dean so three red boxes in
41:40
this draft for a reorganization also
41:45
have three boxes so that the Dean of the
41:49
Graduate School would move to the vpr
41:51
and then we have an associate VP are and
41:54
the associate dean so total it's the
41:58
same number of administrative
42:17
all that
42:28
whatever I mean compared to 35 years ago
42:30
i'm not sure we have those I mean we did
42:33
look back when John mentioned we have
42:34
this organization previously or
42:38
variation of this I don't I believe
42:41
actually bottling this began to think
42:43
this is essentially essentially the same
42:46
size of expect administrative structure
42:48
as we had fact that maybe John I don't
42:51
know if you recall John manage that
42:53
there any other administrative boxes
42:55
here about the same may be part of it
42:58
you know sort of everything is old is
43:00
new again but part of it is that the
43:02
reality is you know a box is a box on an
43:05
organizational organizational chart but
43:07
decisions are made for a variety of
43:08

reasons as institutions some of them
43:10
have to do with the strategy skills and
43:12
people occupy the boxes and I think
43:14
today what we're doing is looking at the
43:16
makeup of what we have and we feel this
43:18
is a good a good model again you know
43:22
pander to my colleague here we have
43:24
someone who's our vice president for
43:25
research has been the director of a
43:26
graduate program she's got that
43:28
experience and that skill and in her
43:31
background so we felt a big use of the
43:33
current personality like Mike innocent
43:40
school biology ecology and current I a
43:42
co-chair that relates a little bit to my
43:44
question at the moment is of the pinch
43:46
points on this for growth is your
43:48
objective miss increasing number
43:50
search crews coming to campus
43:51
fifty-three percent increase on that
43:53
longer timeline seemed like one of our
43:56
real limiting factors isn't that
43:57
compliance yes right now we have a
43:59
somewhat strange system already with a 4
44:03
plus our I cook the heating a week or so
44:06
ago so getting in applying for more
44:09
grant to be important but the back end

44:11
on in terms of moving the grants through
44:13
the system and ensuring that we can
44:15
bring them on part of it is there some
44:18
vision for review on that compliance
44:20
side as well as the RSP side ensure that
44:22
it's going to be able to support that
44:23
from the room not so much review but
44:26
definitely it's a great point and I see
44:29
that we would need support on the
44:31
compliance end as well there are some
44:35
discussions right now about leaving or
44:38
reorganizing the RSP offense to help
44:41
support gail and some of those efforts
44:45
and maybe through some restructurings
44:48
support the compliance and some of the
44:50
other roles that the ORS p is
44:54
responsible for so but yes it's a very
44:59
good point and something that we are
45:01
aware that we need to for all of you
45:04
know all the support staff for
45:05
researching this it's we will need
45:08
eventually more it's important that yo
45:10
that's the tension you know we were
45:12
underfunded everywhere and so then
45:15
you're trying to figure out where you
45:16
put and betting but it means a great
45:19

point we have to look at if we do in
45:20
fact succeeded rolling what do we have
45:23
to come in the back and the matrix I put
45:26
it in there you know that's the content
45:32
very cool food agriculture I'd like to
45:36
ship the discussion live in to the
45:38
students and right now out-of-state
45:40
students are paying roughly three times
45:41
the tuition of Maine residents and I be
45:45
aware losing some really competitive
45:47
candidates because of the tuition
45:49
difference when we don't have to ition
45:51
scholarships to give them is there going
45:53
to be a discussion about how to increase
45:55
enrollment are potentially reducing
45:57
doing an economic nails as a reduction
45:59
by the state tuition to increase numbers
46:02
yeah yes help you part of what we want
46:07
to thank you look at it it's a you know
46:10
it says tough balancing act right you
46:12
the reality is we want to secure as much
46:15
income as you possibly can and where do
46:17
you find that tipping point yes I'd hear
46:19
from you that you feel like we maybe
46:20
have overstepped the tipping point you
46:23
know but yeah I mean if the short answer
46:24
is yes we're going to be looking at that

46:26 particularly as we have a focus on the
46:28 growing enrollment in our professional
46:30 programs and also usually ones where the
46:31 students are paying the tuition and
46:33 we'll be collecting data as we go if
46:35 we're finally getting lots of applicants
46:38 and no one coming or we're finding that
46:40 the application time they're saying no
46:42 because you're too expensive we're not
46:44 to revisit one of the things we're doing
46:45 wasn't on there but the game is a
46:47 one-time experiment we're going to
46:50 outsource the
46:54 recruitment part of intestinal programs
46:59 there's a company that we're going to
47:01 outsource it to give the trial to see
47:02 whether they can generate more
47:03 applications for us and we'll see what
47:05 happens we'll be collecting the data and
47:09 there's a good money i mean really
47:11 Janet's presentation on friday so she
47:13 has not she had the bars up and it
47:15 whereas we are much lower your way else
47:17 with respect to in-state tuition our
47:19 peer our peer institutions throughout
47:21 New England we're now bumping up you
47:23

might we got UMass by five bucks there
47:25
my buns less it's like whatever else
47:28
okay terror I really like the way you
47:31
start a presentation by having restored
47:34
so let me tell you a story and then
47:36
leading to the cousin tonight so up so
47:39
swimmers Isis has the conductor and a
47:41
graduate of serving recently ninety
47:44
percent of our graduates have jobs fifty
47:47
percent of the Graduate have gone to
47:49
graduate school in the graduate school
47:51
one of the secret afford is a increase
47:54
enrollment in this human sciences is
47:56
really the hands-on field and lab based
47:59
and education most importantly doing
48:02
research with a faculty yes so just
48:07
start a story one of our undergraduate
48:09
come louise work with the menu sink in
48:11
the sophomore year and develop this app
48:14
called a hydro color right and you take
48:18
the three images the sky and then I
48:20
board any pre colored water and water
48:23
and it will tell you the water quality
48:26
of your leg or the ocean and the
48:28
turbidity are building cetera you can
48:31
buy this on the Apple App Store 399 so
48:36
this morning ah there's a 400 plus lake

48:40
association call reach out to the cod4
48:43
meeting so you can you imagine the
48:46
summer we've go on the boat and here in
48:48
Lego make buy this app please please
48:51
alright so support the reason is rigged
48:54
it is that the school resizes that kind
48:56
of unique situation has a strong
48:59
research activity as well as and it
49:02
the curriculum so my question to you is
49:04
how you can encourage and the reward all
49:09
the research institutes and centers here
49:13
on campus there's a dozen of them to be
49:16
in briefs this undergraduate research
49:19
experience well I don't think that'll be
49:22
a very hard job I think that most of the
49:25
research centers the department's the
49:27
college's all embrace that and I think
49:30
that's part of a DeSoto so for me to
49:33
encourage undergraduate research and to
49:36
talk about it i think i'm preaching to
49:38
the choir i mean i think that all of you
49:40
are working with undergraduates as well
49:43
as graduate students in your research
49:45
and scholarship already I'd really you
49:48
know and I don't think it's a hard sell
49:50
for this group or anyone on campus I
49:53

think in terms of the support yes I'd
49:56
love to have more support for the
49:57
undergraduates so that they have this
50:01
value added to their undergraduate
50:04
experience and just as I mentioned
50:06
before to be more to be more competitive
50:13
for graduate school professional schools
50:16
jobs right so how to do that how to get
50:21
that support and how to reward as you
50:25
stay I'm not exactly sure but I think
50:28
that as we increase the research
50:30
capacity on campus or increase the
50:32
number of awards coming in to have more
50:35
support for our undergraduates because
50:37
the other thing is many of our
50:39
undergraduates they must work during the
50:41
summer right they need to make money for
50:43
the the coming fall and so if we can
50:46
support more of our undergraduates with
50:48
internships on campus that would be
50:51
great you're where I believe it
50:54
a lot of the previous grants that the
50:57
president gave us for the Center for
50:58
undergraduate research in LA and Betty's
51:00
done a fantastic job and in running that
51:02
that removing the next year BTW years
51:04
three manali has been working that with

51:08
the budget to be able to carry more from
51:09
money forward into your four but he's
51:12
also been thinking and then got some
51:15
proposals about how to use the money to
51:17
leverage other more so how to work and
51:19
go to the research centers and make me
51:22
look we can provide this much you can
51:23
provide that much to create more
51:25
opportunities for undergraduate students
51:27
but I do think it's a very very
51:29
important part of what we offer here on
51:30
what's clearly distinctive about getting
51:32
your degree at University of Maine the
51:34
grid anyone else anywhere else in the
51:35
state yeah so I worry a little bit about
51:42
the ongoing nature of the university as
51:45
a comprehensive research university and
51:48
I was wondering if you could speak a
51:49
little bit about the place of non grant
51:52
funded research and graduate education
51:56
so I think as we were as I was outlining
52:02
my my thoughts and my analyses I wanted
52:05
to make sure that I was including
52:07
scholarship scholarship is very
52:09
important one of the things that in
52:12
consultation with the chocolate is Thank
52:14

You draws research is funded and
52:17
scholarship is not know because there's
52:19
research that is not funded as well
52:22
collaboration of students that are
52:24
supported but well students who are in
52:28
labs either so for an example an
52:30
undergraduate fulfilling their capstone
52:33
they're doing research it's not
52:36
necessarily funded but it's working to
52:39
are contributing to publications maybe
52:42
or whatever that faculty member is
52:46
focused on I think that so one example
52:53
of trying to support some of the
52:59
scholarship and research that's not as
53:04
associated with obtaining funding so for
53:08
the for instance the the faculty
53:11
research funds and we ask that faculty
53:20
who were in Mei f areas to consider
53:24
partnering with non Mei F faculty to put
53:29
in joint grants one of the restrictions
53:32
for those faculty research funds as you
53:34
know is that faculty from non Mei F
53:38
areas are preferred or given preference
53:45
and to develop some more of these
53:47
interdisciplinary groups and
53:49
collaborative to encourage my effin on
53:52
Mei F faculty to collaborate and put

53:56
forward joint grants slightly plenty in
54:05
consists of a different angle in this
54:06
part of the enemy is you know the world
54:09
is changing and higher at is changing
54:11
and I think part of the challenges is to
54:13
look at the areas like the humanities
54:15
and the arts and have not been getting
54:18
rid support and for us to figure out how
54:20
to help them to do that because the
54:21
realities are under ancestor private
54:23
foundations federal grants for the UN
54:26
arts and humanities they're not nearly
54:27
at the level a dollar amount but they
54:31
are available so i think there's got to
54:33
be or i'd like to see a shift in culture
54:35
where people naming these are that's
54:38
more than mindset and making the thirty
54:41
thousand dollar grant is
54:44
to submit the development of a girl of a
54:46
book that's great that's meaningful
54:47
personal humanities so I think looking
54:50
at helping would couple things being
54:52
better identifying where those sources
54:54
are helping our faculty to develop those
54:58
skills i would say in thinking about it
55:02
and pursuing that like another piece of
55:04

it going to go you're well aware of this
55:06
when i use an opportunity to talk part
55:08
of everyone else is generating our own
55:10
funds so we created the humanities
55:13
initiative and developing a humanities
55:15
center here at the University mate we're
55:17
at about five hundred thousand dollars
55:18
of the endowment we had a gold 1.6
55:21
million dollars and diamond and pretty
55:22
confident where you can get there
55:23
that'll kick out not big money but that
55:25
will kick out money as you know the in
55:27
part that money is designated to support
55:29
scholarship in the humanities so I think
55:31
we have to be creative and thinking
55:33
about how to bring support for our
55:35
faculty who don't know who aren't going
55:37
to be either just aren't the number of
55:39
sources available well while there are
55:42
some sources and then the other piece I
55:44
would say is is about Israel and I think
55:47
customer for Carol made around
55:48
collaboration and looking at things in
55:50
teams and again in areas that haven't
55:52
traditionally been thought about in
55:54
terms of research teams boats in in
55:57
history in philosophy and english who

56:00
could contribute to a larger team in
56:03
pursuing more larger scale grants I
56:06
think it's got to be though all those
56:07
but you know I am also concerned about
56:10
that I don't want to be lose track of
56:12
scholarship that is not
56:15
that isn't the only where the large
56:19
federal agencies are targeting funds I
56:22
wondering about setting the research for
56:25
the thinking about this plan you looked
56:27
at the peer institutions I'm curious who
56:29
you consider our peer research
56:31
institutions so University of rope well
56:36
which Rhode Island New Hampshire the
56:42
Wyoming or Montana Wyoming and then I
56:46
always get the north and south dakota's
56:48
the mixed up as our peer institutions
56:57
who's the purposes
57:04
in directions and where those bro I'm
57:08
used to a model at a lot of public
57:09
research universities where percentage
57:11
go back into funding the libraries for
57:13
samples from library can research a
57:15
percentage go back into the graduate
57:17
school to be proud of where do ours go
57:21
and a question how do they contribute to
57:24

these missions great question and I want
57:26
everybody know this now so they all go
57:30
back centrally so the VP ours office
57:33
does not see any of the indirect cost
57:36
return the indirect never come to my
57:38
office there have been times I 8 10
57:42
years ago where the president's did
57:45
return some of the indirect funds to
57:47
individual investigators and I think the
57:50
if the chairs and Dean's might have also
57:53
had monies returned to them I would love
57:57
to have those discussions and talk about
58:00
how to distribute those indirect cost
58:04
returns yes the president research has
58:10
been asking that question of vice
58:13
president for administration finance I
58:15
think it's been I mean you'll know
58:17
whenever he knows it's not a new issue
58:19
we're pushing an enemy recognize were
58:21
then we are Nora t among research
58:24
universities that people can ask a
58:27
question you're asked the question
58:28
what's your formula so that's a Sega pot
58:36
Alex until I love this halibut was
58:39
totally question but if i remember
58:40
correctly was last year on university
58:43
research council a lot of time was spent

58:46
on this long-standing issue and i
58:49
thought by the end of the year some kind
58:52
of agreement had been struck not
58:55
involving mike efforts office
59:00
and and Janet Warren's office so they
59:05
would there wasn't a formal agreement
59:07
but there were discussions and they were
59:09
progressing and I think change of
59:11
leadership and also our current budget
59:13
situation they've been stalled but not
59:16
forgotten and we will continue to
59:18
discuss this I promise numbers in it was
59:22
more than a concert yes time anyways I
59:28
was going to university research taxi
59:30
the only thing that really bothers me I
59:34
don't know where it fits in any of this
59:36
stuff I spent 23 years of Boston goes
59:39
through the 10 million dollars in the
59:41
game patent royalties and other things
59:44
where's that revenue where is that Rome
59:47
all our centers that are supposed to
59:49
creating new things and time glittering
59:51
new things where is that source of fun
59:54
but we haven't had with us today
60:00
offshore bank
60:06
look a hundred million dollars were the
60:08

institution I got every year from
60:10
probably not really i canno we're not
60:12
what around Congress went two hundred
60:13
thousand and mostly it goes to it is
60:15
distributed according to formula back to
60:17
the centers and in fact you health
60:20
generated so did you get a change about
60:22
two hundred thousand dollars covers of
60:25
patenting costs as well don't put right
60:28
back am I miss speaking of I said that
60:30
this idea of developing the University
60:32
of Maine research foundation needs to
60:34
create infrastructure allow us to be
60:36
more successful not only creating
60:39
patents by creating mechanisms for
60:40
getting a flow back home to campus so
60:46
one thing that it took me like a couple
60:49
of decades really to to finally
60:51
understand was the best majority of
60:54
graduates students at the University of
60:56
Maine and probably most other
60:57
universities aren't involved in research
61:00
their masters students in non-thesis
61:03
masters programs and you know again as
61:07
someone from a department and a field
61:09
that doesn't really focus on non-thesis
61:13
masters programs that you know it took

61:16
took me many years undergrad bullet to
61:19
start to understand what other people
61:21
were talking about around the room so
61:23
you know and I always thought that the
61:26
reason we moved away from a model like
61:28
this one toward a model where those two
61:32
streams were less mix was really in
61:36
recognition of the fact that most of our
61:39
grad students don't contribute to the
61:41
research mission so so I guess you know
61:44
I think I'm really going back a little
61:46
bit here to joann's question actually
61:48
that he opened with is I'm looking at
61:52
this scheme I don't have a problem with
61:54
it necessarily but it has the same
61:57
number of boxes as the existing scheme
62:02
it's not designed to achieve lean this
62:07
or meanness or whatever the vice
62:11
president for Reese
62:12
who seems to have quite a lot on her
62:15
plate is now going to be asked to be
62:20
being the decider for the graduate
62:23
school you know the box right below that
62:26
which I guess roughly corresponds to
62:29
what we've been calling the Dean of the
62:31
Graduate School is now being asked to
62:35

you know be thinking about research and
62:38
you know I wonder whether it really
62:42
makes sense to be mixing these two
62:45
strings that don't really mostly flow
62:48
that closely together tella they don't
62:51
agree that unplugged was good they are I
62:54
think it's as you said your your area
62:57
many areas there are completely linked
63:01
to your graduate education and research
63:04
we didn't have the Silurian and get it
63:06
by numbers it is more of the graduate
63:09
students here who are not involved in
63:11
the research enterprise I mean you could
63:13
be so we've gone back and forth on it I
63:16
think where this smile creates new
63:18
opportunities is again it does put more
63:20
on Carol's plate but it does have the
63:23
associate vice president for research a
63:24
part of their job again it's not only
63:26
about communication is about trying to
63:27
bring faculty groups together to be
63:29
helping to be more competitive for the
63:31
kind of collaborative grants and think
63:32
of Orion others are talking about that
63:34
this person is part of that these are
63:37
her responsibilities will be you know
63:41
get building teams that can help us to

63:43
be more competitive for larger brands so
63:45
it's it's part of the thing of the
63:47
mission to to be more competitive
63:49
research university it is using the same
63:52
amount of resources it is dividing it up
63:54
and in
63:55
a different way but I'd like to I think
64:00
that it will accomplish some things that
64:02
weren't clearly doesn't get it before
64:06
Jim going back as a song is basically
64:09
Owen and John man's question were there
64:13
other issues that came up under the old
64:15
structure that could come up now on the
64:17
one on thinking I don't know it's going
64:19
to be an issue how you'll deal with this
64:21
right now the D academic deans are
64:23
responsible for the faculty which
64:25
handles undergraduate teaching graduate
64:27
teaching the research and to the
64:30
Graduate School in the deans they all
64:32
report to the Provost so there's a
64:33
connection there does this break that
64:35
connection cuz now the deans reports the
64:36
Provost yet graduate and research is all
64:40
now to someone who the deans don't
64:41
report to has that been a problem do you
64:44

foresee in his initial by I'm not sure
64:46
was historically that was one of the
64:48
issues John's checking his email that
64:50
other side it's a good point i hadn't
64:57
actually wrote a part of them in those
64:58
terms because yeah the current structure
65:00
that the reports to me and I you know we
65:02
update with week I mean there is
65:05
effective also in Carol reports to me
65:07
and we update weekly or so but I wasn't
65:13
on the henro thought about that
65:14
attention but I think I'm not that
65:18
familiar and with the past structure
65:21
between the VP ours office and the
65:24
Provost's office I mean what kind of
65:25
relationship they had but in this
65:29
position and Jeff's position we're
65:31
working as a team so we see each other
65:36
all the time or a couple of doors down
65:38
from each other and we really are
65:39
interacting quite a bit you know I we
65:41
have formal updates about once a week
65:43
but I think that working together as a
65:47
team you know with Janet and with Jeff
65:51
st. John
65:51
I don't think that that will be a big
65:55
issue but that's something to keep in

65:56
mind smart man I just building off of
66:06
that conversation it seems likely
66:09
oftentimes in managing graduate program
66:14
it's very confusing about where the
66:16
strategic planning comes in how much has
66:18
gone through the college and how much
66:19
has done through the grad school and in
66:22
my experience that the red skull has
66:24
been seeking more like management but
66:27
not strategy and the college and the
66:31
graduate school are not really talking
66:32
you know doesn't seem like there's good
66:34
communication that way and it seems like
66:36
it could get worse for this kind of know
66:39
well I think that's a good point enta
66:42
just a gradual budget it's another mixed
66:45
mission we're putting the putting the
66:48
Graduate School under the hood research
66:51
sends the message that there's going to
66:53
be more cohesive those missions but then
66:55
the green pulls in a new consideration
67:01
so that the associate need is now
67:03
balancing bringing research and graduate
67:06
education together more strongly and
67:08
getting pressure from enrollment
67:10
management instead of it it just seems
67:14

to be more yes so this is still over
67:19
tons of tape but but the green box the
67:23
director of graduate a role in
67:24
management that we funded through the VP
67:26
for old mansion the focus that person
67:29
really is on the professional programs
67:30
the ones where the admission funnel more
67:33
closely resembles what an undergrad
67:35
program would be like so a very high
67:38
percentage of the students that apply to
67:40
the program are admitted as a qualified
67:42
yep that person is a dotted line
67:44
relationship to be because the graduate
67:47
school will continue to oversee all the
67:50
applications to the research-based
67:51
masters programs as well as the doctoral
67:54
programs which has an entirely different
67:56
review
67:56
in a real and so there's just a neatly
67:59
coordinate the function of that director
68:02
of gradual whose focus will really just
68:04
beyond those professional programs with
68:07
the overall application for the process
68:09
the graduate school but I think you
68:13
bring up a good point and it's something
68:14
that we can work on as well and if
68:16
that's an issue or a concern I think

68:20
more discussion more dialogue is really
68:22
important yeah I think a quick I was a
68:25
state it's a very good play ball you
68:26
know who's in charge of what is tempting
68:29
to playing who's responsible for I think
68:31
your description was that was accurate
68:33
and pretty much left at the department
68:35
level some involved with the college and
68:38
then the Graduate School kind of just
68:40
managed the affairs yeah we've been I
68:44
think moving drifting or where it is but
68:48
sliding over to approach where the
68:51
graduate school has been trying to do
68:53
more initiating the program who's
68:54
talking about that we've developed these
68:55
professional science master's programs
68:58
the graduate schools have been
68:59
supportive of that I'm very interested
69:02
in some of the areas of enrollment and
69:06
where we had had I think my office had
69:09
had a hands-off approach given the
69:11
emphasis on growing enrollment those
69:13
less handbook so we're looking at it and
69:15
in all likelihood there will be more
69:16
conversations coming out of the Provost
69:19
office writ large now including Carol
69:22

shop going out two units saying and we
69:25
see potential in this area what would
69:27
you need to develop this area how could
69:29
this how the university main do this
69:31
could we do it when resources and having
69:33
those kind of conversations I think as
69:35
you know that that's not been the
69:36
history it's been kind of coming up from
69:38
from the units but but I think you'll
69:42
see more of a shift at the way this
69:44
model a filter
69:45
I did a muscle men that I don't need to
69:51
be so parochial but what happens to a
69:54
program like English under this I mean
69:57
we're clearly not in the seeming to me
70:01
privileged side of research we do
70:05
scholarship which is often treated as a
70:07
hobby at this university but now is our
70:13
admissions is this going to go go
70:15
through the graduate enrollment
70:16
management which I think would be
70:18
disastrous it would be don't think I
70:22
would anticipate a change primarily
70:24
operated by Sky Mesa some examples of
70:28
programs that that might follow to the
70:30
director of graduate level management
70:32
would be social work business education

70:35
programs non-thesis education programs
70:38
so those that are really geared to it's
70:41
a professional credential the NBA called
70:43
residual program the education program
70:45
use professional master's programs that
70:47
we've developed that are not how to
70:49
enroll in currently we're going to be
70:51
looking at trying to developing actually
70:52
also the other yes that's gone on this
70:55
could be a minister Duncan painted we've
70:57
been trying to weave in developing
70:59
certificate programs looking at trying
71:01
bringing professionals who understand
71:03
getting a degree they're getting a
71:04
certificate specialization we've
71:06
developed it this program several of
71:09
them but we haven't been any would
71:11
expect to market and the enrollments
71:13
show that so part of that responsibility
71:16
is to try to trick people would watch
71:18
today's program going to be taught by
71:20
people who are current in research and
71:23
scholarship he's going to be told I had
71:26
jokes too
71:28
the current makeup ovens not there's
71:33
some hedge and federal involved programs
71:43

currently has an executive board so that
71:46
executive board will now report to Carol
71:51
but anyway but oh and this associate
71:58
vice president is that person where is
72:03
ever going to be it's not I'm curious
72:06
about if I have stickel I have no idea
72:08
ya know i did go into labor but I might
72:15
never talked about as being soldered
72:17
that's how will be a starter dealer with
72:20
the day-to-day but it is the question
72:24
associate vice president for research
72:26
make it and remain with copyspace intent
72:30
on the hell was that we have to and we
72:32
want them to be alumni all we wanted to
72:34
be part of the schema we've got some
72:36
spacious suit but my think it was
72:39
thinking would be in the wrong way to
72:41
vertical signature work yes if putting
72:45
on Flores question you're asked about
72:47
the executive immediately that new code
72:49
and about the leadership and I would
72:51
like to extend that to the Graduate
72:52
board I mean how do you perceive the
72:55
leadership and the mission of the
72:57
Graduate board and now probably the
73:00
judge a board and imagine the University
73:01
Research Council both a tu viens of

73:04
faculty members to participate will both
73:06
be under the same leadership and how
73:09
could you get interactions and the
73:10
differently I would see them as separate
73:13
board separate advising bodies for you
73:17
know one for the research side one for
73:19
the Graduate School side I don't see any
73:22
reason to dismember and then re form one
73:27
body for my office as advisor so I think
73:30
we can maintain the separate urc and the
73:33
grad board
73:39
look so they'll be parts of your current
73:42
job that you're leaving behind if this
73:44
does come on so I think that if we can
73:48
combine and if we can have an associate
73:50
VP are right so some of the duties and
73:53
some of the initiatives that I'd really
73:56
like to start from the VP ours office
73:58
the responsibilities would go to the AVP
74:01
are yall spends a lot of time to drink
74:04
the coffee really in a very very you all
74:09
need that coffee room once you get to
74:11
work d grant consultant for the grant of
74:21
developers riders for the colleges that
74:24
hear correctly to to start yes for one
74:29
of our colleges in order to houses
74:31

position we've been funding them are we
74:34
going to be considered I mean we run me
74:38
to be happy
74:41
it's difficult or cutting our budget to
74:45
continue to support this position but we
74:48
already have one in place and kind of
74:50
been a model for this are we being is
74:53
that a conversation i don't know i don't
75:00
think that it is if the college of
75:02
education would like to continue
75:03
supporting a grand consultant four-year
75:05
college that's that's fine we are
75:08
developing these grant consultants based
75:09
on well the way I'd like to structure it
75:11
is is on agency but since we're starting
75:16
with just 2 i'd love to have four or six
75:19
grant consultants but you know with the
75:22
2 i'm not really sure where we all start
75:25
probably NSF is a major grant source for
75:29
the university so i would probably think
75:31
NSF maybe do e foundations would be a
75:36
big one so we're not going to say no to
75:41
a college event person who wants members
75:43
are going to say yo you got one that's
75:46
what is that yeah I just just looking
75:49
for you know puzzles on me it's not
75:52
saying I'll go indirect come back and

75:55
you know this would be we found value in
75:59
position so glad to see that you're
76:01
pursuing it you know you did mention
76:04
there's all about the initial part the
76:07
identification of support for rioting
76:10
matching up faculty I
76:13
that's great where we struggled now is
76:16
in the compliance part and field
76:19
assistant closing out because more
76:21
grants that come into your college
76:23
especially in a small college like ours
76:25
that just becomes additional
76:27
administrative trouble for our mistress
76:31
insistence not the indirect coming back
76:34
into the college makes it very difficult
76:36
close the graphs of mine at the Grahams
76:39
and so I would say if you're going
76:42
forwards or consultants that you might
76:44
want to consider that as well seeing
76:46
them from the game well I actually think
76:48
that they would be they would have a
76:50
separate focus so it would be the front
76:52
end of obtaining funding and that that
76:56
would be putting more resources into ORS
76:59
p which I'm definitely in supportive
77:01
depending on how the review goes the in
77:04

career review we use this opportunity to
77:12
make quick announcement tomorrow simple
77:15
person this is not an able to page will
77:19
be here tomorrow not relevant for from
77:22
1030 to noon and minsky Halton and I
77:26
don't think it'd gotten else is why
77:27
there is it should so 1030 tune in
77:30
tomorrow and mid ski hall but you
77:33
be here and we'll ask a final question
77:38
well thank you very much and coming out
77:41
into space vehicle