

CELS Research Committee Meeting February 12th 2020 - Meeting Notes and Discussion

In attendance: Niall Howlett (Chair), Jason Kolbe, Elizabeth Mendenhall, Carlos Prada Montoya, Tom Sproul, Mark Stolt, Carol Thornber (ex officio)

Absent: Thomas Boving

General discussion centered round the goals and/deliverables for the committee to meet by the end of the semester. Several (random but connected) points of discussion were raised including the following:

- Development of a white paper/advisory document for anyone considering applying for a graduate training grant
- Who would be the audience for this deliverable?
 - Faculty considering to apply for a graduate training grant
 - Targeted to specific senior/more established faculty
 - College leadership, e.g. Dean, Associate Dean for Research
 - The Research Office/Office of Sponsored Projects
- Carnegie classification of Universities - this was discussed in the context of how successfully securing graduate training grants and other larger program project grants, e.g. NIH P- or COBRE (Center of Biomedical Research Excellence) awards, would impact the Carnegie classification
- Related to the point above, how do we convince the institution that applying for and successfully competing for a graduate training grant (which typically have low indirect cost rates, e.g. NIH T32 is 8%) is a worthwhile endeavor?
- If this would positively impact our Carnegie classification, this could have numerous positive effects, e.g. attract higher caliber undergraduate and graduate students, and faculty, and perhaps investment from private sources
- For reference, URI is classified as: Basic / Doctoral University / High Research Activity and is ranked similarly to Ball State University, Bowling Green State University, University of Maine, University of Memphis, Western Michigan University
- University of New Hampshire (*no medical or veterinary school*) and University of Connecticut - like Brown University - are Doctoral University / Very High Research Activity - I would imagine we should want to strive towards this
- It would be interesting to determine how these classifications are made, e.g. are they made entirely on the basis of research dollars alone - **potential question for Karen Markin**
- How would appropriate/relevant funding opportunities be identified? **Consider inviting Karen Markin to one of our meetings to get an overview of the SPIN database** and how this could be used to identify funding opportunities
 - Could we work with Karen to develop a document of upcoming relevant funding opportunities?
- How can we identify and incentivize more senior faculty to apply for graduate training grants, and/or match expertise with opportunities?
 - Release time to develop research team and strategize

- While junior faculty should be included in the process, they should not be included in the leadership team
- Institutional support recognized as being a **major** component of applying for graduate training grants and other larger program project grants. While level and type of institutional support will vary between agencies and funding opportunities, there are likely standard institutional support line items that the Provost/Research Office/Deans should be able to develop, i.e. lead faculty should not have to reinvent the wheel every time we apply for a large/non-individual research award. Potentially reach out to Kathleen Shannon. Could we suggest the creation of an institutional policy on this?