

*Leveraging Funds and Infrastructure Enhancements for Research Centers
Organized by the Institute for the Advancement of Social Work Research (IASWR_
Summary of Discussion
NADD meeting – 10 06*

Phyllis I. Vroom

Beginning discussions with faculty as Interim Dean – transitioned as dean – continued to work for faculty buy-in

Faculty discussions –

- ◆ Reduce workload
- ◆ Create infrastructure
- ◆ Develop a plan for the role of the research director.
- ◆ Began center discussion – applied research to support community organization
- ◆ Not a linear process – need to address multiple issues at one time.
- ◆ Won support of central administration – as provosts changed garnered more support
- ◆ Planned and launched doctoral program
- ◆ Surveyed deans about what they were doing in terms of research centers
- ◆ Actions:
 - Support methodologist
 - Hire copy-editor to review grants
 - Differentiate roles of business management staff to support grant management activities

Kay Davidson

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- ◆ Ten years ago, social work centers focused on teaching and community connections, with one funded researcher
- ◆ Began doctoral program to strengthen research mission, with existing faculty resources and 2 Graduate Assistantships assigned
- ◆ Obtained one more grad assistant and divided them into 6 ½ time assistantships
- ◆ Created a Ph.D chair with \$1 million endowment gift matched 50% by state
- ◆ Ph.D enhanced school's position in the university and opened interdisciplinary opportunities
- ◆ Associate Dean appointed for administration and research
- ◆ Obtained space to create a "research suite" with space for 9 research assistants
- ◆ Established liaison with Office of Sponsored Programs
- ◆ Faculty member appointed to university IRB
- ◆ Indirect funds used as seed money and to support faculty research training
- ◆ Reduced faculty teaching loads to allow time for research
- ◆ Hired experienced research faculty member and developed faculty mentoring
- ◆ Scope of research expanded. Partnership with state agency and good relations with Office of Sponsored Programs led to recent transfer of large grant program to School.

- ◆ Lessons learned

- Invest indirect funds in infrastructure building
- Faculty needs exceed resources available
- Well written proposals don't always get funded
- Train support staff for grant submissions, including on-line
- Budget increased through external funding is very soft money
- Need for technological supports such as software (e.g. statistical packages)

Jane Middleton

- ◆ Arrived at Fresno in 2000.
- ◆ The region is characterized by agri-based business, conservative and poverty.
- ◆ Faculty wanted an entity for themselves
- ◆ Got to know community agencies and needs
- ◆ Worked with agency directors – building on relationships of CalSWEC and already existing initiatives.
- ◆ Several projects – foster parent training, quality assurance contracts and Title IV-E already existed, but brought them together within the social work program and created SWERT –
- ◆ Developed regional responses in collaboration with Bakersfield and Stanislaus, e.g. Aging white paper
- ◆ Working also on early intervention and family support.
- ◆ Can undertake evaluation projects – e.g. evaluation of children in the mental health system.
- ◆ Faculty are released to the center and students also are involved in center activities through placements.

Wynne Korr

- ◆ Look at the business context of having a research center and expanded research activities and contracts.
- ◆ When at Pitt, was able to develop an NIMH-funded research infrastructure center, building on the expertise and experience already at Pitt, especially in psychiatry.
- ◆ Arrived at Illinois, there was already a Child and Family Research Center mostly funded by the state with some federal dollars to evaluate IV-E waivers.
- ◆ To have a center, it is important for the dean to make sure that context, policy and practice, e.g.,
 - what controls might exist in the university to approach foundations
 - ICR – what % accrues to the university, your unit, and to the principal investigator
 - Is ICR negotiable, e.g, with a foundation.
- ◆ Need to consider business issues pre and post award:
 - Pre-award
 - Support for consultation and help
 - Seek corporate and foundation funds
 - Know what exists in terms of business support in the school and university.
 - Post-award
 - Grows business operation

- Develop and monitor budgets
- Visiting academic professionals

Jim Zabora

- ◆ 4 years at Catholic University
- ◆ Came from Johns Hopkins School of Medicine and Public Health
- ◆ Negotiated 20% to continue own research.
- ◆ 3 centers, mostly doing training and consultation existed upon arrival
- ◆ Called a retreat early on – explored norms and expectations including ‘levels of scholarship expected’, vision to develop a ‘future’ orientation
- ◆ Indirect shared between the university and the school’s centers
- ◆ Re-adjust workload
- ◆ Integrate doctoral students into centers and research.
- ◆ Set goals of minimum of five abstracts to CSWE and SSWR
- ◆ Created center on health/mental health, on community development/social development and spirituality and social work.
- ◆ Now there are 6 centers and of the 18 full time faculty each most belong to one center, maybe 2.
- ◆ Through an interagency loan, Catholic was able to host Richard Millstein, former NIDA Deputy Director – he helps with policy, procedures and infrastructure development.
- ◆ ZAX article in JSWE on research and field?
- ◆ 3 doctoral students have RO3s.
- ◆ Role of the dean – be a mentor, find new resources, talk to donors.

Questions:

- ◆ What should be teaching load for faculty on grants – can you buy out from all of your teaching? – discussion of teaching expectations – some programs dean and associate dean teach – some do not.
- ◆ What are roles for research administrator, director, associate dean for research – need for both administrative tasks and to promote scholarship among faculty (budgeting, forms, getting grants through the system, link to IRB, sponsored programs office, monitoring funding opportunities, internal review, mentoring, statistical expertise and consultation, brown bag research lunches,etc.
- ◆ How do you readjust workload – variation if this is in the dean/director’s purview or if a case needs to be made to a provost or higher up.
- ◆ In regard to IRB, one school has doctoral student take lead on IRB forms, preparing submissions, etc.