

Dennis Grady 2011-12 Annual Report

Goals

1. Develop a distribution model for indirect cost recovery dollars that provides incentives for faculty to write grants.

Accomplished – Received approval to reallocate 5% from the Seed Grant portion of the indirect recovery rate to each Principal Investigator retroactive to July 2011. These accounts have been created and the funds are now available to successful grant writers.

2. Implement climate action planning process that leads to a campus-wide climate action plan by May 2012.

In progress – Working with the Sustainability Steering Committee, two taskforces were established to get campus-wide input on carbon reduction strategies and educational programming for sustainability. Draft plan has been circulated among members of the SSC and final draft is anticipated by Mid-April. The draft is scheduled to be delivered to the Faculty Senate at the end of April for review and comment.

3. Finalize negotiations with US HHS on a new (and higher) Indirect Cost Recovery rate.

Accomplished – In January received final ruling from HHS increasing the RU Indirect Recovery Rate from 24% to 31% for FY 2011-12, 35% for FY 2012-13, and 39% for FY 2013-14. This increase supports a more robust infrastructure for research and increases the funds available to PIs following Goal #1.

4. Assist in the implementation of the MFA in Design Thinking.

Accomplished – The MFA in Design thinking is now a program accepting students for Fall 2012.

5. Assist in the development of an EdD degree.

Not accomplished – While a proposal for an EdD has been formulated for a potential launch at the New College Institute in Martinsville, the Graduate college had no direct involvement in its development.

6. Rewrite and reorganize the intellectual property policy for the University in consultation with the IP Committee and University counsel.

In progress – IP Committee has met three this semester to fine tune the IP Policy. Further, the Committee has been presented a “procedures manual” for technology transfer. This was developed from the successful launching of RU’s first technology LLC spearheaded by a faculty member.

7. Attain funding for an increase in GA stipends to get ours to the national average for comprehensive universities.

Accomplished – Received an additional \$168,000 in E&G funding to increase the graduate stipends to near the national average.

8. In consultation with Provost and Deans, establish targets for external grant submissions and total dollars won for each college.

Accomplished – Each Dean has established a goal for external grants for his/her college. Overall, the target for awards is \$1 million more than last year which would bring in around \$6 million for the fiscal year.

Other achievements

1. Received US Public Health Service certification for animal care and use for the animal labs on campus. This will allow for more sophisticated research by faculty who may wish to employ more complex animals in their work.
2. Assisted in the revitalization of the RU Environmental Center and assisted in the formulation of two successful grant applications for the Center.
3. Secured NSF funding as part of a statewide coalition of Universities to enhance the participation of under-represented minorities in STEM disciplines eventually leading to the increase in URM's in the professoriate,

Personal Development Goal

Deliver a scholarly paper.

Working with colleagues at UVa and Augustana College, assembled a panel entitled, “He Who Pays the Piper Calls the Tune? The Creeping Federalization of Higher Education Policy across the American States” for the Southern Political Science Association’s Annual Meeting in New Orleans in January. Three papers were given (including mine – abstract below) and a book prospectus is being circulated among the principals targeted toward a scholarly press.

Abstract

The reauthorization of the Higher Education Act in 2008 has once again placed in sharp focus the tension between state governments and the federal government over the control of higher education policy across the nation. One of the central points of contention focuses on the role of regional accrediting agencies (e.g., Southern Association of Colleges and Schools –SACS and five others) that are non-profit, private entities controlling access to federal Title IV funds. These regional associations determine if a higher education entity meets standards sufficient to be accredited thereby determining whether or not students attending that institution are eligible for federal educational support. And this is not a small matter. Federal support for higher education through student loans and grants is in the neighborhood of \$170 billion. (Eaton, 2011) Many institutions, both public and private, would not survive without students who rely significantly on those funds. In essence, we have developed over the past century a self-regulatory

system of higher education accreditation that is state and regionally based and tied that system to federal public support for higher education. As Harold Seidman observed as long ago as 1975, “This then is the dilemma. Is it possible to devise a system which preserves the autonomy and independence of the accrediting agencies without sacrificing public accountability and control?” (Orlans, 1975) Recent rule announcements by the USDE have clearly threatened the autonomy and independence of the regional accrediting organizations.