



College of Sciences
& Mathematics
*Arkansas State
University*

“If We Knew What We Were Doing, It
Wouldn’t Be Called Research”

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Location

- Jonesboro – County seat of Craighead County.
 - Historically agricultural (rice, soybean, wheat, cotton)
 - Growth in healthcare and migration from smaller surrounding communities-> 3% growth rate (73,000)
 - Household income ~\$32,000; 13% of population has a college degree
 - Dry (technically, damp)
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Institution

- A-State - flagship institution in the ASU System
 - State designation as a research institution, although funding from state has never matched this
 - 13,000+ students spread over 75 bachelor, 50 masters, and 8 doctoral programs
 - Next closest university is 80 miles away
 - Several two-year institutions within 50 mile radius
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Research: Why?

- Tuition and fees have increased dramatically nationally
 - External agencies are questioning the productivity and value of faculty in light of these increases
 - Some critics propose eliminating the research/teaching/service model for faculty in favor of teaching/service in order to save money
 - This view neglects the value of research as an excellent form of teaching and valuable teaching as a form of research
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Research Is Teaching

- Student engagement in research and creative activities is a rich form of learning
 - Traditional methods of measuring teaching loads neglect non lecture/lab/studio courses
 - Need to measure all forms of instructor-student interactions in which teaching occur
 - Need measurable outcomes for these interactions so that the quality of the teaching can be assessed.
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Faculty Credit Hour

- Teaching load policies are normally based on a student's effort in class and not faculty member's
 - Develop faculty credit hour as a method for measuring faculty effort in all forms of student interaction
 - Create translations and measurable outcomes for all of the teaching interactions that take place in the college
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Translations

- **Lecture course:** SCH = FCH up to enrollment of 49; beyond this, add .1 to multiplicative factor for every 10 students
 - **Lab courses taught:** dependent up how much of course is done (set-up, grading, etc.); can be as high as 1.5 contact hours = 1 FCH
 - **TA oversight:** teaching TA's to teach is another form of instruction; 1 FCH = 3 SCH
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Translations, cont.

- **Student Teaching Interns:** requires a tremendous amount of travel and mentoring time; $.67 \text{ FCH} = \text{each student}$
 - **Internships:** very dependent upon the level of involvement and credentials of external internship personnel; normally $1 \text{ FCH} = 12 \text{ SCH}$
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Translations, cont.

- **Undergraduate Research:** 1 FCH = 6 SCH; expectation of student presentation at local/state conference or publication in a public venue
 - **Graduate Research:** 1 FCH = 6 SCH; at masters level, requires presentation at regional conference or national organization; at doctoral level, publication in peer-reviewed journal
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Teaching Is Research

- This FCH model relies heavily on assessment of learning and research output.
 - Accreditation also relies heavily on assessment
 - Senior faculty who had disengaged from basic research have been asked to take an active role in this assessment; response has been good
 - Partnership with experts in assessment key
 - Over the last year, 4 presentations, 1 publication, and 1 grant proposal from these faculty
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Conclusion

- Still tweaking the translation numbers a bit
 - Numbers of students doing research is up
 - Basic research grants are up slightly
 - Having assessment experts, even if in other disciplines, is critical
 - Promoting achievement equally helps (trips to Hawaii also help)
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