“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)
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
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
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.
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
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
Translations, cont.

- **Student Teaching Interns**: requires a tremendous amount of travel and mentoring time; .67 FCH = each student

- **Internships**: very dependent upon the level of involvement and credentials of external internship personnel; normally 1 FCH = 12 SCH
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 of national organization; at doctoral level, publication in peer-reviewed journal
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.
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)