

REPORT OF COMMITTEE ON FACULTY RESEARCH

Submitted to Emory Chapter of American Association of University Professors

The committee in undertaking to study the problem of faculty research at Emory has felt that the best approach is to consider certain fundamental questions that automatically arise when this matter is brought up. Its report, consequently is in the form of answers to these questions.

I. Is faculty research desirable at Emory?

The ideal of the University, as has been repeatedly stated, is service to God and man. As a result of a century's experience, it has come to be accepted that the best means of realizing this ideal is through the University's facilitating the mental and spiritual growth of its students through able, enlightened, and effective instruction. Hence in considering whether or not faculty research is desirable, it is imperative that first of all an answer be given to the question "Is research incompatible with good teaching?"

After careful study and deliberation, the committee is of the unanimous and emphatic opinion that research is not incompatible with good teaching. To the contrary, it is firmly convinced that research generally promotes the teaching ability of an instructor. Of necessity it improves his insight into problems, increases his enthusiasm, balances his judgement, makes his subject more vital, and helps him to arouse the interest and command the respect and confidence of his students. The committee recognizes, of course, that not all good research men are good teachers, and that not all good teachers are good research men. Yet it feels that in such cases, the good research man is not a poor teacher because of his research activity, and that the good teacher is not a good teacher because he does not do research. It feels that the research man, even if he be a poor teacher, is still a better teacher than he would be if he did not do research, and that the good teacher would be a still better teacher if he did research. The whole history of higher education seems to support this view. Great teachers from Galileo (who couldn't find a hall large enough to shelter his students) to James Harvey Robinson (whose course on the intellectual development of Europe was for decades the most popular and influential at Columbia) have almost invariably been great research men. Great universities from medieval Bologna to modern Harvard have invariably emphasized research. In general, the committee believes that the contention that "research is incompatible with good teaching" is frequently but a feeble apology for laziness and, perhaps, lack of ability. The committee definitely believes that the encouragement of faculty research would not hinder, but would aid the University in promoting the intellectual and spiritual growth of its students.

The committee, however, does not feel that faculty research is desirable solely because it would be a means of improving the quality of instruction. Rather it feels that it would multiply many fold the University's opportunities of fulfilling its ideal of service. The great need of the South, which Emory primarily aims to serve, is

to understand its handicaps, problems, and opportunities. For this, continuous and unrelenting research is indispensable. Universities such as Emory are the natural, in fact the only, places where such research can be carried on. At the present Emory has excellent prospects of becoming a leading research center. Plans are now being made to make it into a great graduate University, a place where students of the South may receive not just instruction in the truths that others have discovered about themselves and their society, but also training in how to discover the truths about ourselves and our society. If the University is to meet this new responsibility, if its faculty is to undertake the task of developing the research ability of others, then above all things it must develop its own research powers. Attempting to teach others how to do research without actually doing research ourselves would be the height of folly. Hence the committee believes that if the University is to advance along the lines recently laid out, faculty research is not only desirable, but imperative.

II. Is faculty research being carried on at present at Emory?

The committee has found that with the exception of the School of Medicine* there is shockingly little productive research among members of the faculty. The full-time members of the non-medical faculty on the Atlanta Campus have published altogether in their life time only about fifty articles in learned journals, twenty or so pamphlets, approximately a dozen text-books, and some ten monographs. Of the more than seventy full time faculty members, only twenty-five have published anything at all and only about eight of these have published more than an occasional article. Further, and most alarming of all, in the vast majority of cases, contriguitions of the faculty were published, or the research on which they were based was done, before the faculty members in question came to Emory, that is, in the midst of an environment and under conditions different from those existing at Emory.

III. Are there insuperable barriers to research at Emory?

In view of the general absence of research activity, the committee was led to wonder if there is not some fundamental condition existing at Emory which absolutely precludes research work on the part of the faculty. Is the faculty itself not competent to do research? Are teaching and administrative requirements of such nature that research is impossible? Are library and laboratory facilities completely inadequate?

After careful consideration, the committee has come to the conclusion that there is no fundamental reason why faculty research cannot be done at Emory. Emory's faculty is as well prepared in research training as that of any school of comparable size in the

*In the School of Medicine, practically all full-time faculty members are actively engaged in research.

country. Of the non-medical members of the faculty, well over half hold the Ph.D. degree (which is primarily a research degree) and a large part of the remainder are working toward that degree. Teaching loads and administrative requirements, while undoubtedly heavy, are not so great that research activity is impossible. At comparable schools, loads are generally about as heavy and in many of these there is much productive research. Facilities, though limited, are certainly not so inadequate as to make productive work impossible.

IV. Why is faculty research not being done at Emory?

In view of the fact that there is probably no insuperable barrier to faculty research, the committee has been forced to conclude that the absence of research is due to unfavorable attitudes and policies. In the first place, the faculty itself does not seem to be particularly interested in research. The atmosphere in which members of the faculty move, the conversations in which they engage, the meetings which they hold, the activities which they pursue are all on the whole alien to productive scholarship. Generally, in fact, among the faculty emphasis is ordinarily placed on everything but research. In a way it would seem that instead of forming an association of scholars (the classic definition of a university), the faculty forms an association of persons who teach for a living.

In the second place, the administration seems to be insufficiently concerned with research. So far as the committee knows, the administration in no sense of the word has a definite and positive policy of encouraging, aiding, and rewarding faculty members who are engaging in or wish to engage in research. Apparently, research proficiency and achievements are of little, if any, importance in the determination of promotions, salaries, and leaves (beyond the doctoral level). No particular effort is made to induce or encourage faculty members to take advantage of the various foundation fellowships and grants-in-aid which are available for research projects. There is no fixed policy relative to aiding faculty members attend the annual sessions of the various learned societies, even if they have a part on the program. Direct aid for carrying on, or publishing the results of research is seldom, if ever, given. Little attention is given to improvements in equipment, library and laboratory, that would facilitate research. No attempt is made to lighten the non-teaching load of faculty members.

Although there are probably excellent reasons why the administration has followed this policy of neglecting the promotion of research, in the opinion of the committee it is nevertheless true that it is one of the principal reasons why so little research has been done. In actual fact, the committee has found that the apparent policy and attitude of the administration, justifiable as they may be, have resulted in a widespread feeling among the faculty that in so far as advancement is concerned, research is not only useless, but directly harmful in that it interferes with activities that seemingly guarantee recognition, e.g., taking a leading part in committee work, speaking to various local organizations, sponsoring student activities, etc. (The committee does not mean to imply that these things are not important and that they should not be rewarded, it merely wishes to point out that there is a popular assumption that

such activities are the only means of securing recognition.)

V. How can faculty research be encouraged at Emory?

If, as the committee believes, the lack of research at Emory is primarily the result of negative attitudes and policies, then it would seem that a change in attitudes and policies is the first step to be taken in the encouragement of research.

First, the faculty itself should attempt to create an environment more conducive to research. Greater attention should be paid to such research as is being carried on. Discussion of research projects and problems should be promoted. Some sort of research club, possibly under the joint auspices of the A.A.U.P. and the Faculty Club, should be organized for the purpose of holding periodical meetings where different faculty members might present an outline of the purposes, problems, and significance of research projects which they are carrying on. Faculty members where possible should mutually aid and encourage each other in the execution of projects. Possibilities of joint research (which seems to have been very successful in the School of Medicine) should be fully explored. Individual and collective pressure should be continually brought to bear on administrative and library authorities for improvements in facilities.

Second, the administration should adopt a policy of positively and actively encouraging faculty research. At every opportunity representatives of the administration should emphasize the desirability of research. Close attention should be given to such research as is being done. And, above all, direct aid and encouragement to research activity should be given through:

1. The creation of a University Research Council consisting of nine members who would hold office for three years, three retiring each year, without being eligible for reappointment until a lapse of a three year period, and who would be chosen in the following way: one elected by the faculties of each of the five schools giving graduate degrees and four appointed by the administration. This Research Council should be empowered to:

- (a) Administer a fund, as large as possible, annually appropriated by the University for the promotion of faculty research. The fund should primarily be used to:

1. Aid a faculty member to publish in book form the results of research which in the judgement of the Council will make a real contribution to human knowledge, will add to the prestige of the University faculty, and can not otherwise be published.

2. Aid a faculty member through a grant of not more than \$100 to carry on a research project which the Council considers to be likely to lead to results sufficiently worthwhile to insure publication.

3. Assist faculty members engaged in research in the purchase of special equipment or books necessary for the prosecution of a project, said equipment or books to be the property of the University.

- (b) Recommend that certain faculty members engaged in research be granted special leaves of absence, normally of short duration, to complete projects.
 - (c) Recommend that certain faculty members engaged in research be permitted to teach less than the normally required number of hours.
 - (d) Serve as a clearing house for information about, and applications for, grants-in-aid and fellowships available through the several foundations. It should call the attention of faculty members to the possibility of getting assistance for their projects, and should, if desired, provide recommendations for worthy members of the faculty applying for assistance.
 - (e) Keep a careful record of faculty publications and research activity, and publish an annual report setting forth what has been done during the previous year.
2. The improvement of research facilities, especially by doing the following things:
- (a) Providing complete micro-film equipment which shall be under jurisdiction of the Research Council and shall be free for the use of any member of the faculty engaged in research.
 - (b) Designating that a part of appropriations for the purchase of books by the Library may be used for the purchase of books needed by a faculty member for research in his field.
 - (c) Increasing laboratory facilities and equipment that ~~are~~ needed for research activity.
 - (d) Empowering the Library to develop to the fullest borrowing relations with other libraries, and appropriating funds for the payment of charges incurred in borrowing books for faculty research. Instructing the Library to permit faculty members to use books borrowed for them outside the Library.
 - (e) Increasing the Library appropriation for current periodicals including foreign language periodicals.
3. The reduction of the load carried by members of the faculty, especially in the College, School of Business Administration, and Library School through:
- (a) Reducing whenever and wherever possible the minimum number of courses which a full time faculty member is required to teach (including instructors of the lower ranks).
 - (b) Adjusting the schedules of instructors giving laboratory courses so that their total number of hours will not exceed the average prevailing in the University.
 - (c) Exploring the possibility of using teaching fellows in the larger junior college courses along the lines followed

in the freshman history course. Increasing the number and compensation of student assistants, and making them available for instructors of the lower ranks as well as for those of the higher ranks.

(d) Providing stenographic assistance through establishing faculty stenographers as distinct from administration stenographers, with at least one being assigned to each building.

(e) Providing for mimeographing at University expense.

(f) Increasing the number and accessibility of telephones for faculty use.

4. The establishment of a considerable number of additional graduate fellowships, scholarships, and assistantships with remuneration sufficiently large to attract better students not only from among our own graduates but also from among the graduates of other schools. These graduate fellowships, scholarships, and assistantships to be of two types:

(a) University to be under the jurisdiction of the University Committee on Fellowships.

(b) Departmental to be under the jurisdiction of the departments offering graduate work.

5. The appointment of a limited number of research assistants for a one-year period from among applicants who hold the Ph.D. degree and are recommended by departments offering graduate work. These research assistants to teach no more than one course a quarter and to assist faculty members in carrying on their own research projects.

6. The adoption of a fixed and publicized policy relative to assisting faculty members to attend meetings of learned societies in their respective fields. In case of a faculty member being on the program, full expenses up to \$70.00 should be paid by the University. In case of attendance without being on the program, half of the actual expenses so long as they do not exceed \$70.00 shall be paid by the University. Normally each faculty member should be limited to one meeting a year.

7. The establishment of departmental budgets to be used at the discretion of the department for the purchase of supplies, equipment, books, visiting lecturers, etc.

8. The adoption of a definitely formulated policy relative to leaves of absence. Sabbatical leaves with at least half pay should be inaugurated as soon as possible. Special leaves with either full or half pay for the prosecution of definite research projects should be granted on recommendation of the Research Council.

9. The exploration of the possibilities of establishing exchange professorships with certain schools.
10. The adoption of the definite principle that research achievements and potentialities will be an important factor in the determination of promotions both in rank and salary.
11. The adoption of the policy of emphasizing research ability in making additions to the University staff.
12. Firm adherence to the principle that under no circumstances will an attempt be made to build up a research reputation by the addition of special research workers who, while not becoming integral parts of the University faculty, will be carried on the staff in order to secure a substitute for real faculty research. Every consideration -- honesty, fulfillment of obligations to students, fairness to the present faculty, and future standing of the University -- makes it vital that such a practice not be resorted to. Encouragement of faculty research must mean the encouragement of research by the actual members of the teaching staff and not the promotion of research by superimposing on the present faculty persons attached to the University solely because they may be a means of enhancing the reputation of the University as a research center.

In making this report, the committee has at no time lost sight of the need for close cooperation between the faculty and the administration for the encouragement of research at Emory. Nor has it been any less cognizant of the differences in opinion that may arise as to specific proposals for achieving this objective. But it is strongly convinced that the promotion of research activities, quite apart from the merits of any specific proposal, is of vital concern to the well-being and growth of Emory as a university of the first order. It also strongly believes that steps should be taken at once to encourage research, and that, even though financial resources are still limited, at least a beginning can be made now. Finally, it feels that at this particular time the formation of proper policies charting the way for the future is of inestimable importance.

The Committee on Faculty Research
of the Emory Chapter of the American
Association of University Professors.

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It was unanimously agreed by the Emory chapter of the American Association of University Professors, at its meeting on January 31, 1939, that the report of the committee be adopted and that it be submitted to Dean Goodrich C. White, vice-president of the University, for his consideration. It was also agreed that it be recommended to Dean White that he consider the advisability of making the report available to other members of the administration and the faculty.