

Group 4B Faculty and Student Research in Liberal Art Colleges
Discussion Leader: Q.R. Petersen Resource Person: Jack Swenson

This meeting opened with a consideration of the ~~first~~ ~~two~~ points mentioned in the announcement of the section, dealing with ^{the} question of whether experimental work by a faculty member can adversely affect his teaching function, either by consuming time which would be ~~more~~ ~~appropriately~~ devoted to his teaching function or by directing ~~his~~ his activities to inappropriate areas because of the need for research funds.

A general but not unanimous opinion was expressed that faculty research could only be justified if it made some contribution to the ~~the~~ education of the student. Situations were discussed in which educational function could be justified without actual student participation in the research activity.

Some time was devoted to an examination of the way in which teaching load affected research and, as would be expected, there was wide variation of opinion, particularly of what time need be devoted to a stated teaching "load".

A discussion of financial support centered about the need for ^{financing} released time, summer salary, and student participant pay. This is in interesting contrast to previous years' discussions in which need for equipment and space occupied the majority of discussion. Dr. Swenson

reviewed the present state of NSF support of Research Participation in a most encouraging way.

The nature of the particular research problem held the attention of the group repeatedly throughout the discussion. Opinion ranged from ^{one extreme} the format which would demand ^{anticipate} journal publication to the ^{other extreme} highly ~~teaching~~ ^{course-teaching} oriented which would try to generate research attitudes and activities in the performance of the classical course experiments.

Mr. Pratt discussed the program of Du Pont aid to liberal arts college chemistry departments and answered several questions. In general, he informed us, the program is designed to reward excellence but that the philosophical basis of the program was regularly reviewed. In view of the discussions centering about the need for financial support for research it was interesting to note that the four individuals who reported on their institution's use of Du Pont unrestricted grants, all emphasized that the grants were not used in a direct ~~support~~ way for the support of research.