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DOC 1989-02 Recommendations: Prioritization of Resources for Research and Inquiry

University of Dayton. Faculty Affairs Committee

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PROPOSAL TO THE ACADEMIC SENATE

TITLE RECOMMENDATIONS: PRIORITIZATION OF RESOURCES FOR RESEARCH AND INQUIRY

SUBMITTED BY Faculty Affairs Committee

DATE December 12, 1989

Indicate the action required: Legislative, Concurrence, or Consultative, and refer to the appropriate reference in the Senate Constitution (Article II B, 1, 2, 3).

ACTION IS: Consultative **REFERENCE IS:** II.B.3.

Full Senate recommendation for prioritizing resources for research and inquiry

DESCRIPTION OF PROPOSAL: State objectives, rationale, and how proposal is to be implemented



The University of Dayton

To: Executive Committee
Academic Senate

From: Faculty Affairs Committee
Academic Senate

Date: December 12, 1989

Re: Recommendations

There is an emerging numen about what the University of Dayton is becoming: that is, primarily, an undergraduate institution with selected graduate programs, some at the Ph.D. level and of high quality. Undergraduate programs need not have graduate extensions in order to recruit and retain faculty who are serious and productive researchers.

Faculties in all departments are expected to be afforded the conditions which stimulate research and inquiry. One would like to conclude we have chosen to be called "university" because faculties in universities are expected, by definition, to advance knowledge: faculties in "colleges" are expected, by definition, to diffuse knowledge.


If we are to be faithful to our emerging numen, then the conditions for research and inquiry must receive high priority for resources. Failure to receive such priority will lead to a cassandran picture of the next decade at the University of Dayton. We are in danger of not only not approaching what is emerging as our strategic intent (i.e., most outstanding comprehensive Catholic university), but also of being just another of those universities which contributes to misnaming themselves as universities.

In order to implement the strategic intent it seems to be considering, the University of Dayton must overhaul its mode of operation. Rather than debate the emphases upon research and/or teaching (a debate which usually ends by emphasizing teaching more than research, thereby justifying less resources), let us instead remember Whitehead's queries: "Do you want your teachers to be imaginative? Then encourage them to research. Do you want

your researchers to be imaginative? Then bring them into intellectual sympathy with the young at the most eager, inoperative period of life." (Aims of Education, p. 146). Whitehead's responses clearly indicate the University of Dayton must overhaul its current ethos and the resource allocations which support it.

For reasons cited above, the Faculty Affairs Committee of the Academic Senate forwards the following four recommendations for consideration by the full Senate:

1. THAT UNDERGRADUATE AND GRADUATE PROFESSORS ARE EXPECTED TO ENGAGE IN RESEARCH.
2. THAT CONDITIONS FOR RESEARCH AND INQUIRY MUST RECEIVE HIGH PRIORITY FOR RESOURCES.
3. THAT THE NUMBER OF SEMINARS MUST INCREASE SHARPLY AND CONDITIONS FOR THEIR INCREASE SHOULD BE SUPPORTED.
4. THAT IN A UNIVERSITY, BY DEFINITION, FACULTY MUST RECORD IN WRITING THE RESULTS OF INQUIRY.


Research/scholarship