

Upcoming Events

Statistical Consulting Workshops

Nova Southeastern University's Statistical Consulting Center is presenting monthly workshops on Generalized Linear Models. The workshops run from 12:00 to 1:00 PM and lunch is provided. Please join us December 11, 2007 for the next presentation on Poisson Regression Models. All sessions are held in the Chancellors Dining Room located on the 5th floor in the Terry Building

2008 Health Professions Educational Research Symposium

Nova Southeastern University is hosting the 2nd Annual Health Professional Educational Research Symposium (HPERS). Last year, more than 120 faculty from across the US and Canada participated in our educational research conference. This year's theme is Assessment of Student Learning in the Health Professions. The conference is scheduled for January 18-20, 2008, at Nova Southeastern University's Health Professions Division.

HPD Research Day

HPD is proud to announce the first annual HPD Research Day, April 25, 2008. Students from across HPD will have the opportunity to present their research to their peers and faculty. Distinguished speakers will address the group, prizes for outstanding research will be awarded, and classes will be suspended in order to allow students to fully participate in this exciting event.



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Rate of Return

Teaching vs. Research

As Nova Southeastern University research continues to grow, we often receive questions about the viability of such a venture at a “teaching” school. It is interesting to note that models for success in research at teaching schools exist which NSU can emulate. For example, in the September 2007 issue of *Technology Transfer Tactics*¹, it was pointed out that smaller institutions can “outperform” larger universities in terms of research rate-of-return. The prime example given was the University of Akron, which ranked first in the State of Ohio with the highest rate of return per research dollar—beating out The Ohio State University and Case Western University. Of course, this is an economic measure, and it does not necessarily address the topic of teaching vs. research.

The subject of teaching vs. research has been studied extensively in higher education². As is most apparent, academicians' teaching duties are typically well known by the community; however, the activities carried out beyond teaching, namely research, are often kept away from the constituents' knowledge². The end-result is that faculty involved in research at teaching institutions often encounter difficulties such as little institutional support, lack of research facilities, limited support for travel, and lack of external funding³. Also, they frequently do not have access to graduate students to help them expand their research ideas and activities. Nevertheless, this does not need to be the case.

The need to foster appropriate procedures where university constituencies are brought together to participate in the process of reshaping the university model can be recognized. Syracuse University is a good example where programs were developed to reward both teaching and to develop the research infrastructure⁴. As discussed by Norbis et al., (2007) the multiple roles played in academia (administrator-instructor-researcher) should not necessarily be in conflict. To the contrary, they should demonstrate the flexibility traditionally offered to, but not necessarily exercised by, the professoriate.

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HPD RESEARCH APPROVALS—NOVEMBER 2007

College	Investigator	Protocol Title	Sponsor	Amount
Optometry Medicine	Barry J. Frauens	Evaluation of Dynamic Contour Tonometry in an Afro-Caribbean Population	NSU-HPD	\$4,960.00 for one year
Dental Medicine	Maz Ebrahimi	The Comparative Analysis in the Ability of Two Rotary Files in Maintaining Canal Morphology after Instrumentation Part I: Profile 04 Series vs. K3	NSU-HPD	\$3,000.00 for one year

November Featured Researcher



Josephine Shallo-Hoffmann
College of Optometry

What is the focus of your work at Nova Southeastern University?

The focus of my efforts at NSU have been teaching and developing graduate programs. In 2003, the College of Optometry launched the all online Master of Science in Clinical Research Program. This program has, to date, attracted students from all over the world whose common interest is to master the tools necessary to perform research of the highest quality. The program has expanded to include a series of core courses that fit the need of all the units within the Health Professions Division. The natural progression of this successful course of study yielded the development of the HPD PhD core course system to serve the PhD students across the Health Professions

Division. The goal is to educate individuals dedicated to pursuing careers as scientists and scholars in clinical, biological and biomedical science in a wide variety of settings including academia, the private sector, health-care, health-care industries and in government service. To achieve this goal an academic environment has been developed that fosters creative thinking and leads to excellence in scholarship, research and teaching. These programs are dedicated to quality education tailored to the needs of the individual student.

What is your educational background and how long have you been doing this type of research?

I studied physiological psychology at Columbia University in New York, and Rutgers University in New Jersey and was awarded a PhD in 1984 from the Institute of Cognitive Studies at Rutgers University in the area of visual perception under the guidance of Professor Irvin Rock. Following my graduate studies, I pursued clinical research investigations in the areas of normal and abnormal eye-movements, associated adaptive processes and neuro-optometry/ophthalmology, holding appointments at the University of Goettingen in Germany and the Medical Research Council of Great Britain at the National Hospital for Neurology, Queen Square in London before entering the HPD family in 1999. During the past nine years, I have had the good fortune to collaborate with colleagues, yielding the publication of 16 Index Medicus-listed articles in our areas of interest.

Why did you choose to work at NSU?

Firstly, I do not think of what I do each day as work. Those of us who are able to teach and pursue questions that interest us are lucky and we understand the privilege of our position. Dean Loshin is a visionary who wanted to build an environment that fosters and supports applied/clinical research. He gave me the opportunity to assist in this goal. It is a challenge and pleasure to assist with this vision.

Look for your next Focus on Research in mid-December!

Rate of Return

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1. U of Akron beats out larger schools in rate of return. (2007). *Technology Transfer Tactics*, 1(5), 65, 74-76.
2. Norbis, M., Arrey-Wastavino, A. M., & De Leon, F. A. (2007) Teaching vs. research: Toward the reconciliation of an academic dilemma Retrieved November 8, 2007, from www.usca.edu/essays/vol52003/arrey-westavino.pdf
3. Sharobeam, M. H., & Howard, K. (2002). Teaching demands versus research productivity. *Journal of College Science Teaching*, 31(7), 436-441.
4. Mooney, C. (1992). Syracuse seeks a balance between teaching and research. *The Chronicle of Higher Education*, 38(29) A-1.

The Office of Research in the Health Professions Division provides support for the faculty and staff of the Health Professions Division in their efforts to obtain and conduct research, while ensuring compliance with NSU policy, sponsor policy, and applicable law.

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