



November 10, 2020

Chancellor Pembroke and Provost Cobb,

Thank you for the opportunity to explore the Carnegie Classification status and its relevance to the future of SIUE. The Ad Hoc Committee took this task very seriously and hopes that our feedback will help guide this important decision. In this letter and among the associated attachments, the committee will provide an overview of the processes we followed, the relative data collected, specific recommendations, and a discussion of possibilities for future initiatives.

The Ad Hoc Committee work was divided into five overall phases. These initiatives involved: 1) gathering basic information regarding Carnegie Classification; 2) reviewing internal and external information on the effect of a Carnegie Classification change; 3) presenting the initial data to the SIUE community and promoting conversation via scheduled open forum meetings; 4) providing a campus wide survey option to faculty and staff; and 5) creating a synopsis of our findings. During phase 2, the committee divided into two groups. One group explored the initial internal thoughts and ideas by surveying Deans, Chairs, and Program Directors with open ended questions. Those results can be found in attachment (I). The other group explored the current literature on the subject and also solicited information from leaders in a few institutions who have recently changed Carnegie Classification status. The results of those efforts are available as attachments (II, III, and IV). The committee spent approximately two months on this phase and feel the results are very important to our recommendation. We continue to encourage review of these points as an important aspect of the overall report.

From the time we began our work and as was expected, we have received diverse opinions ranging across the spectrum when it comes to considering SIUE moving to a Carnegie Classification R2 status. However, we believe it is important to note that the concerns voiced have been consistent across all phases of the committee's work. The concerns expressed in the initial internal review were subsequently supported by the external review of literature and by the opinions of leaders at institutions who have recently made the move, and finally were again evident in the campus wide survey and subsequent communication. Therefore, we believe they merit important consideration.

Chancellor Pembroke requested that the committee gauge the campus community's perception regarding institutional changes that may occur with a move from DPU to R2 classification. The committee developed a 15-item survey that contrasted established institutional tradeoffs associated with a move to R2 classification. The committee opened the survey to the campus community on October 9, 2020, and closed the survey on October 16, 2020. In total, 264 SIUE

employees submitted responses, although not all respondents provided a response to every item. The majority of respondents were faculty (n = 219). Respondents from all Schools/Colleges are represented, with faculty and staff from the College of Arts and Sciences most frequently represented (n = 82). Of those individuals who did respond to the survey, 73 (27.7%) attended one or more of the committee's open forums, whereas 191 (72.3%) did not. Unfortunately, the distributed survey included one question that was misstated. While the question was corrected in a previous committee meeting, the change did not save in the Qualtrics survey. The committee removed this question from consideration. A copy of the campus wide survey results presented in four tables is available as attachment (V). When considering the campus wide survey results, the committee felt that the following key points were evident:

- 1) A notable majority of respondents are committed to teaching remaining a priority at SIUE.  
(56%=SA/A; 21.6%=D/SD – Q1, Agree with teaching as priority)
- 2) A notable majority of respondents do not wish to see a funding shift away from undergraduate learning.  
(21.8%=SA/A; 61.6%=D/SD – Q5, Agree with directing resources away from undergrad)
- 3) A notable majority of respondents support an initiative that promotes 1<sup>st</sup> generation college students.  
(53.1%=SA/A; 22.5%=D/SD – Q7, Agree it is important to prioritize 1<sup>st</sup> generation)
- 4) A notable majority of respondents feel it is better for SIUE to be a Carnegie Doctoral/Professional University with a high ranking within this category than to be a Carnegie R2 University ranked relatively low.  
(53.3%=SA/A; 25.9%=D/SD – Q9, Agree that ranking high in DPU is better)
- 5) Moving to an R2 Carnegie Classification status currently lacks strong SIUE community support.  
(44.2%=SA/A; 31.4%=D/SD – Q14, Agree that SIUE should remain a DPU)

When exploring the data more thoroughly and by demographic breakout, a few important points resonated with the committee. For most items a significant number of respondents were neutral. This percentage went as high as 37.1%, indicating a certain amount of indifference to the query. Engineering faculty represented the strongest support for moving to an R2 status, while the support represented by CAS was less favorable for the move. Numbers from other schools were too low to justify theming. When considering the responses from Engineering, the committee felt the current PhD co-op programs with Carbondale might have led to the questions around moving to R2 being perceived quite differently. Open communication with Engineering and other faculty members involved in the co-ops reflected some dissatisfaction with current co-op initiatives. The committee felt this was relevant when considering support for a change. Ninety-seven respondents took time to share comments at the end of the survey. Of those comments, 58 were supportive of remaining in our current status, while 26 were supportive of moving to R2. All open-response comments, as well as a summary of these responses, are reported as attachment (VI). The committee highly recommends that you review these data and consider it an important part of our overall work.

The committee feels that it is also important to highlight a few of the opinions that emerged from the feedback when considering all the subjective data; inclusive of the final open-response comments to the survey, along with open forum discussions, and emails directly to us or found in email forums. While the committee worked hard to be objective, some faculty (18 of 97 who offered survey comment) did express discontent with the survey instrument's emphasis on the trade-offs involved in reclassification. It should be noted that of these 18, 16 of the respondents who faulted the survey went on to express their support for reclassification. While the items in the survey were carefully worded to reflect dichotomies based on the literature, the respondents felt these dichotomies were false. Many expressed that elements such as budget and spending allocation, commitment to undergraduate learning, and undergraduate student programs could be controlled or maintained while still making a move to R2 status. They emphasized that a more precision move among only a few niche programs could be in SIUE's interest and would not create a great burden on University resources. We respect those opinions and feel they are valid for consideration; however, we did not find external literature in support of that possibility. There was also discussion relative to a soft entry into an R2 status, as merely a prelude to a bigger shift in the future. These opinions were somewhat congruent with the idea of "mission creep" as described in the literature. Many expressed ongoing concern with the financial implications, while others felt moving to R2 was a necessary change.

The Committee does not feel that the door should be closed when considering a move to R2 Carnegie Classification status. We realize that the actual move, realistically, may involve only a slight increase in the number of research doctorate students graduating from SIUE. However, this slight increase does promote larger implications among the SIUE community. As a committee, we do believe more specifics need to be considered before a smooth transition can occur. Many of the questions posed to us from the SIUE community seemed more relevant to exactly how the move would be made and how it would directly affect individual units. The committee felt these questions were beyond our scope of consideration at this time. Perhaps, if more definitive objectives were outlined regarding which doctoral research programs are being considered, what are the actual budget implications of adding those programs, and what are the safety nets in place to maintain our current mission, then SIUE leadership might be in a better position to make the appropriate decision.

Again, thank you for the opportunity to explore the options available to SIUE. We feel our University has a bright future and we look forward to progressing together.



Andrew Griffin, PhD, CRNA, APRN  
Chair, Carnegie Classification Ad Hoc Committee

## **Key Points from SIUE Internal Qualitative Surveys**

The following represents a summary of points made by program directors, chairs, and deans who completed our initial survey. It is organized by listing advantages and disadvantages relative to maintaining the same Carnegie Classification or moving to an R2 Carnegie Classification (CC).

The survey was created by constructing seven open-ended questions from the five initial points in the charge letter received from the Chancellor and Provost. Subsequently, the questions were placed into a qualtrics format. The committee decided to begin by soliciting input from leaders within our graduate programs. Therefore, we emailed a link with a brief explanation to all graduate program directors. Following this, the committee members sent the link to appropriate deans and chairs from the departments and schools that they represent. Care was taken to reinforce that this was just the beginning phase of our data collection and that many more opportunities to provide input would exist.

A compilation of the primary themes was composed from each question. The themes were presented to the CC Ad Hoc committee on February 7<sup>th</sup>. Recognizing commonality, the committee decided to further reduce the data to overall themes relative to maintaining current CC status or moving to R2 status. The final list was approved on February 21<sup>st</sup>, as presented below.

### **Maintaining Doctoral-Professional Category**

#### **Advantages:**

- Lines up well with our current mission and values
- We are ranked high in this category
- Supports our current vision of teaching excellence
- Enables us to obtain certain restricted grant access\*
- Less pressure on resources\*

#### **Disadvantages:**

- Less prestige
- Less National recognition
- Lower faculty recruiting strength
- Lower campus morale
- Limits SIUE overall growth\*
- Hurts grant funding\*

### **Moving to R2 Carnegie Classification**

#### **Advantages:**

- Higher University prestige
- Better campus research
- Higher University morale
- Better faculty/student interaction

- Better faculty engagement
- More graduate students\*
- More grant funding\*
- Stronger graduate students\*

**Disadvantages:**

- Undergraduate would deteriorate
- Money & resources would be diverted from teaching
- We would need to change our mission/values & the culture at SIUE
- Would lead to faculty workload issues
- We don't have the resources we need
- It would distract from our teaching excellence

\*indicates points with less emphasis or comment support

(Complete data sets are available upon request)

## **Pros and Cons of moving from Doctoral/Professional Universities (DP) Status to R2 Status 2/21/2020 Version**

**Overview:** These pros and cons are based on published articles and dissertations that are relevant to the charge of the Carnegie Classification Ad Hoc Committee. The pros and cons list was developed by the External Source Subcommittee of the Ad Hoc Committee. Sources were identified via an ERIC database search, and then the articles were read and relevant portions summarized by subcommittee members. Summaries of the articles cited below appear in an attached document.

### **Potential Advantages of moving from DP to R2 Status**

1. R2 generally confers more prestige than DP (Kelderman, 2018; Olson, 2018; McClure & Titus 2018)
2. May be easier to attract grant money (Kelderman, 2018; Olson, 2018; McClure & Titus, 2018)
3. Easier to get industry partnerships (Olson, 2018)
4. Might attract more talented researchers (Iglesias, 2014; Kelderman, 2018; Olson, 2018)
5. May lead to admissions of students with better academic preparation (Iglesias, 2014; Kelderman, 2018; Olson, 2018; McClure & Titus, 2018)
6. May increase outside money that pays for salaries and facilities instead of its own money (Kelderman, 2018)
7. May lead to higher research expectations and better research output for faculty (Iglesias, 2014; Olson, 2018).
8. May increase faculty focus on rigor (Iglesias, 2014)
9. May lead to higher faculty salaries (Iglesias, 2014; Olson, 2018)

### **Potential Disadvantages**

1. Requires a big investment of money and other resources (Iglesias, 2014; Kelderman, 2018). For example, likely to lead to increased spending on infrastructure and other costs, such as lab space, recruiting and keeping higher quality faculty, paying for doctoral assistantships (Kelderman, 2018).
2. Administrative costs per FTE enrollment are likely to increase, at least in the first few years (McClure & Titus, 2018).
3. Spending increase might be part of a useless “cost spiral” (p. 981), whereby moving up to an R2 increases prestige and allows the institution to procure more resources, but instead of the resources being used to survive, they are spent to maintain their legitimacy in the institutional hierarchy (McClure & Titus, 2018).
4. Related to the above points, it may lead to shift in resources from instruction to admin (Iglesias, 2014)
5. May lead to shift in emphasis from remedial programs to honors programs (Iglesias, 2014).
6. May reduce instructional quality across the institution, especially of undergraduate education, as teaching becomes de-emphasized and institutional identity moves toward research rather than teaching and graduate education is prioritized (Brawner et al,

2003; Cox et al, 2011; Henderson, 2013; Iglesias, 2014; Kelderman, 2018; McClure & Titus, 2018). Several sources noted that research spending and quality of undergraduate are not directly related (Brawner et al, 2003; Cox et al, 2011; Iglesias, 2014; Kelderman, 2018).

7. May lead to higher workload for faculty (Henderson, 2013), and higher research expectations (Iglesias, 2014).
8. May not fit the mission of the university (Henderson, 2013; Kelderman, 2018; Olson, 2018).
9. In particular, in terms of mission, it might be inconsistent with the diversity mission of the University: A more pressing need for this geographic area and for the nation might be improving the quality of undergraduate and professional education and increasing retention and graduation of underrepresented students (Henderson, 2013).
10. Might lead to awarding more doctorates than the market needs, especially in the case of humanities, where a glut of PhDs has led to students accruing a lot of debt and being unable to get a job (Mendenhall, 2018)
11. Competition for research dollars is increasing, and we may be less able to compete than we expect (Henderson, 2013; Kelderman, 2018)
12. Might lead to increased scrutiny of programs (Kelderman, 2018)
13. May lead to elimination of programs that don't get research funds (Iglesias, 2014)
14. May lead to less affordability, as the institution tries to control increased costs by increasing tuition and fees (McClure & Titus, 2018).
15. May not lead to greater prestige or more research productivity (Henderson, 2013).

How to do it well:

1. Find niche research opportunities (Kelderman, 2018)

## References

- Brawner, C. E., Felder, R. M., Allen, R., & Brent, R. (2003). 2002 SUCCEED Faculty Survey of Teaching Practices and Perceptions of Institutional Attitudes toward Teaching. *Grantee Submission*.
- Cox, B. E., McIntosh, K. L., Reason, R. D., & Terenzini, P. T. (2011). A Culture of Teaching: Policy, Perception, and Practice in Higher Education. *Research in Higher Education*, 52(8), 808-829.
- Henderson, B. (2013) Moving on Up: Changes in Publishing and Prestige in FormerSCU's. *Teacher-Scholar: The Journal of the State Comprehensive University*. 5.
- Iglesias, K. (2014). The Price of Prestige: A Study of the Impact of Striving Behavior on the Expenditure Patterns of American Colleges and Universities. *Seton Hall University Dissertations and Theses (ETDs)*. 1938. <https://scholarship.shu.edu/dissertations/1938>
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- Mendenhall, A. (2018). Carnegie Classifications—What’s All the Fuss? *James G. Martin Center for Academic Renewal*. Retrieved from <https://www.jamesgmartin.center/2018/05/carnegie-classifications-whats-all-the-fuss/>
- McClure, K. R., & Titus, M. A. (2018). Spending Up the Ranks? The Relationship Between Striving For Prestige and Administrative Expenditures at US Public Research Universities. *The Journal of Higher Education*, 89(6), 961-987.
- Olson, G. A. (2018). What Institutions Gain from Higher Carnegie Status. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/What-Institutions-Gain-From/244052>



## Summaries of Works Cited in the Pros and Cons of Moving from DP to R2 Status Document (2/21/20)

The summaries were prepared by External Source Subcommittee of the Carnegie Classification Ad Hoc Committee

### **Brawner, C. E., Felder, R. M., Allen, R., & Brent, R. (2003). 2002 SUCCEED Faculty Survey of Teaching Practices and Perceptions of Institutional Attitudes toward Teaching. *Grantee Submission.***

Methods: Focus was engineering schools. A survey was sent to 1589 faculty emails. Compared masters institutions to research institutions on a variety of variables and listed the differences that were statistically significant. Carnegie classification was one of the group variables they looked at.

- Faculty members at masters institutions were less likely to lecture for the majority of each class than those at research institutions.
- Faculty members at masters institutions utilized student group work for the majority of class time significantly more often than those at research institutions.
- Faculty at masters institutions assign team projects to their students more often, as well as require students to complete homework in teams.
- Faculty members at masters institutions or those who attended multiple teaching seminars were significantly more likely than those who either did not attend seminars or worked at research institutions to require students to work in teams to complete their homework.
- Masters faculty spent just over an hour more than research faculty per week preparing for class, but the difference was not significant.
- Faculty at masters institutions wrote institutional objectives more frequently than those at research institutions.
- Faculty at masters institutions spent around 6 hours each week with undergraduate students. In comparison, faculty at research institutions spent around 3.5 hours each week.
- Faculty members at masters institutions spent more time with undergraduate students outside of their office hours.
- Over 40% of faculty at research institutions videotaped their teaching, versus around 30% of masters institutions. Masters faculty also had colleagues observe them more frequently, a difference of 79% versus 55%.
- Faculty members at masters institutions, who attended SUCCEED programs and teaching seminars, or were active in the coalition were more likely to use cooperative learning and instructional objectives than those at research institutions who had not utilized programs, seminars, or participated in the coalition.
- Faculty members at masters institutions wrote instructional objectives and utilized active and cooperative learning more frequently, and they were also more likely to think these practices improved their students' learning.

- Faculty at research institutions spoke with their colleagues and their graduate students at least monthly, while those at masters institutions were less likely to do so.
- Faculty at research institutions more frequently put their old tests and solutions to problems online. Masters faculty tended to provide more online quizzes. Research faculty also responded to student questions by e-mail more frequently, while masters faculty more often used a class chat room. Research faculty tend to send information to their classes via e-mail while masters faculty favored course management tools.
- Faculty at masters institutions were more likely than faculty at research institutions to try new methods.

**Cox, B. E., McIntosh, K. L., Reason, R. D., & Terenzini, P. T. (2011). A Culture of Teaching: Policy, Perception, and Practice in Higher Education. *Research in Higher Education*, 52(8), 808-829.**

Methods: The perceptions and practices for 5,612 faculty members from 45 different colleges and universities were polled for this study. The researchers were interested in the relationship between policies about teaching and learning and actual practices at the institution. Used multilevel modeling. Found that selectivity, Carnegie classification, and other typical university characteristics predicted teaching practice more than the institutions' policies.

- Carnegie classification is a consistent predictor of faculty practices and culture, along with traditional characteristics such as size and selectivity.
- The faculty at doctorate institutions perceived their institution's emphasis on teaching to be lower than those at non-doctorate institutions. The doctoral institutions tend to have identities that put a preference on research more than teaching.
- Doctoral institutions had lower interactions between faculty and students, which indicates these institutions' research focused culture. Even though all of these campuses have policies to support teaching and learning, this finding was consistent across doctoral institutions.
- Doctoral institutions were consistent in their culture and practices, whereas non-doctoral institutions tended to vary more in their culture and practices.
- Non-doctorate institutions have stronger teaching culture and vary more in their teaching and learning policies and campus culture than doctoral institutions.
- Faculty members at masters or bachelor's institutions utilize many different teaching practices, and their perceptions of their institution's emphasis on teaching tend to vary from person to person.

**Henderson, B. (2013) Moving on Up: Changes in Publishing and Prestige in Former SCU's. *Teacher-Scholar: The Journal of the State Comprehensive University*. 5.**

Methods: 50 public universities that moved in Carnegie classifications from comprehensive or master's level to doctoral or research were selected for this study. The universities' publications were pulled from the ISI's Web of Knowledge database. The indicators of status were pulled

from two USNWR ratings: overall ranking from three separate time periods, and peer assessment ratings.

- A finding of this study is that changing Carnegie level from the master's to doctoral did not cause a change in status.
- “Even if a university aspires to be like the research universities, it is unlikely it will be able to break into the elite class. Rankings, and to a lesser extent, peer assessments, are a zero-sum game. There is little room at the top and those at the top are unlikely to yield their positions. The truth is that when it comes to outcomes such as publication rates and overall prestige, the striving universities, like those in the master's category they left, are becoming less like the elite research universities as the latter continue to build on their advantages.” (Henderson, 2013, p. 9).
- Striving universities who changed Carnegie classifications did not see a significant increase research activity or perceived prestige among peers.
- Striving can have a variety of consequences for an institution: costs to undergraduate students such as a loss of resources directed toward their education, faculty members may see changes in workloads, and universities may be able to less adequately serve educational or economic needs in their region.
- Publication rates are not affected by changes in Carnegie classification for former state comprehensive universities.
- While publication rates do relate to reputation, minor increases in publishing do not necessarily change reputation.
- It is a significant challenge for new doctoral/research universities to reach the same level of universities with established resources and reputations.

**Iglesias, K. (2014). The Price of Prestige: A Study of the Impact of Striving Behavior on the Expenditure Patterns of American Colleges and Universities. *Seton Hall University Dissertations and Theses (ETDs)*. 1938. <https://scholarship.shu.edu/dissertations/1938>**

Research question: This study sought to find out expenditure patterns of universities moving from one CC to a higher one, including institutions that are striving to move to a R2 status.

Background info, citing Brewer et al. 2005:

- More prestigious universities (i.e., R1 and R2 CC) have more flexibility in admissions and who receives financial aid. Faculty have a reduced teaching load at R1 and 2s. There tends to be an increase in private donations at R1 and 2s and these institutions tend to receive increases in state appropriations.
- Astin 1992 noted that pursuit of a higher CC can have negative consequences for undergraduate education. Striving institutions tend to develop excessive expenditures and in some cases, these institutions do not meet the needs of a diverse group of students—particularly those who are perceived as not adding “prestige” to the institution.

Table 1

*Characteristics of Striving Institutions*

Area of institutional operations	Indicators of striving
Student recruitment and admission	<ul style="list-style-type: none"> <li>• Increased selectivity over recent years, including high school rank, GPA, and SAT/ACT</li> <li>• Increased use of early decision in admissions</li> <li>• Increase in institutional student grants</li> </ul>
Faculty recruitment, roles and reward systems	<ul style="list-style-type: none"> <li>• Greater attempt to hire “faculty stars” with research emphasis</li> <li>• Rise in faculty salaries, grants, awards, and prestigious fellowships</li> <li>• Rise in expectations for research for tenure and promotion</li> <li>• Decrease in faculty teaching loads</li> </ul>
Curriculum and programs	<ul style="list-style-type: none"> <li>• Shift of funding away from remedial programs to honors programs</li> <li>• Addition of graduate programs and shift in emphasis from undergraduate to graduate programs</li> <li>• Focus among faculty on making programs more rigorous</li> </ul>
External relations and institutional identity	<ul style="list-style-type: none"> <li>• Institutional actors working to shape an internal narrative about striving to frame major decisions</li> <li>• Institutional actors using various means to shape an external image of the institution as more prestigious</li> <li>• Recent hiring of one or more senior-level administrators from institutions of greater prestige</li> <li>• Increase in private grants and awards</li> </ul>
Resource allocation	<ul style="list-style-type: none"> <li>• Increase in spending on infrastructure</li> <li>• Shift in resources from instruction to administrative support</li> <li>• Investments made in competitive amenities</li> <li>• Increased spending on research activities</li> </ul>

From Iglesias 2014, page 6.

### Background info, cont.

#### Student recruitment and admissions.

- Institutions gain prestige when the quality or qualifications of their incoming students improve.
- Institutions may actively solicit applications from less-qualified students to make the admissions process more selective or reject well-qualified students when the institution believes the student applied as a “backup” plan.
- Institutions may also build their early decision/admissions programs.
- Early decision applicants tend to come from upper/middle class families and can pay, but the early decision process makes it more difficult for low and middle income families to be admitted.
- Marketing strategies may be ramped up to increase student applications and more money may be sunk into “competitive amenities” like athletic facilities, residence halls, enhanced students services, and tech in the classrooms.

#### Faculty recruitment, roles, and rewards.

- Striving institutions actively recruit research-oriented faculty.
- This process tends to come with increasing faculty salaries, increasing research expenditures, and more rigorous promotion and tenure requirements.
- Faculty also tend to decrease their teaching time allocation to focus more on research, scholarship, consulting, and other professional activities.

### Curriculum and programs.

- Striving institutions tend to shift their resources from undergraduate education to graduate programs and education.
- Striving institutions tend to change their focus to prestigious sounding undergraduate programs to attract higher quality undergraduate students.
- Institutions also limited/eliminate remedial and developmental programs.
- Faculty responsibilities of advising and teaching are shifted to non-tenure-track faculty.
- This tends to result in dramatic increases in overall faculty for universities.

### Consequences of Striving.

- Striving institutions tend to increase spending on infrastructures and administrative support.
- Focus changes towards spending more to pursue external funds.
- Striving institutions tend to launch campaigns to attract additional donor support, increase endowments, and encourage faculty to bring in external funds.
- Additional funds are needed to support faculty's specialized research and these funds tend to be pulled from instruction and outreach.
- Striving will model themselves after more comprehensive, more prestigious institutions than themselves.
- Institutions may decide to eliminate degree programs and services that are less likely to receive research-based funding or those exclusive to undergraduate education.
- Administrative costs also grow as striving grows. Doctoral programs tend to disproportionately increase expenses for non-instructional administrative services.

Table 2

### *Prestige-Generating Components*

Prestige areas	Specific institutional investments
Students	Recruiting Costs Merit Scholarships Maintaining Classroom and Dorm facilities
Research	Faculty Salaries Reduced teaching loads-increased costs Maintenance laboratories and facilities Indirect research expenses
Athletics	Player Scholarships Coach and AD salaries Maintenance stadiums/arenas

Adapted from *In Pursuit of Prestige: Strategy and Competition in U.S. Higher Education*, by D. J. Brewer, S. Gates, and C. Goldman, 2005, New Brunswick, Canada: Transaction.

From Iglesias 2014, page 46.

### Methods

### Population and Sample.

- The study includes 1,215 institutions classified into non-strivers and strivers. Non-strivers had not changed CC from 2005 to 2010, whereas strivers did—changed CC at least one level higher than their 2005 classification. Sample of 1,013 non-strivers and 203 strivers.
- Study reports findings in expenditure per full-time-equivalent student enrollment (FTE). Data are derived from IPEDS
- Expenditure lines examined include: 1) Instructional, 2) Research, 3) Institutional support, 4) Academic support, 5) student support services, 6) Public services, 7) Scholarship and fellowships, and 8) Total core expenditures (sum of all 7 lines).
- Descriptive statistics and multilevel regression models.

### Results

- Among non-strivers, total core spending increased by 7.8% whereas for strivers spending in this category increased by 24.4% (Tables 5 and 6).
- For non-strivers, spending mostly increased in the following lines 1) Student support (+16.1%); 2) Research expenditures (+13.8%); 3) Academic support (+11.6%). Spending decreases were noted in Scholarship and fellowships, as well as Public service.
- Strivers mostly increased funding in: 1) Scholarships and fellowships (+40.0%), 2) Academic support (+35.9%); and 3) Student services (+34.0%). Strivers did not see a decrease in any expenditure lines.

Table 5

*Mean Expenditures (in \$ per FTE) for Nonstriving Institutions (N = 1,013) for 2002 and 2011*

Expenditure stream (\$ per FTE student)	Mean	Standard deviation	Minimum	Maximum	% of total core exp	% difference in mean expenditures
Instructional expenditures						
2002	\$5,538	\$12,013	\$18	\$180,745	42.1	
2011	\$5,869	\$11,982	\$43	\$124,658	41.4	6.0
Research expenditures						
2002	\$2,392	\$8,336	\$0	\$92,633	18.2	
2011	\$2,723	\$9,149	\$0	\$88,904	19.2	13.8
Public service expenditures						
2002	\$695	\$2,521	\$0	\$30,409	5.3	
2011	\$690	\$2,614	\$0	\$37,270	4.9	-0.7
Academic support						
2002	\$1,401	\$3,472	\$0	\$53,589	10.7	
2011	\$1,563	\$3,729	\$0	\$52,399	11.0	11.6
Student services expenditures						
2002	\$920	\$1,408	\$0	\$21,994	7.0	
2011	\$1,068	\$1,408	\$14	\$17,763	7.5	16.1
Institutional support expenditures						
2002	\$1,659	\$2,981	\$12	\$38,894	12.6	
2011	\$1,734	\$2,912	\$16	\$34,354	12.2	4.5
Scholarships and fellowships expenditures						
2002	\$541	\$1,408	\$0	\$18,253	4.1	
2011	\$529	\$1,209	\$0	\$9,133	3.7	-2.2
Total core expenditures						
2002	\$13,146	\$28,957	\$53	\$390,539		
2011	\$14,176	\$29,327	\$135	\$211,868		7.8

Adapted from U.S. Department of Education, IPEDS, 2002-2011.

From Iglesias 2014, page 95.

Table 6

*Mean Expenditures (in \$ per FTE) for Striving Institutions (N = 202)*

Expenditure Stream (\$ per FTE student)	Mean	Standard Deviation	Minimum	Maximum	% of Total Core Exp	% Difference in Mean Expenditures
Instructional Expenditures						
2002	\$2,535	\$3,768	\$0	\$24,319	45.2	20.0
2011	\$3,041	\$4,314	\$0	\$25,611	43.5	
Research Expenditures						
2002	\$547	\$1,939	\$0	\$15,008	9.7	19.9
2011	\$656	\$2,152	\$0	\$12,459	9.4	
Public Service Expenditures						
2002	\$302	\$920	\$0	\$6,558	5.4	10.9
2011	\$335	\$1,044	\$0	\$6,791	4.8	
Academic Support Expenditures						
2002	\$596	\$965	\$1	\$6,665	10.6	35.9
2011	\$810	\$1,445	\$7	\$10,623	11.6	
Student Services Expenditures						
2002	\$532	\$633	\$0	\$7,430	9.5	34.0
2011	\$713	\$641	\$17	\$5,843	10.2	
Institutional Support Expenditures						
2002	\$854	\$913	\$0	\$6,796	15.2	27.1
2011	\$1,086	\$1,210	\$54	\$8,794	15.6	
Scholarships and Fellowships Expenditures						
2002	\$245	\$490	\$0	\$3,417	4.4	40.0
2011	\$343	\$774	\$0	\$6,524	4.9	
Total Core Expenditures						
2002	\$5,612	\$8,560	\$19	\$56,492		24.4
2011	\$6,983	\$10,308	\$112	\$61,090		

Adapted from U.S. Department of Education, IPEDS, 2002-2011.

From Iglesias 2014, page 100.



Table 8

Change in Spending (\$ per FTE) Between Nonstriving and Striving Institutions and Relative Difference, 2002-2011

	Change in spending between 2002 and 2011		
	Nonstriving institutions ( <i>N</i> = 1013)	Striving institutions ( <i>N</i> = 202)	% Diff
Instructional Expenditures	6.0	20.0	234.1
Research Expenditures	13.8	19.9	43.8
Public Service Expenditures	-0.7	10.9	1,574.8
Academic Support Expenditures	11.6	35.9	209.4
Student Services Expenditures	16.1	34.0	111.7
Institutional Support Expenditures	4.5	27.1	500.8
Scholarships and Fellowships Expenditures	-2.2	40.0	1,891.6
Total Core Expenditures	7.8	24.4	212.8

Adapted from U.S. Department of Education, IPEDS, 2002-2011.

From Iglesias 2017 page 105.

- Organizational leadership must make strategic choices to increase expenditures in particular funding lines to move CC and attract more high quality students and faculty and more specialized administrative support (Table 8).
- Striving institutions must make heavy investments in the school's research capabilities, infrastructure, administrative support, and scholarships and grants.
- Choices center on attracting highly qualified students and great grants, awards, and fellowship for faculty.
- Analysis across various categories of strivers seems to indicate that spending trends are universal across all strivers and not specific to the level an institution is attempting to climb.
- Moving towards greater prestige comes with a significant, long-term cost, especially since RIs are not idling in neutral while rising institutions attempt to catch up. Pursuing a change in CC can leave institutions in worse a financial situation.

Focus on attracting more students, building research output and infrastructure to support increased research output.

**Kelderman, E. (2018). Is Climbing the Carnegie Research Rankings Worth the Price Tag? *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Is-Climbing-the-Carnegie/244048>**

- Within the next five years, Saint Louis University is looking to increase the funding from grants, private contractors and donations geared towards faculty research and to move from R2 to R1.
- Doing this is likely to increase its prestige, attract better faculty and students, attract more donors.
- But it may not be worth it:
  - It requires a very large investment by the institution; it is costly for institutions to increase their institutional profile because there will be a greater need for lab spaces, funding to recruit better faculty and for Assistantships
  - The competition is increasing for quality faculty members and for grants, so these are increasingly hard to get
  - It's often done just for prestige and academic quality might go down
  - While grad programs might become more competitive, undergrad programs may decrease in quality (the amount a university spends on research is not directly related to undergrad learning)
  - Minority and low-income students might lose out
  - It is difficult to create a research culture

**Kelderman, E. (2018). Here's How Some Universities Are Raising Their Research Profiles. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Here-s-How-Some-Universities/244047>**

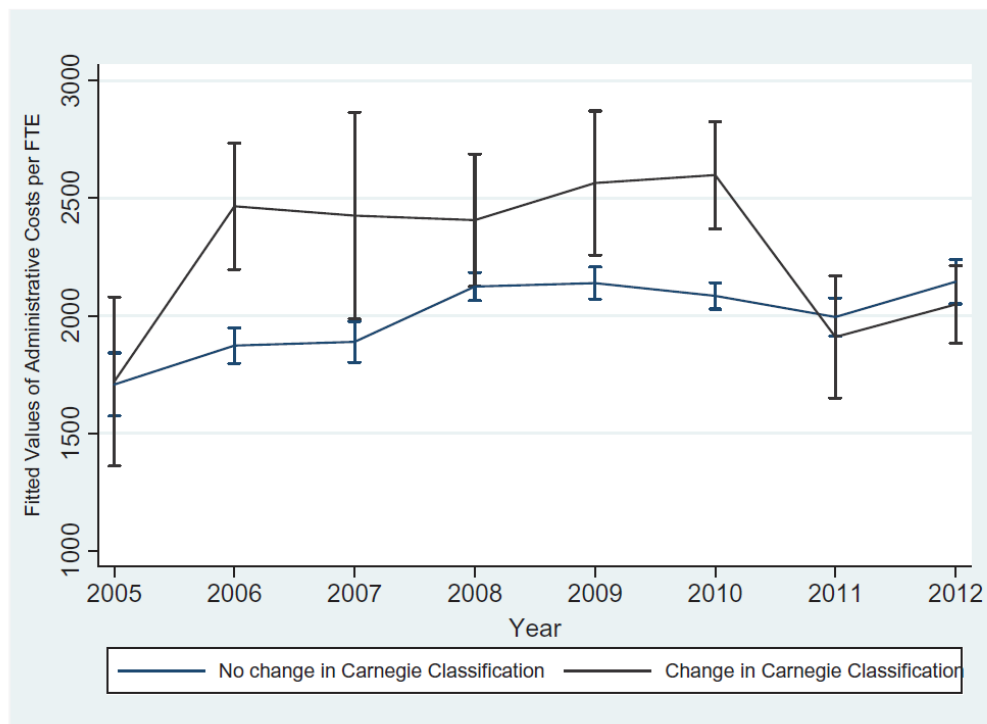
- Saint Louis University is seeking to increase the research dollars received from grants, private contractors and donations. To do this, it is using the following common strategies:
  - Picking a few research areas to focus on
  - Hiring in clusters so that they have a “significant number of faculty members who can make a deep impact in a particular field” (Para. 4)
  - Taking steps to keep these faculty through award systems and clear evaluation processes
  - More support and training for faculty
  - Seed money for projects that have the potential to grow

**McClure, K. R., & Titus, M. A. (2018). Spending Up the Ranks? The Relationship Between Striving For Prestige and Administrative Expenditures at US Public Research Universities. *The Journal of Higher Education*, 89(6), 961-987.**

- Does a move upwards in Carnegie Classification result in increased administrative costs?
- Overall, universities added 5-10 administrative staff per 1000 FTE students between 2000 and 2012
- Carnegie Classification not a ranking system but due to associated prestige, universities often find reasons to continue to increase spending to remain listed
  - Additional external revenues – but no guarantee

- Private donations (they don't mention it but since more than half of all giving is from 60+ year old alumni, younger schools will still have an uphill battle)
  - Research grant funds
- Hypotheses:
  - Nonresearch universities that shift to become research universities spend more on administration
  - The generation of more resources leads to more administrative spending at public research universities
- Tested via a pooled OLS AR(1) model
  - Results of 164 public research universities shows a significantly positive relationship.
  - They don't say it but the effect was more pronounced during the Great Recession Era
- Results show, as per the figure below, that moving up to research university status led to more administrative spending.

978  K. R. MCCLURE AND M. A. TITUS



**Figure 2.** Predictive margins of change in Carnegie Classification with 95% CIs.

**Mendenhall, A. (2018). Carnegie Classifications—What’s All the Fuss? *James G. Martin Center for Academic Renewal*. Retrieved from <https://www.jamesgmartin.center/2018/05/carnegie-classifications-whats-all-the-fuss/>**

This was a news article addressing the question “why is R-1 designation most desired by universities”? The article makes the following points:

- The reason CCs are valued is because Department of Education and U.S. News and World report and others rely on them. So indirectly, they are used for rankings and grant eligibility.
- The author argues that “administrators should not treat a move from R1 to R-2 as a demotion”, as “quality” of research and education cannot be quantified in terms of numbers (Par. 9).
- The problem with CCS is that they greatly encourage “educational malinvestment” as they are misinterpreted and misused (Par. 14). When a university chooses to move from R-3 to R2 or from R2 to R1, they produce more doctorates, and hire more faculty. Especially in humanities, the doctorates cannot find employment and are in substantial debt.
- CCs don’t account for the “quality” of research or true faculty productivity. That is, they measure aggregate numbers of people and investment, but not the value or effectiveness of publications. Thus, CCS should be considered as funding categorizations, not research categorizations.
- People mistakenly treat CCS as indicators of productivity of university faculty and as proxies of research quality. Also the phrases “highest research activity” etc. used by Carnegie should be dropped as Carnegie does not measure research activity but research expenditure.

**Olson, G. A. (2018). What Institutions Gain from Higher Carnegie Status. *Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/What-Institutions-Gain-From/244052>**

This article discusses the positive and negative effects of moving up in Carnegie Classification.

Positives:

- Striving for a higher classification can help an institution focus its energy and resources on becoming more complex and sophisticated
- Prestige and material benefits
- Enhanced ability to attract external research grants
- Look more appealing to industry partners who are considering engaging in joint research-and-development projects
- More leverage to negotiate a higher rate of reimbursement for the overhead costs that come with receiving federal grants
- Improved ability to inspire donors to invest in institutional projects
- Improves ability to recruit high-quality faculty, postdoctoral fellows, and graduate students
- Provide justification for raising faculty pay
- Can enhance graduates’ attractiveness to prospective employers and to respected graduate and professional schools

- Encourages colleges to aspire to new heights and to reach levels of productivity they might not have attempted otherwise

Negatives:

- Classification is associated with prestige, which makes the Carnegie Classifications a source of competitions and envy among institutions. A rising number of institutions are seeking to change their status
- Research activity, graduate programs, graduate degrees awarded and other factors can represent a sizable investment for many universities
- Mission creep – colleges can lose sight of their identity and what makes them unique

This document contains survey responses received from universities recently reclassified to Carnegie Doctoral-Professional status and from other universities recently reclassified to Carnegie R-2 status

## Doctoral-Professional

**Question One:** What does your institution see as the positive aspects of being reclassified as a doctoral-professional university?

University 1: The D/PU classification recognizes our university for its success in developing compelling professional doctorate programs and training students for the professional workforce. In the 2018-2019 academic year alone, our university graduated 155 DCN, DNP, EdD, and DPT students. The M1 classification doesn't adequately reflect this kind of productivity and the level of translational and applied research that goes along with it. The D/PU classification also places our university in the list of national universities, and provides commensurate recognition across higher education.

University 2: Being reclassified as doctoral-professional university reflects our aspiration to raise our institution's profile by offering a wider range of relevant and excellent programs for our current and future students. Moving forward, our desire is to continue to provide opportunities for our faculty to pursue research in ways that increase the potential to obtain more external funding for research.

University 3: I am not sure that there are advantages, but the classification does seem to fit both our mission as a metropolitan university and much of the applied research our faculty does.

University 4: We don't really see any major positives. We still view ourselves as a comprehensive university focused on undergraduate education.

**Question Two:** What does your institution see as the negative aspects of being reclassified as a doctoral-professional university?

University 1: Placement in the D/PU category, and the recognition as a national university, arguable brings with it a greater level of scrutiny and higher expectations for performance and quality. Not all members of the campus community have welcomed this, with some contending that it's preferable to be the "best" regional comprehensive than a "middling" national university. There may also be some implications in our eligibility of certain types of external funding; e.g., our PUI status could be seen as in jeopardy, increasing the competition our university will face in securing federal grants.

University 2: A move to a higher classification may result in some programs (e.g., Humanities) producing more doctorates and hiring more faculty than the market demands.

University 3: The biggest negatives are 1) the classification doesn't fit the scholarship of many of our faculty, and 2) there are still a large number of people who don't know what the classification means. The roll out was poorly explained.

University 4:

1. The reclassification has impacted our rankings. We have always used our US News (top 5 master's) and other rankings heavily in marketing. The new rankings have now resulted in new marketing strategies and discussions with alumni and other stakeholders
2. The new classification does not fit with our mission and identity as an undergraduate teaching-centered university.

**Question Three:** What does your institution intend to position itself for potential reclassification as an R2 university or have you embraced doctoral-professional status? Why?

University 1: Yes, our university's president has established R2 classification as a clear goal in the strategic plan, consistent with the vision of becoming a "top 100" university.

University 2: Our institution is in the process of acquiring the University of Texas Health Science Center, one of eight health institutions within the University of Texas System. This acquisition will significantly increase our research expenditures, which will automatically reclassify our institution as R2.

University 3: We have discussed doing so but have not decided. Our doctoral programs neatly fit the classification but the breadth of scholarship we produce does not.

University 4: No, we view ourselves as a teaching-focused institution and have no intention of dramatically changing our practices to increase grant-funded research among faculty.

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## R2

**Question One:** Did your institution intentionally plan and position itself to qualify for reclassification to Carnegie R2 status as took place recently?

University 1: We were intentionally planning a move to R2 – I don't know that we expected it to happen as soon as it did.

University 2: Any intentional planning and positioning on our part occurred prior to the 2015 reclassification that led to our move from an M1 to an R3. At that time, R3 was considered part of the broader Doctoral Research University classification, and that's what we wanted to achieve. Our move from R3 to R2 in the 2018 reclassification primarily resulted from a change in the definitions of classifications: now only R1 and R2 are considered to be doctoral research universities. In 2015, the key criterion for moving from M1 to R3 was to have 20 or more doctoral graduates per year. So what we did in the short term was "shine a light" on our doctoral programs to make sure that they were paying attention to progress and completion of doctoral students, with the result that we were able to make

the >20 cut for the census year prior to the 2015 classification. In the longer term, the desire to consolidate our position as an R3 (and to potentially move to R2) was a small but not insignificant contributing factor in the decision to move forward with the creation of several new doctoral programs.

Another intentional action that we took prior to the 2015 reclassification was to make sure that our reporting to NIH/NSF of the numbers of doctorally prepared research staff was as accurate as it could be. Making sure we found everyone was a challenge. Although research staff #s were not important in achieving R3, we realized that there was a possibility that we might actually achieve R2, and doing so would require robust numbers in research staff and research expenditures.

It is important to understand that reclassification to R3/R2 was not an end in itself, but was the result of (and to gain recognition of) the continued evolution of the university to achieve former president Kutra's vision to become a "Metropolitan Research University of Distinction."

Prior to the 2018 changes to definitions of R2 and R3, we had pondered what it would take to move from R3 to R2. We were near the upper edge of the R3 classification in the 2015 classifications. One way we could have increased our standing substantially would have been to create doctoral programs in the two categories which we had none: humanities and social sciences. However, the changes in definitions placed us firmly in the middle of R2, so the question of creating those new doctoral programs became moot, so far as classification is concerned. We remain interested in developing such programs for independent reasons.

University 3: Yes, sort of. We intentionally made efforts about 6 years ago to move from Masters Large to Doctoral Research. At that time, we were an R3. The jump to R2 came purely incidentally when Carnegie changed their classifications for the last cycle.

**Question Two:** What does your institution see as the benefits and opportunities of reclassification to Carnegie R2 status?

University 1: The University would like to have a higher national profile. We also want to create more research opportunities for our students from undergraduate through graduate. Our location in Southeast Michigan is also a driver. We want to serve our community and have many partnerships with local companies and communities. We are right in their backyard and a better national recognition helps us as we reach out. We have been on the cusp for many years. It would be nice if the work we do also led to increased state funding. This has not been a major driver.

University 2:

- A. The reclassification to a doctoral research university put us on the same footing as two sister universities in the state and has resulted in us being treated as deserving of state resources devoted to research and as being a semi-equal partner in collaborations among universities (e.g., EPSCoR grants).
- B. The reclassification as a doctoral research university provided solid evidence that we made significant process in achieving former President Kutra's vision of a "Metropolitan Research University of Distinction."
- C. Although the evidence is largely anecdotal, the reclassification as a doctoral research university apparently has resulted in an increase in the quality of faculty applicants and an increase in success in hiring them. And an indirect impact is an increase in grant funding that results from hiring highly qualified faculty members.



- D. The city has apparently increased success in recruiting companies to the area because there is now a “doctoral research university” in town.
- E. The “shining a light” on doctoral programs mentioned above has led to a change in the mindset of those programs: progress and completion is important.

University Three: In our case, the TN higher education funding formula awarded us with over \$2M in recurring funding for the higher Carnegie classification. We certainly also see it as a significantly superior designation for reputational value, in general.

**Question Three:** What does your institution see as the challenges and costs of reclassification to Carnegie R2 status?

University 1: We are looking at promotion and tenure guidelines to be sure that they are appropriate to an R2. We have invested a lot in our research enterprise as part of our strategic plan. A few years ago, we created several research centers and provided seed funding to get them going (total investment was \$450,000). We have a cluster hire RFI out right now. We have increased stipends as much as we can. We have added 2 research developers who work with faculty and added a couple of other grant related positions. We also have base funded a position committed to continuing the work of our ADVANCE grant and we have supported training and development of new faculty. In addition, we are beginning to add research faculty to our medical school – this is a major investment. We also are investing in a computer cluster to support our big data folks. The challenges are typical. Where to find the money – especially in the current environment, inadequate space and infrastructure issues within the space we have and the accompanying issues, research faculty need grad students and post docs we have limited \$\$ for both. Another concern is that our state performance funding compares us to our research peers. We are now at the bottom of the R2 category and will take a hit for that. Fortunately, this does not represent a significant part of our budget.

University 2:

- A. With recognition of being a “doctoral research university” comes the responsibility to actually be a “doctoral research university.” And in terms of “Metropolitan Research University,” that means that we need to work to fulfill the research needs of the community and the state. Fortunately, doing so aligns with the broader set of goals that we are trying to achieve.
- B. Had we initiated doctoral programs for the sole reason of gaining/maintaining R3/R2 status, we’d count resources invested as “costs” associated with reclassification. However, as noted above, reclassification was the result of (and in recognition of) our evolution to become a Metropolitan Research University of Distinction.

University 3: In our case, the cost was pretty minimal. We were already very close to the cut-off for Doctoral Research. Our research members were already there. We just needed to consistently graduate 20+ doctoral students per year. Strategically increasing some focus on PhD programs and adding some assistantship funding was all that was necessary. Obviously, it took a few years due to the lag time with graduations.

**Question 4:** Where have you found the funding and approximately how much money are you investing to nurture and support Carnegie R2 status?

University 1: I will need to connect you to our Assistant VP – she is away this week. What I can tell you is it is significant. The computer cluster is more than \$500,000 just in equipment and doesn't count the two additional staff positions for central IT.

University 2: As noted above, no funds have invested in nurturing and supporting our R2 status. Instead our investments have been in doctoral programs and research endeavors that help us to become a metropolitan university of distinction. The R2 status recognizes our success in that endeavor.

University 3: Most of the additional funding is being provided from externally funded research grants. We have invested approximately \$500k per year in doctoral assistantships from university funds.

**Question 5:** If you have gone through an internal reallocation process, which of your programs or initiatives have gained significantly from the reclassification to R2 and which have not?

University 1: The sciences and engineering are getting the most from this but some of the initiatives have benefitted faculty more broadly. An example is our PI Academy that is targeted toward untenured faculty. Our reclassification is really quite new and comes at a time when our engineering school has been growing rapidly. It may be hard to sort out what is because of the R2 classification and what is because of the growth and decline of patterns across campus. Another issue is that we do not have a centralized mechanism for understanding the productivity of all our faculty on an annual basis. We are implementing Digital Measures to resolve that issue. Right now, we can track grant submissions and awards reliably.

University 2: See #4.

University 3: Any new university \$ invested has gone directly to PhD programs supporting the R2 classification.

**Table 1: Percentage of total respondents selecting each option on the survey**(SD=Strongly Disagree, D=Disagree, N=Neither Agree nor Disagree, A=Agree, SA=Strongly Agree)  
N=264: Some items do not add up to 100% because small numbers of participants marked N/A

	<u>SA/A%</u>	<u>N%</u>	<u>D/SD%</u>
1. SIUE faculty should prioritize teaching over research/creative activities.	56.5	22.0	21.6
2. It is more important that SIUE continue to devote significant resources to recruiting and retaining a diverse student body.*	68.9	16.3	14.0
3. The prestige of SIUE being categorized as a Carnegie R2 university would be desirable for me.	42.4	23.9	33.0
4. It is more important for SIUE to recruit faculty with expertise in research rather than teaching	25.0	23.5	51.5
5. If SIUE had to redirect resources away from undergraduate instruction to obtain higher prestige among institutions of higher education, I would be supportive.	28.1	10.3	61.6
6. Expectations for faculty performance at SIUE should place greater emphasis on research/creative activities relative to teaching than they currently do	30.2	16.5	53.4
7. It is important that SIUE continue to serve first generation college students rather than prioritizing admission of students with high academic preparation.	53.1	24.4	22.5
8. SIUE should reallocate resources so that more support is directed towards faculty seeking external grants.	42.2	24.8	33.0
9. It is better for SIUE to be a Carnegie Doctoral/Professional university with a high ranking within this category than to be a Carnegie R2 university ranked relatively low.	53.3	20.8	25.9
10. SIUE graduate programs should place more emphasis on preparing students to be researchers.	39.7	33.1	27.5
11. I would prefer to work at an institution categorized as a Carnegie Doctoral/Professional university than a Carnegie R2 university.	28.9	37.1	33.8
12. I support moving to an R2 even if it means increased administrative spending and decreased instructional spending	25.7	10.7	63.6
13. SIUE should strive to be categorized as the same Carnegie classification as SIU Carbondale.	31.6	25.9	42.5
14. SIUE should remain a Carnegie Doctoral/Professional university rather than move to a Carnegie R2 university.	44.2	24.4	31.4

\*Due to a technical error, there is a typo in this question. It was supposed to say: "It is important that SIUE continue to devote significant resources to recruiting and retaining a diverse student body."

**Table 2: Faculty vs. Staff: Percentages of participants selecting each option**

(SD=Strongly Disagree, D=Disagree, N=Neither Agree nor Disagree, A=Agree, SA=Strongly Agree)

Faculty N=219; Staff N=43

Some items do not add up to 100% because small numbers of participants marked N/A.

	<u>SA/A%</u>		<u>N%</u>		<u>D/SD%</u>	
	<u>Faculty</u>	<u>Staff</u>	<u>Faculty</u>	<u>Staff</u>	<u>Faculty</u>	<u>Staff</u>
1. SIUE faculty should prioritize teaching over research/creative activities.	53.9	67.4	21.9	23.3	24.2	9.3
2. It is more important that SIUE continue to devote signification resources to recruiting and retaining a diverse student body.*	67.6	76.7	16.4	16.3	15.5	7.0
3. The prestige of SIUE being categorized as a Carnegie R2 university would be desirable for me.	44.7	32.6	19.2	48.8	35.6	16.3
4. It is more important for SIUE to recruit faculty with expertise in research rather than teaching	28.3	9.3	21.0	37.2	50.7	53.5
5. If SIUE had to redirect resources away from undergraduate instruction to obtain higher prestige among institutions of higher education, I would be supportive.	30.7	16.3	8.7	18.6	60.6	65.1
6. Expectations for faculty performance at SIUE should place greater emphasis on research/creative activities relative to teaching than they currently do	32.6	17.1	13.8	31.4	53.7	51.4
7. It is important that SIUE continue to serve first generation college students rather than prioritizing admission of students with high academic preparation.	51.6	59.5	23.3	31.0	25.1	9.5
8. SIUE should reallocate resources so that more support is directed towards faculty seeking external grants.	44.4	32.5	21.8	42.5	33.8	25.0
9. It is better for SIUE to be a Carnegie Doctoral/Professional university with a high ranking within this category than to be a Carnegie R2 university ranked relatively low.	51.2	65.0	19.7	25.0	29.1	10.0
10. SIUE graduate programs should place more emphasis on preparing students to be researchers.	41.4	32.5	31.2	45.0	27.4	22.5
11. I would prefer to work at an institution categorized as a Carnegie Doctoral/Professional university than a Carnegie R2 university.	30.5	19.5	31.0	70.7	38.5	9.8

12. I support moving to an R2 even if it means increased administrative spending and decreased instructional spending	27.3	18.6	9.7	16.3	63.0	65.1
13. SIUE should strive to be categorized as the same Carnegie classification as SIU Carbondale.	32.7	27.9	24.8	30.2	42.5	41.9
14. SIUE should remain a Carnegie Doctoral/Professional university rather than move to a Carnegie R2 university.	45.3	35.7	21.0	42.9	33.6	21.4

\*Due to a technical error, there is a typo in this question. It was supposed to say: "It is important that SIUE continue to devote significant resources to recruiting and retaining a diverse student body."

**Table 3: Tenured vs. Pre-tenure Faculty: Percentages of respondents selecting each option**  
 (SD=Strongly Disagree, D=Disagree, N=Neither Agree nor Disagree, A=Agree, SA=Strongly Agree)  
 Tenured N=140, Pre-tenure N =33  
 (Some items do not add up to 100% because small numbers of respondents marked N/A)

	<u>SA/A%</u>		<u>N%</u>		<u>D/SD%</u>	
	<u>Tenured</u>	<u>Pre-tenure</u>	<u>Tenured</u>	<u>Pre-tenured</u>	<u>Tenured</u>	<u>Pre-tenured</u>
1. SIUE faculty should prioritize teaching over research/creative activities.	56.4	51.5	19.3	30.3	24.3	18.2
2. It is more important that SIUE continue to devote signification resources to recruiting and retaining a diverse student body.*	70.0	72.7	18.6	18.2	10.7	9.1
3. The prestige of SIUE being categorized as a Carnegie R2 university would be desirable for me.	42.9	51.5	17.9	21.2	39.3	27.3
4. It is more important for SIUE to recruit faculty with expertise in research rather than teaching	28.6	27.3	20.7	27.3	50.7	45.5
5. If SIUE had to redirect resources away from undergraduate instruction to obtain higher prestige among institutions of higher education, I would be supportive.	29.3	46.9	7.9	9.4	62.9	43.8
6. Expectations for faculty performance at SIUE should place greater emphasis on research/creative activities relative to teaching than they currently do	35.0	31.3	13.6	15.6	51.4	53.1
7. It is important that SIUE continue to serve first generation college students rather than prioritizing admission of students with high academic preparation.	58.6	45.5	20.7	36.4	20.7	18.2
8. SIUE should reallocate resources so that more support is directed towards faculty seeking external grants.	41.7	60.6	17.3	18.2	41.0	21.2
9. It is better for SIUE to be a Carnegie Doctoral/Professional university with a high ranking within this category than to be a Carnegie R2 university ranked relatively low.	57.7	41.9	16.1	22.6	26.3	35.5
10. SIUE graduate programs should place more emphasis on preparing students to be researchers.	34.3	58.1	33.6	16.1	32.1	25.8
11. I would prefer to work at an institution categorized as a Carnegie Doctoral/Professional university than a Carnegie R2 university.	35.0	28.1	28.5	25.0	36.5	46.9
	25.7	35.5	9.3	9.7	65.0	54.8

12. I support moving to an R2 even if it means increased administrative spending and decreased instructional spending

13. SIUE should strive to be categorized as the same Carnegie classification as SIU Carbondale.	31.2	32.3	21.7	29.0	47.1	38.7
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14. SIUE should remain a Carnegie Doctoral/Professional university rather than move to a Carnegie R2 university.	51.8	36.4	17.5	18.2	30.7	45.5
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\*Due to a technical error, there is a typo in this question. It was supposed to say: "It is important that SIUE continue to devote significant resources to recruiting and retaining a diverse student body."

**Table 4: CAS, Business, SEHHB, Engineering, Dental/Nursing/Pharmacy/Library, Other/Not specified: Percentages of participants selecting each option**

CAS N=82; Business N=11; SEHHB N=15; Engineering N=35; Dental/Nursing/Pharmacy/Library N=20; Other/Not specified N=101

Items are listed at bottom; Some items do not add up to 100% because small numbers of respondents marked N/A.

Item	Strongly Agree/Agree %						Neither Agree nor Disagree %						Disagree/Strongly Disagree %					
	<u>CAS</u>	<u>BUS</u>	<u>SEHH B</u>	<u>ENG</u>	<u>D/N/ P/L</u>	<u>Other /NS</u>	<u>CAS</u>	<u>BUS</u>	<u>SEH HB</u>	<u>ENG</u>	<u>D/N/ P/L</u>	<u>Other /NS</u>	<u>CAS</u>	<u>BUS</u>	<u>SEH HB</u>	<u>ENG</u>	<u>D/N/P/ L</u>	<u>Other/ NS</u>
1	63.4	63.6	53.3	31.4	50.0	60.4	24.4	9.1	20.0	20.0	35.0	19.8	12.2	27.3	26.7	48.6	15.0	19.8
2	78.0	54.5	73.3	54.3	75.0	66.3	13.4	27.3	13.3	22.9	5.0	17.8	8.5	18.2	13.3	20.0	20.0	14.9
3	29.3	72.7	66.7	71.4	60.0	32.7	25.6	18.2	13.3	5.7	15.0	32.7	45.1	9.1	20.0	20.0	25.0	33.7
4	15.9	36.4	40.0	48.6	30.0	19.8	20.7	27.3	26.7	25.7	25.0	23.8	63.4	36.4	33.3	25.7	45.0	56.4
5	23.2	45.5	40.0	54.3	25.0	20.0	1.2	9.1	0.0	14.3	25.0	15.0	75.6	45.5	60.0	31.4	50.0	65.0
6	22.0	36.4	46.7	60.0	30.0	22.8	14.6	18.2	20.0	14.3	20.0	17.4	63.4	45.5	33.3	25.7	50.0	59.8
7	63.4	45.5	73.3	25.7	30.0	56.6	22.0	45.5	20.0	31.4	30.0	21.2	14.6	9.1	6.7	42.9	40.0	22.2
8	37.8	60.0	33.3	73.5	55.0	32.0	22.0	10.0	20.0	14.7	40.0	29.9	40.2	30.0	46.7	11.8	5.0	38.1
9	67.5	36.4	35.7	27.3	40.0	57.7	16.3	18.2	28.6	18.2	35.0	21.6	16.3	45.5	35.7	54.5	25.0	20.6
10	30.4	36.4	33.3	74.3	60.0	32.0	39.2	27.3	40.0	20.0	35.0	32.0	30.4	36.4	26.7	5.7	5.0	36.1
11	37.5	18.2	21.4	21.2	15.0	29.6	35.0	45.5	14.3	15.2	50.0	45.9	27.5	36.4	64.3	63.6	35.0	24.5
12	18.5	45.5	33.3	52.9	25.0	19.0	6.2	9.1	20.0	11.8	20.0	11.0	75.3	45.5	46.7	35.3	55.0	70.0
13	26.3	54.5	40.0	51.5	20.0	28.0	26.3	9.1	20.0	21.2	45.0	26.0	47.5	36.4	40.0	27.3	35.0	46.0
14	57.5	36.4	28.6	26.5	40.0	43.4	20.0	27.3	21.4	8.8	30.0	32.3	22.5	36.4	50.0	64.7	30.0	24.2



Questions:

1. SIUE faculty should prioritize teaching over research/creative activities.
2. It is more important that SIUE continue to devote significant resources to recruiting and retaining a diverse student body.\*
3. The prestige of SIUE being categorized as a Carnegie R2 university would be desirable for me.
4. It is more important for SIUE to recruit faculty with expertise in research rather than teaching.
5. If SIUE had to redirect resources away from undergraduate instruction to obtain higher prestige among institutions of higher education, I would be supportive.
6. Expectations for faculty performance at SIUE should place greater emphasis on research/creative activities relative to teaching than they currently do.
7. It is important that SIUE continue to serve first generation college students rather than prioritizing admission of students with high academic preparation.
8. SIUE should reallocate resources so that more support is directed towards faculty seeking external grants.
9. It is better for SIUE to be a Carnegie Doctoral/Professional university with a high ranking within this category than to be a Carnegie R2 university ranked relatively low.
10. SIUE graduate programs should place more emphasis on preparing students to be researchers.
11. I would prefer to work at an institution categorized as a Carnegie Doctoral/Professional university than a Carnegie R2 university.
12. I support moving to an R2 even if it means increased administrative spending and decreased instructional spending.
13. SIUE should strive to be categorized as the same Carnegie classification as SIU Carbondale.
14. SIUE should remain a Carnegie Doctoral/Professional university rather than move to a Carnegie R2 university.

## **Summary of Qualitative Data:**

97 respondents took some time at the end of the survey to share their comments on the issue of SIUE's Carnegie classification. While a "count" of these comments is somewhat redundant to the quantitative data collected through the survey instrument, they do offer some nuance and detail behind those numbers.

Of those 97 responses:

- 58 are supportive of remaining in our current classification
- 26 are supportive of moving to R2 status
- 13 make general statements about survey or other general statements

As one might expect, there are common sentiments expressed within those categories. People who support remaining Doctoral/Professional raised similar points to each other. Respondents in this category expressed concern that, if it became an R2 institution, SIUE would move too far from its mission of serving as a teaching-focused institution that benefits first-generation, non-traditional, and/or diverse students at the undergraduate level. There were also a number of practical concerns about how new research doctoral programs would be funded and staffed without drawing funds away from other parts of the university or redistributing faculty workload by increasing teaching loads for faculty outside of research-doctorate-producing programs. Some respondents worried about the loss of access to grants that are specially designated for institutions at SIUE's current classification. And a number noted that these issues of funding are particularly acute in the current moment of budgetary uncertainty.

Those respondents who were supportive of a move to R2 also expressed similar sentiments to each other. They pointed to issues of growth and continuing development of SIUE programs as a reason to support reclassification. They also noted that it would assist in both recruitment and retention of faculty, as well as enhance SIUE faculty's ability to compete for external grants. Respondents also pointed to potential funding reallocation with SIU Carbondale as a reason to change classifications.

Significantly, however, there is quite a bit of overlap between this group and those who support remaining a Doctoral/Professional institution. Even those who are supportive of reclassification note that SIUE should retain its commitment to high-quality undergraduate education and serving a diverse student body. Therefore, even respondents who support a shift to R2 want to make sure that SIUE retain its core competencies and not put those at risk. These broad points of agreement should be noted and any plan put forward by the administration should reflect consideration of these issues that are of concern to so many faculty.

## **Highlights from the Survey Responses**

(Note: all quotes below are quoted directly from answers. No editing except for punctuation and formatting has been made)

### **Strong Support for Remaining Doctoral/Professional**

The large majority of comments expressed reservations with a shift to R2 status and certain concerns came up in numerous written responses. Those that came up repeatedly were concerns over a change in SIUE's mission and its ability to best serve its students, concerns over the budget stresses that would

arise from a change in classification, and concern about how the need to accommodate a heavier research focus would unfairly burden some faculty at the expense of others.

Respondents frequently made note that SIUE has a long and deep commitment to its mission of providing high-quality undergraduate instruction to a diverse student population. Responses indicate that many faculty are happy with this current mission and do not wish to see it altered as a result of reclassification:

- "I think we need to continue to serve the students we have well.... We are GOOD at what we do and I think that others will want to learn from us."
- "Right now, for P&T, we prioritize teaching (50%) over research (25%). For those programs that serve undergraduate and Masters level students, the teaching component is highly valuable and I have been very appreciative of our valuing teaching. A move to an R2 classification means a shift in values."
- "SIUE can achieve a national reputation by acting locally, serving our region, and using its influence to improve the lives of people in the area."
- "How can SIUE move to an R2 status without disadvantaging students?"
- "Abandoning 1st generation students right now without any money to support the new classification is madness"
- "I think SIUE needs to continue to embrace its strength - which in my view is prioritizing teaching while serving a large and diverse student population."
- "I attended a highly ranked strong research university; my experience as a master's student at SIUE was totally different and better than my undergrad. SIUE is unique in that full professors are actively involved in teaching."
- "Our strength is in our diversity and affordability to give people who may not otherwise have an opportunity to attend higher educational institutions."
- "SIUE needs to stop trying to be something it is not (and doesn't need to be) and start valuing and nurturing a STRONG identity as a place where we value diversity, learning, and teaching."
- "Carnegie classification of R2 would be nice and prestigious -- but at whose expense? -- the students. Isn't that what we are here for?"

Respondents supportive of remaining a Doctoral/Professional university also pointed out the issue of resources and that SIUE cannot support expanding research programs without a significant boost in funding:

- "I simply don't see where the money for this is going to come from."
- "How can SIUE move to an R2 status without disadvantaging students, unless a large increase in the overall budget is possible?"
- "But the most important issue here is that we need more resources and support to be R2, like less teaching and more research. There is no way you can expect one will continue to teach 3 or 4 courses while doing R2 level research."
- "As higher ed funding declines, the last thing we should be doing is adding doctoral programs that can't pay for themselves."
- "We do not have the resources necessary to compete as an R2 institution and it is folly to pursue this direction."

- “Moving to a high Carnegie classification is only feasible if we are assured that funding will increase in kind. Resources will need to be distributed to the library even to make this move. Not doing so would significantly affect the strength of our doctoral programs.”
- “I am worried that moving resources away from instruction and shifting the commitment to research would cause SIUE to lose its competitive edge and end up being excellent at neither teaching nor research.”
- Moving to R2 without binding commitments of increased salary, new faculty hires, administrative support, and physical space for research would be disastrous for faculty and SIUE as a whole

Respondents also expressed concern that a move to R2 would also unfairly burden some faculty in order to elevate others' research, particularly in terms of funding and teaching workload:

- “The switch will make it more difficult to get funding because I will no longer be eligible for NSF RUI and NIH R14.”
- “While moving to R2 may benefit a few departments, in my view it is likely that this would come at a very significant price to other departments in which teaching work loads.”
- “The most important issue here is that we need more resources and support to be R2, like less teaching and more research. There is no way you can expect one will continue to teach 3 or 4 courses while doing R2 level research.”
- “The workload section of the tenure-track CBA has made SIUE an even less research-intensive university than it already was”
- “Moving to an R2 would only disadvantage us, and make faculty like me as second class citizens.”
- “Carnegie R2 would benefit very few SIUE departments and likely take away resources from most.”
- “If we were to change our teaching load to 2/2, then I might consider going to R2, but I believe it would strain our faculty (even more) with the same teaching load, yet higher focus on research.”

Respondents also noted that the move would be unfair to those faculty who came to SIUE specifically because it was an institution that balanced teaching and research.

- “Most SIUE faculty are unprepared to supervise PhD students because this wasn't the expectation when we were hired.”
- “You have a faculty conditioned to teach rather than do research. If you alter requirements without altering support for years of build and preparation, you are going to further alienate the tenure track faculty.”
- “By and large our current faculty came to a place that is not R2, why try to change the environment to one in which they are ill suited.”
- “I came to SIUE, and stayed here, because I value the emphasis on high quality teaching. We do well in the balance with research as we are now.”
- “I specifically took a job at SIUE because I wanted to be a teaching scholar with a focus on teaching excellence rather than having the pressure of intensive research. I love the balance between teaching and research that is currently occurring at SIUE.”

## Some Qualified Support for Moving to R2

Some respondents were receptive or even supportive of SIUE moving to an R2 classification, although these responses amounted to less than 1/3 of total responses collected. The reasons were also more varied here than the consistent responses from those who supported remaining at the Doctoral/Professional classification.

Perhaps the most frequent reason given was respondents' belief that an R2 classification was necessary for SIUE's continued growth and development. Those who supported reclassification noted potential benefits that were also recorded in the Reclassification Committee's internal survey of chairs and directors, as well as in the external review. Among these common answers were the belief that a move to R2 would make SIUE more competitive in terms of recruiting and retaining faculty, as well as in securing external grants. Respondents in this category also noted that it would be a benefit to our students to graduate from an R2 institution.

Of note, however, was that a large number of answers even in this category expressed qualified support for reclassification. These responses conditioned their support on SIUE maintaining its mission of valuing high quality undergraduate instruction while serving a diverse student body. The frequency of responses expressing these sentiments indicates that, regardless of their position on the question of reclassification, faculty want administration to prioritize undergraduate education and to remain an accessible institution for a diverse student body first and foremost.

Perhaps the most frequent response given was that supporters of reclassification \*agreed\* with Doctoral/Professional supporters in their vision of SIUE as a teaching-focused university that serves a diverse student body. A great deal of the support for reclassification was based on the premise that a switch should not in any way undermine these core values of the university:

- "What if we carved out a niche as an institution known for its mentorship of first generation PhDs?"
- "It is possible to be a R2 doctoral institution and serve first generation students and encourage diversity. It is not an either or situation."
- "We should strive for a prepared AND diverse community."
- "Why cannot an R2 institution serve first gen students, serve minority students, and maintain undergraduate education excellence?"
- ""Loss in serving first generation student, loss in teaching, etc. I am not convinced with the either or proposition. If we can do this slowly, carefully, and not overnight, I don't see a problem."
- "There is something else - the R2 school for first gen/pell eligible diverse ( your code word) populations not traditionally engaged in research in significant numbers. A school with that mission and purpose would probably attract a great deal of external funding. "
- "Adjusting our model to potentially hire / recruit faculty with an emphasis on teaching, an emphasis on research, or a mixed emphasis could allow for both research advancement AND continue to offer quality education without sacrificing instruction."

Respondents who support reclassification expressed a belief that it was important to continue SIUE's growth as an institution.

- "Does it make sense in this environment to artificially hold down enrollment in a program to stay in the Doctoral/Professional category when enrollments matter so much?"
- "It is important to grow and not be stuck in whatever we are doing."
- "Seeking R2 position is beneficial for the long term development of our university."
- "Moving to an R2 provides only more opportunities for students, and allows us to get back to path that made SIUE's reputation: string research conducted with the help of our students."
- "For the future development, SIUE must move up to R2."

Respondents also indicated that students might benefit from reclassification:

- "Having faculty who conduct leading edge research enhances teaching, and provides educational opportunities for students that are simply not available otherwise."
- "Many of our undergraduates want both excellent teaching environments AND ALSO opportunities to benefit from and participate in research."
- "Having faculty engaged in research only helps to increase educational opportunities for students."

Respondents who support reclassification frequently pointed to issues of retaining and recruiting faculty as a reason for SIUE to be reclassified as an R2.

- "R2 Carnegie classification help recruit high quality faculty and graduate students and get the attention of funding agencies."
- "Unless SIUE becomes a Carnegie R2 university, I will seek employment elsewhere within the next 2 years."
- "If SIUE doesn't move to R2, I do not see myself staying employed at SIUE for much longer."

Respondents also indicated that reclassification might lead to better support for them as research-active faculty:

- "While I know some disciplines are concerned that they would be less competitive for grants, in my discipline R2 status would increase the likelihood of being able to secure external grants."
- "If it helps researchers obtain external funding that they are currently denied due to the ranking it might make sense."
- "Having more faculty with the expertise and credibility in research activities will provide additional visibility to the institution and enhance the success rate of externally-funded research, which in turn provide additional revenue to the institution."
- "My department currently only has an undergraduate program... but most of us already produce the research productivity and quality of R2 institutions."
- "For some departments at SIUE already have the same working load on research and advising graduate students, but still have the same teaching load, it is unfair for them."
- "SIUE faculty already are active in research, why not simply support those who conduct research more? Getting any institutional support for research is problematic as it stands."
- "Rather, I would like to see more support for faculty who choose to prioritize research over teaching."

## Raw Data – The Qualitative Responses from the Survey

I think we need to continue to serve the students we have well. there are SO many universities out there with declining enrollments who want the higher performing students. We are GOOD at what we do and I think that others will want to learn from us.

Right now, for P&T, we prioritize teaching (50%) over research (25%). For those programs that serve undergraduate and Masters level students, the teaching component is highly valuable and I have been very appreciative of our valuing teaching. A move to an R2 classification means a shift in values. Are we ready to make such a shift and are we willing to deal with the losses we will incur? Also, there seems to be a bias such that we have to choose research over recruiting/retaining a diverse student body. This suggests the existence of a caste system. Does this fit with the mission of the university?

While moving to R2 may benefit a few departments, in my view it is likely that this would come at a very significant price to other departments in which teaching work loads, very high to begin with, have been further raised by the Covid situation to the point where any further increases in required time for excellent teaching would bring the load an unbearable level and thus cause quite a significant number of excellent faculty to leave SIUE. As well, I simply don't see where the money for this is going to come from. In the current on-line situation, colleagues tell me (and I agree) that required time to do a good job in teaching has about doubled. Since faculty salaries have been essentially stagnant, I see this as a strong indicator that a "rob Peter to pay Paul" situation for funding departments is likely to develop if we move now to R2.

One positive outcome in a long term from the status update might be a possibility of equity among schools within SIUE. It takes a long term committment and a lot of resources to prepare and place Ph.Ds. SIUE does not have both at this point.

There are a lot of false dichotomies presented here. It's possible to be an R2 with excellent undergraduate teaching. I recognize quite a few universities on the R2 list that are known primarily for their excellence in undergraduate teaching. In fact, I was quite surprised to learn a few of them were actually R2 institutions. It is also a false dichotomy to say that pursuing R2 would mean not being accessible to first generation students or that it would mean sacrificing support for diverse students. SIUE could become known as an institution where first generation and diverse students thrive, from the undergraduate to the graduate level. What if we carved out a niche as an institution known for its mentorship of first generation PhDs? My department currently only has an undergraduate program (something some of us are not happy about) but most of us already produce the research productivity and quality of R2 institutions (and departments in them with PhD programs). We are also known for our excellence in teaching and our work with undergraduate students (and many of us are on committees for graduate students outside our department, too). While I know some disciplines are concerned that they would be less competitive for grants, in my discipline R2 status would increase the likelihood of being able to secure external grants. Also, I'm not sure the big fish in a small pond versus small fish in a big pond analogy fits here. No one outside academia understands the distinction between Doctoral/Professional and R2 and not everyone in academia even understands it. We have already crossed the threshold to be in the national universities category for US News and World Report (which like it or not, the public relies on a lot) so we are already being judged against R2 (and even R1)

institutions. Gaining R2 status would likely help us in this category. Finally, does it make sense in this environment to artificially hold down enrollment in a program to stay in the Doctoral/Professional category when enrollments matter so much?

SIUE can achieve a national reputation by acting locally, serving our region, and using its influence to improve the lives of people in the area. .

In the current climate SIUE needs to focus on it's core competencies - which from my perspective rest in the R3 range. In the future a move to R2 might be beneficial, but right now our students are struggling to use Blackboard.

How can SIUE move to an R2 status without disadvantaging students, unless a large increase in the overall budget is possible?

Teaching and research need to have a balance.

Don't think this has to be worded as "either or" A research university doesn't have to sacrifice undergraduate teaching; it can certainly continue to accept diverse students. But the most important issue here is that we need more resources and support to be R2, like less teaching and more research. There is no way you can expect one will continue to teach 3 or 4 courses while doing R2 level research!

We need to worry more about our graduation rates instead of Carnegie Classification rankings. Additionally, with the significant budget crisis looming, likely decrease in state appropriation, declining enrollment, etc. it seems like we should better channel our time and efforts to improving our current offerings instead of worry about expanding or adding. A similar comparison comes to mind when the campus community was told moving to DI Athletics would bring prestige, enrollment increases, donors, etc. and not sure if we have seen the return on investment. This seems like a similar situation where we are going to invest a whole bunch of money and time and get little in return.

These questions are very biased and suggestive.

The switch will make it more difficult to get funding because I will no longer be eligible for NSF RUI and NIH R14. However, we will lack the resources to compete with schools in the higher tier. This is disaster. Only engineering wants this. Please don't let that one school bully the campus, even if they are in charge of the graduate school.

I have significant concerns about the survey itself. A lot of these questions are primed to make the reader think in a particular direction. If one agrees with moving to an R2 even if it means decreased instructional spending, it makes one think they don't support teaching. The survey as a whole seems primed to make the responder say no to the move to R2 status.

SIUE becoming an R2 might have made more sense in prior eras, but not in the "new normal" for higher education.

As both a SIUE alumnus and now faculty member I strongly feel the move to R2 would be a change in the wrong direction for the University.

I have no idea what Carnegie classification is and what it means to the SON. I would need more information to answer these questions.



Having higher research activity is not to the detriment of teaching

Many of these questions present a false dichotomy. They are presented as either/or when both can be available.

Please do not spend more money on administration.

There are two false dichotomies embedded in these questions. One is that recruiting a diverse student body comes at the expense of academic preparation - that is simply not true, for multiple reasons, one of them being that a non-dominant identity IS a form of academic preparation. Two, that increased research productivity, support, or spending would have to come at the expense of teaching. SIUE is, first and foremost, an extremely service intensive university for faculty members. I would like the conversation to shift to the service demands that we could remove from faculty to support their increased engagement in research, in addition to the structural changes that are likely needed to equip the graduate school to be able to support faculty research more effectively.

Maintain the teacher-scholar model!

The survey is clearly written with language that supports the status quo. It is possible to be a R2 doctoral institution and serve first generation students and encourage diversity. It is not an either or situation.

When someone tries to be someone they're not, it often ends badly. See Carbondale attempting rival U of I back in the early 2000s and look what that got them.

Abandoning 1st generation students right now without any money to support the nrw classification is madness

maybe SIUC should be stepped down a level; you don't ask one question -- would it be better for student's job prospects if SIUE was R2 -- yeah probably.

The dichotomy presented between well prepared students and diverse students is false - we should strive for a prepared AND diverse community. I don't think the motivation for this survey has been explained well at all. There must be a deeper reason to seek R2 status than 'prestige,' especially if it requires more administrative spending. I don't believe doctoral programs generate revenue - they are very expensive. If it helps researchers obtain external funding that they are currently denied due to the ranking it might make sense.

Most of these questions are either or propositions. Most of us have come to SIUE from R1 schools and had really good teaching at all levels. Good teachers in SIUE will continue to teach well. Reduced teaching load will allow for time-shifting, faculty can dedicate more time to research which many struggle because of time issues. Changes can be gradual, every program does not need to have a PHD. It is important to grow and not be stuck in whatever we are doing. We can continue to be the best in the current class forever and keep doing whatever we are doing. This is surely comfortable. Change is not comfortable but sometime necessary (e.g. COVID brought in some really good changes to SIUE's archaic way of doing things). I feel many of these questions are leading questions meant to highlight a loss-- loss in serving first generation student, loss in teaching, etc. I am not convinced with the either or proposition. If we can do this slowly, carefully, and not overnight, I don't see a problem. R1 schools have professional tracks and research track at their masters level, so it does not mean all our grad students will become researchers or have to dedicate time to do research.

I think SIUE needs to continue to embrace its strength - which in my view is prioritizing teaching while serving a large and diverse student population

We're in a good place within our current classification, a move to R2 will be at our disadvantage.

As it stands today, SIUE does not offer enough support to move to the new classification. My responses are based on the situation now.

1) As higher ed funding declines, the last thing we should be doing is adding doctoral programs that can't pay for themselves. 2) There is nothing prestigious about becoming an R2 that offers a few underfunded and poorly-ranked research doctoral programs. 3) Most SIUE faculty are unprepared to supervise PhD students because this wasn't the expectation when we were hired. 4) The workload section of the tenure-track CBA has made SIUE an even less research-intensive university than it already was.

The above survey items highlight R2 disadvantages: funding diversion, increased cost, not serving the undeserved communities, increased faculty demand. Why cannot an R2 institution serve first gen students, serve minority students, and maintain undergraduate education excellence? Are these sacrifices required to become an R2? From what I've observed in the discussions, the assumed answer is YES. These predicted negative outcomes, even if supported by literature, should be critically examined.

For some departments at SIUE already have the same working load on research and advising graduate students, but still have the same teaching load, it is unfair for them. Seeking R2 position is beneficial for the long term development of our university. Few universities starts in R2 on the top of the list, it always start from somewhere.

Unfortunate choice of questions. SIUE should soundly reject the notion that we must choose between serving first generation and diverse students and moving to R2. Why can't we be the institution that creates opportunities for those students to contribute to the body of knowledge? Why can't we accept that challenge and fill that niche? Is there a better way to shape a changing world? Your questions ask us to choose between two old and tired constructs. There is something else - the R2 school for first gen/pell eligible diverse (your code word) populations not traditionally engaged in research in significant numbers. A school with that mission and purpose would probably attract a great deal of external funding.

This survey seems to present a false equivalence. It implies that SIUE can either excel teaching, or support research, but not both. This is false. In fact, having faculty who conduct leading edge research enhances teaching, and provides educational opportunities for students that are simply not available otherwise. SIUE faculty already are active in research, why not simply support those who conduct research more? Getting any institutional support for research is problematic as it stands. Simply investing in those doing research and looking into expanding doctoral programs does not automatically mean undergraduate education would suffer. The results of this survey are effectively meaningless because it makes the assumption that either we value undergraduate education, or we value research, but can't do both. Again, this is false. When I started working at SIUE, people at all levels, from the chancellor down, would repeatedly message that SIUE valued and was excited about research, and we especially excited about including undergraduates in research. This is how SIUE gained its reputation as an excellent undergrad university, because undergrads had opportunities to work on cutting edge research that they do not have nearly anywhere else. In the past 5 years, this messaging has stopped

completely, from all levels, and this is tragic. We built the reputation of SIUE on research, because that is what students were exposed to here, and that was what undergrads are not exposed to at most universities. That is what made SIUE special. Now we are talking about valuing research as the opposite of that? Moving to an R2 provides only more opportunities for students, and allows us to get back to path that made SIUE's reputation: string research conducted with the help of our studnets.

Why would we ever believe that being a low ranking R2 is better than a high ranking Doctoral/Professional? We do not have the resources necessary to compete as an R2 institution and it is folly to pursue this direction.

On a pragmatic basis, we cannot afford to go R2. We will not get additional funding nor will it drive dramatic increases in enrollment. The costs will be significant and cannot be sustained. As an R2 we offer almost nothing distinctive in the market - and we lose a lot of what gives us distinctiveness now. This appears to be another CAS faculty idea to get better salaries and work less (ie reduce teaching requirements) in the name of research. Bad idea at the wrong time from many wrong reasons.

I attended a highly ranked strong research university; my experience as a master's student at SIUE was totally different and better than my undergrad. SIUE is unique in that full professors are actively involved in teaching and the classes aren't shoved off on TAs bc the professor is "researching." My personal opinion is that if I'm paying for an advanced degree, I should be taught by advanced instructors.

Our strength is in our diversity and affordability to give people who may not otherwise have an opportunity to attend higher educational institutions.

I'd like to be at an R2, but I'm not sure SIUE can survive the transition to an R2.

Carnegie classification of R2 would be nice and prestigious -- but at whose expense? -- the students. Isn't that what we are here for? How can anyone justify adjustments that detract from a solid education by qualified educators who should have quality student education as their focus? Students and parents are paying tuition for academic preparation of young adults bottom line. We need to prepare the next generation. I believe we can focus some attention on research and promoting research interests in our students, but the efforts required for us to move up to R2, I feel, are at the expense of why we are here. The designation is great, but it doesn't mean research interests decrease if we are not R2.

This survey is not written in an impartial way. It is biased against changing to R2. This data will be skewed.

I'm not sure why there seems to be an assumption that we'd have low ranking as R2

If we are going to complain about the allocation of funds between SIUE and SIUC then we should put ourselves on the same playing field.

I strongly oppose the move to Carnegie R2. SIUE is a teaching institution and should remain as such.

If Carbondale can't succeed at being an R2 with the lion's share of the System resources, why on Earth would SIUE make this move? At the time of national reckoning on race, to turn our backs on first-gen college students also seems like a bad idea. You have a faculty conditioned to teach rather than do

research. If you alter requirements without altering support for years of build and and preparation, you are going to further alienate the tenure track faculty.

SIUE does well at what it does.

Stay were we are. Those that want PhD students can get them now. The fact that their units/colleges are not supporting them and their PhD students is a separate argument.

By and large our current faculty came to a place that is not R2, why try to change the environment to one in which they are ill suited.

We need to focus on students. Students choose to come to SIUE to interact with faculty. Not help up get grants!

There are many false-dichotomies in this survey. First generation and diverse students also want a research-active learning environment. Research and teaching are not mutually exclusive. I don't like the either-or approach to teaching and research, including the binary premise as it applies to undergraduate teaching. Many of our undergraduates want both excellent teaching environments AND ALSO opportunities to benefit from and participate in research. Also, "preparing students to be researchers" instills the same important and transferable professional characteristics, whether they go to grad programs or not.

I came to SIUE, and stayed here, because I value the emphasis on high quality teaching. We do well in the balance with research as we are now. Moving to an R2 would only disadvantage us, and make faculty like me as second class citizens. We should continue to serve the students of this region through excellence in teaching, balanced with activity in scholarship.

I would only support this if it will help us get a higher % of the funding that is currently given to SIUC

SIUE has a variety of problems that will not be solved by a change to its classification. At this time, SIUE needs to allocate funds and focus on true diversity efforts and dismantling the system of oppression that currently forms the foundation of this institution.

I would hate to see anything that would interfere with the current teaching first / student first culture of SIUE

If SIUE doesn't move to R2, I do not see myself staying employed at SIUE for much longer.

Stay where we are!

Moving to a high Caranegie classification is only feasible if we are assured that funding will increase in kind. Resources will need to distributed to the library even make this move. Not doing so would significantly affect the strength of our doctoral programs.

If our sister SIUC is struggling to maintain itself, why would SIUE want to follow that path within the same university system and structure? Seems like a good way to take the whole SIU system down.

Carnegie classification choices relate to our strategic plan and goals. Who are we? Who and what do we serve? What are our goals? This choice needs to fit in to the larger issue.

SIUE needs to stop trying to be something it is not (and doesn't need to be) and start valuing and nurturing a STRONG identity as a place where we value diversity, learning, and teaching. If a student is accepted to SIUE, they know they will be nurtured from where they are to where they want to be. Invest in our quality teachers, our SOTL researchers, our students who need us to stick with them. Please stop trying to do all things. Your faculty are exhausted--flat out empty. Pick a vision and stick with it. Make it strong.

Carnegie R2 would benefit very few SIUE departments and likely take away resources from most. I am strongly against moving to R2.

Better to be big fish in a little pond... We have a good rep for the type of University we are.

Survey seemed to specifically designed to imply that doing prestigious research results in ignoring teaching which is not at all the case. All the R2 schools in the region are not only known for their research, they have national award winning teachers/educators as well. It does not have to be either-or, it never is.

R2 Carnegie classification help recruit high quality faculty and graduate students and get the attention of funding agencies. Having more faculty with the expertise and credibility in research activities will provide additional visibility to the institution and enhance the success rate of externally-funded research, which in turn provide additional revenue to the institution. Faculty at Doctoral-Professional Carnegie Classification are at a disadvantage when competing for external funds because of high teaching workload and lack of equipment and resources as compared to R2 institutions.

In my opinion, it will be better for us to keep growing our masters program, even putting more emphasis on research and creative activities, while we continue with the more applied doctoral/professional degrees instead of moving to an R2 status. Staying in our current classification will enable us to be at the top tier as compared to being in the lower part of the R2 universities.

For the future development, SIUE must move up to R2. The progress is dynamic and the challenges for R2 institutions we are imaging right now as a R3 would be less severe when we actually reaches R2 with better reputation and more resources. Remaining R3 is self growth restriction.

Does it make our job easier? Doesn't seem so. Not sure why we should bother.

Do not change to R2.

In my opinion, a better solution would be for SIUC to move down to the doctoral-professional level rather than SIUE moving "up"

This survey seems to set up several possibly false binaries in terms of the trade-offs we might have to make to earn the R2 classification. We can imagine an innovative model that supports teaching and research and celebrates the strengths of faculty regardless of whether those strengths reside more in teaching or research. I DO think most of our spending should go to recruit and support our underserved student population. I also don't see why a higher Carnegie classification would require greater administrative spending.

I specifically took a job at SIUE because I wanted to be a teaching scholar with a focus on teaching excellence rather than having the pressure of intensive research. I love the balance between teaching and research that is currently occurring at SIUE.

I believe that SIUE should continue to serve--and strive to better serve--a diverse population of students, including first generation students and students from marginalized communities. Increasingly, these students need somewhere like SIUE as it is now and as it hopes to be.

If we want to gain national reputation, we need to improve our academic standing as a research institution. SIUE is too large to build a teaching reputation similar to some smaller liberal arts colleges and smaller professional career focused institutions. If institutions like SIUE do not make a choice between smaller teaching focused university or larger research focused university, the trends indicate that they will disappear. So, it is only natural for SIUE to evolve into a research university if we would like to attract better prepared students and more scholarly faculty. We need to keep in mind that our long term reputation will be build upon the achievements of our alumni and faculty.

This survey seems to indicate that undergrad education would suffer if a changes to R2 occur. I completely disagree. Having faculty engaged in research only helps to increase educational opportunities for students. Furthermore, even though there is a general idea that SIUE values undergraduate education above all else, there has been no vision articulated by the upper administration in recent years that actually reflects this. In fact, there has been no consisting vision for the university articulated by upper administration in the past few years.

While SIUE might receive more recognitin nationwide if it were to become a R2 university, I felt that the teacher-scholar model that SIUE uses is a key factor that distinguishes SIUE from its competitors. I served on multiple faculty search committees and the concept of a teaching/research balanced school was always a selling point that appealed to applicants. Also, in my opinion, SIUE's commitment to instruction excellence and first-generation college students was a key factor that helped SIUE weather the financial crisis in 2008 (and a few years afterward) and the same commitment seems to be helping SIUE maintain its enrollment level during the COVID19 pandemic. I am worried that moving resources away from instruction and shifting the commitment to research would cause SIUE to lose its competitive edge and end up being excellent at neither teaching nor research. However, I also see the benefits of having greater research productivity. Could there be a way that SIUE could maintain its commitment and resource support to instruction while enhancing/encouraging research? For instance, schools can be allowed to lower the teaching load of faculty members who have a greater research output.

In this conversation it will be important to keep in mind those graduate programs that are professional and whose focus is not on research but on producing practitioners in their field.

The first set of questions in this survey is biased. By using the word "prestige" as the only reason one would support moving to R2, it forces me to say neither/nor because that is NOT the reason I would support moving to R2. Rather, I would like to see more support for faculty who choose to prioritize research over teaching. It is a bifurcation fallacy to suppose that providing more support for research would negate efforts to recruit diverse students because one is about faculty and the other is about students.

Moving to R2 eliminates some external funding opportunities for SIUE and I fear that we will not be competitive (due to lack of recognition) if we have to compete with other institutions of that distinction. This is particularly true in the sciences where federal agencies prioritize funding some proportion of primarily undergraduate schools and do not offer the same 'smaller pool' for R2 designated institutions.

I disagree with the wording of some of these statements -- e.g., statement 2 - continue to devote resources to recruiting...? I think that being an R2 will help our recruitment of graduate students! So this doesn't make sense to me. I think we need to continue to grow and complete, which will benefit all students.

If you are going to force faculty to move to an R2 then you will need to decrease their teaching load, increase the amount of money they receive to go to conferences and overall increase their pay similar to what other R2 institutions pay their faculty.

We currently have an important mission as a regional university to serve our student body. Why we need to have delusions of grandeur is beyond me. And anyone who thinks that going to an R2 is actually going to decrease their teaching load or somehow make getting funding easier is kidding themselves. I'm also not sure that any of the so-called "prestige" associated with R2 is even remotely useful.

In the almost two decades I've been here, SIUE administration has shown no inclination to prioritize academic programs or compensate faculty for their work in or out of the classroom. Administration claims financial hardship all the time. I can't imagine how they intend to support the added responsibilities faculty will have if we change classifications. I suppose it's easy for administrators to push for something that will look prestigious for them and pad their CV's when they will not be the ones to have to keep teaching on a shoelace and duct tape, nor have to listen to how things can't be supported because there's no money. I would be willing to consider this change as a "possible" good idea -- rather than a PR stunt -- if there was a clearly laid out budget accompanying the proposal, including changing SIUE's teaching load to the same 2x2 or 2x3 load that SIUC has. However, I know perfectly well from their past behavior that the administration intends faculty should shoulder the burden of a higher classification without a reduced teaching load, increased funding opportunities, or fair compensation for extra responsibilities.

If SIUE makes the move to R2, I do NOT see Administration compensating faculty to match: are they willing to go to 2/2 loads? raising salaries? Their pattern has indicated that they are not. (The faculty was forced to unionize because of Administrative blocks to comparative fairness, let alone what's necessary to move to R2).

Given our research productivity at SIUE is higher than at SIUC, it makes sense to move up. However, a move up needs to be carefully considered because it cannot be successful without an investment in faculty to reduce teaching loads and an investment in graduate student support. I do not support increases in administrative spending just for the sake of spending if we move up, but I realize that some increases will be needed for compliance and for seeking external support (grants), etc.

SIUE, with the largest engineering program in the St Louis area, has great potential to tap into the industry in this area if we move into Carnegie R2 category. The experience in the cooperative PhD program shows that we are already producing outstanding PhD students. It is time to match the faculty

talent and student success with the correct Carnegie classification so that we can unlock the potential of this institution.

I think a thorough cost analysis must be done before a move to R2. What would it take in terms of faculty teaching release time, doctoral assistantships, and how would that directly impact other programs? Budget #s and projections are needed to make any sort of informed decision.

We can't be R2 with our current teaching load, salaries, and equipment

the d/p classification happened to us, what what does it do for us? R2 changes the playing field, and we should position ourselves accordingly.

Changing an entire university just so a small handful of departments can benefit would be despicable.

SIUE should embrace the Doctoral/Professional classification.

Unless SIUE becomes a Carnegie R2 university, I will seek employment elsewhere within the next 2 years.

Moving to R2 without binding commitments of increased salary, new faculty hires, admin support, and physical space for research would be disastrous for faculty and SIUE as a whole.

My biggest worry for moving to R2 is with trying to maintain research, yet teaching the same amount of courses. If we were to change our teaching load to 2/2, then I might consider going to R2, but I believe it would strain our faculty (even more) with the same teaching load, yet higher focus on research.

Teaching should come first. We already have faculty who know very little about how to teach well. Changing Carnegie class would make that problem worse. Student learning must come first.

Moving to an R2 is a great goal and has many benefits but I do not believe it should be done at the expense of instruction. Adjusting our model to potentially hire / recruit faculty with an emphasis on teaching, an emphasis on research, or a mixed emphasis could allow for both research advancement AND continue to offer quality education without sacrificing instruction. This, of course would require a change in T & P policies based on faculty emphasis designations. I am in full support of moving to R2 but NOT for reallocating resources when they are already scarce.

Make the move to R2. Not going to happen. You are asking in the survey for faculty who were hired primary to teach to be in favor of going to a more research focused institution. Of course they are going to say no. It will never happen if you leave it up to the faculty.