

Compilation of January 25, 2008 Doctoral Research University (DRU) Departmental Conversations

Explanation of Methodology

Thirty-one of 32 responses were received, representing a 97% response rate.

Several responses reflected specific departmental perspectives, needs, and concerns. When compiling these responses, items unique to departments were combined into broader categories when possible. For example, one response under “What changes do I envision in 5 years” included the following:

- Restore X faculty member’s line.
- Convert two temporary lines in Y discipline into tenure track lines.
- Add 1 or 2 tenure track lines in Z discipline.
- Restore our lost W line and add a 5th tenure track line.

All of these types of responses were categorized under “More faculty and graduate assistants/graduate teaching assistants.”

Under “What, if anything, makes me anxious,” many responses expressed concern that DRU means higher research productivity expectations without the corresponding increase in research support services. For instance, one noted that Georgia Southern lacks the infrastructure to be a DRU, while several others indicated that the Office of Research Services and Sponsored Programs was unable to provide the level of support necessary to achieve DRU research quality. Numerous others noted lack of resources/funding to accomplish this goal, questioning whether new resources would be forthcoming. These types of responses were categorized under “Continuing lack of resources (including faculty compensation) combined with increased workload expectations (especially as relates to shift toward more research without appropriate increase in research support infrastructure/funds).”

You will find, however, that there are a number of discipline or department specific issues that were brought to the discussion that are still reflected in the following compilation.

Responses ¹	Frequency of Response
<i>1. What are “non-negotiables?” In other words, what are the things that brought me here and keep me here?</i>	
Campus collegiality/connectiveness/friendliness.	18
Meaningful student-faculty interactions.	17
Focus on and value of teaching.	16
Balance between teaching and scholarship.	13
Strong undergraduate programs/undergraduate focus/undergraduate students.	11
Credentialed faculty teaching all classes (not graduate assistants).	7
Potential for program growth/quality.	7
Physical (including geographical)/technology environment.	6
Focus on service/community service/service learning as institutional values.	6
Small class sizes.	5
Broad definition of scholarship.	4
Student-centeredness.	4
Primacy of in-class delivery method.	4
Town/gown relationship; cultural resources; cultural missionary.	4
Departmental autonomy.	3
Collaborations within the department.	2
Opportunity to do original research.	2
Balance of personal life with professional.	2
Diversity of student body.	2
Quality of students.	2
Ability to have temporary faculty teach without terminal degrees.	1
Minimal use of part-time faculty.	1
Flexibility—opportunity to be different.	1
Having a master’s degree in the program.	1
Quality of faculty.	1
Opportunity to work in an intellectual environment/liberal arts environment.	1
Uniqueness of program specializations.	1
Transcultural opportunities—encourage students to see the world	1
Level of advisement support from advisement center.	1
Cautions:	
Need to return to smaller class sizes.	4
Maintain equity of college/unit within the University community—especially as relates to funding and resources.	3
Problems with inequality in workload/resources across college and campus need to be resolved first.	2
The quality and character of our undergraduate education must not be compromised (especially to grow graduate programs).	2
New programs/units should not be allowed to cannibalize lines and resources from existing programs.	2

¹ See Appendix for responding units/schools/departments.

There must not be two formal designations for faculty responsibilities (i.e., teaching tier versus research tier). Are we moving toward two universities?	2
Keep CLASS master's programs strong—they are the core of graduate student culture because these students take their programs on campus versus online or at external centers.	1
We will not continue to participate in the discussion if only certain programs are considered for doctoral programs.	1
Administrative mandate to rejoin Literature and Philosophy would cause people to leave.	1
Must continue to meet University System expectations to avoid reduced funding.	1
Need transparency in how decisions are made—especially resource allocation decisions.	1
Inadequate library resources to support DRU research.	1
Current promotion and tenure guidelines regarding research expectations unclear. How do we interpret shift to DRU and its impact on research expectations?	1
Current faculty compensation and inability to support faculty spouses with jobs or tuition remission make faculty retention difficult now. What will be the impact on shifting to a DRU focus?	1
Current advising load too heavy. How will this impact faculty retention in a DRU environment?	1
Not run everything like a business.	1

Responses	Frequency of Response
<i>2. What does the DRU classification mean for my department?</i>	
More doctoral/graduate programs overall and/or own department doctoral/graduate program (viewed favorably and unfavorably—some saw this as added pressure to develop graduate programs where focus has traditionally been on the undergraduate program).	19
Opportunity for more infrastructure support for graduate education and increased research expectations (e.g., more graduate assistants).	11
Increased research expectations within the department (viewed both favorably and unfavorably).	9
New definition of research; re-visiting teacher-scholar model (not known what this new definition is).	5
Infusing research into the curriculum (i.e., re-examining how we deliver the undergraduate curriculum); more undergraduates involved in research. Bringing a research focus to all levels of graduate programs and aligning it so there is a progression from one level to the next.	3
Better quality graduate students.	3
Refocused recruiting; the type of student being sought will change. Greater involvement in public school system to build student recruitment.	3
Continue to build the undergraduate programs; cannot compromise undergraduate program quality.	3
Creates an opportunity to improve.	3
Enhance reputation of University, college, department.	2
New facilities (e.g., buildings, labs, space).	2
Differential faculty workloads (e.g., to help cover teaching and service so other faculty can concentrate on research)—viewed both favorably and unfavorably	2
More online classes/programs (viewed favorably and unfavorably).	2
More and larger graduate assistantship stipends.	1
Need to define the value of service in the DRU context.	1
Opportunity to refocus library collection development efforts around the University's priority programs and to archive faculties' increasing research output.	1
Opportunity to develop our own school status.	1
More experienced faculty teaching introductory courses.	1
Cautions:	
Concern that this means a redistribution of resources to those departments focusing on research. How do we fairly allocate resources if some units have entirely different priorities than others?	3
Will there be opportunities for cross-college faculty collaborations to help meet increased research expectations?	2
Viewed neutrally or as a negative because these departments aren't in a field that has the kind of doctoral programs being developed and most likely will not be able to compete for needed resources in new environment.	2
Will have more non-doctorally qualified faculty teaching classes (viewed negatively). Students are the ones who are hurt by having master's level faculty in the classroom	2

versus doctorally prepared.	
Will there be an opportunity to manage doctoral student enrollment?	1
Need for quality online degree programs, but do not wish to have all graduate courses/programs online.	1
Fear that rising enrollments will compromise quality.	1
Class sizes will increase further to free up faculty to teach in graduate programs.	1
Department resources will be further tapped to pay additional temporary faculty or graduate assistants to cover more of the teaching load so that faculty will have time for scholarship and grant-writing.	1
Greater competition for resources.	1
External funding will likely become harder to obtain as the University loses its <i>Primarily Undergraduate Institution</i> status.	1
Challenge to maintain emphasis on undergraduate education.	1
Does this mean all departments must fit under the DRU umbrella in order to survive and thrive?	1
Instead of aspiring to something “new,” DRU should mean that we focus on continuing to do well what we already do, becoming even better at it. Branching out into new areas where we don’t have the resources is a formula for failure. Instead we should focus on staying in our niche, but getting even better within that niche.	1
Why worry about changing programs across the campus to redefine ourselves as DRU when this “goal” seems to have already been met?	1
Would like better clarification on why Carnegie classified us as DRU.	1
Fear that faculty will lose “voice” in deciding how the reclassification will impact University.	1

Responses	Frequency of Response
<i>3. How will this classification affect my future career?</i>	
Increased emphasis on and expectation for research and grant writing.	11
Potential for change in promotion and tenure guidelines and how those changes may impact faculty currently working toward tenure.	9
Added faculty prestige/marketability.	8
We will be asked to do more for less and with less.	4
Will teaching assignments change?	3
What does this mean for service?	3
Expectation that more resources will better enable faculty to combine research and teaching.	2
Increase in failed faculty searches as departments are less able to compete with research universities.	2
How will this affect the equity of status and allocation of resources for undergraduate teaching?	1
More teaching of graduate students.	1
Better salaries.	1
No impact until the University System recognizes Georgia Southern as DRU.	1
Faculty likely to leave if existing master's program is discontinued or if the department was not able to pursue a doctoral program.	1
Faculty will leave for student-centered institutions.	1
Increased disparity between departments with a scholarship versus student-centered focus.	1
Fewer funding sources as institution loses <i>Primarily Undergraduate Institution</i> status.	1
Concern that this means a redistribution of resources to those departments focusing on research.	1
Does this mean all departments must fit under the DRU umbrella in order to survive and thrive?	1
Professional marginalization within the University as this department does not offer a doctoral program and is not likely to offer one.	1
A re-defining of research to emphasize the scholarship of teaching.	1
Unknown without knowing how the DRU designation will impact teaching, research, and service.	1

Responses	Frequency of Response
<i>4. What, if anything, makes me anxious?</i>	
Continuing lack of resources (including faculty compensation) combined with increased workload expectations (especially as relates to shift toward more research without appropriate increase in research support infrastructure/funds).	30
Changing the promotion and tenure rules or no guidelines. Sense that research expectations are changing but unsure how and what now constitutes appropriate research.	14
Balance shifting away from teaching to more research and need to seek external support.	11
Putting quantity ahead of quality (especially as relates to undergraduates programs).	11
Creation of first and second-class citizens. One department characterized this as the “haves” and the “have nots”—the research-oriented departments versus the student-centered departments. Corresponding fear that resources will be re-directed from programs without doctoral programs to those that have doctoral programs.	8
Where are we going? What are the metrics that will be used? Lack of understanding of DRU. Poor understanding by administrators of what it takes to become a “research” university. Perception that administration has been less than forthcoming in their intentions or lack the vision.	6
Doing more online classes (viewed mostly unfavorably).	6
Student-faculty ratio. In moving forward, this problem needs to be resolved.	6
Increased competitiveness among departments for resources when increased collaboration needed to meet higher research expectations.	5
Changes that will alter the quality of the faculty relationships with students.	4
Advising students takes too much faculty time (especially with increased emphasis on research). Need a centralized advisement center.	3
Will departments lose autonomy (e.g., in deciding what counts as research; ability to weigh in on promotion and tenure guidelines)?	3
Ability to recruit/retain qualified faculty in a DRU environment given resources and support.	3
Too much emphasis on physical resources and not enough on learning resources (especially as relates to library collections).	2
Fear that focus on growth and research opportunities will not be realized.	2
Being able to recruit and retain students.	2
Too many university initiatives are happening all at once.	2
Do we have demand and long-term viability? Prospect of poorly managed growth.	2
Lack of communication, poor communication within the department, from the dean’s office, from the Provost Office.	2
Unfair faculty workloads across colleges.	1
Lack of a graduate culture.	1
Instability in terms of programs and faculty.	1
That we will fail to recognize that we can’t be everything to everyone. That we will add on to already high expectations without making any adjustments.	1
Loss of focus on student centeredness.	1
Reduced faculty workloads.	1
Declining student quality.	1

Lack of administration's understanding of program will continue to hurt program.	1
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Responses	Frequency of Response
<i>5. What changes do I envision in 5 years?</i>	
A more equitable funding formula; more funding for expected growth; greater compensation.	21
More doctoral/graduate programs.	15
More faculty and graduate assistants/graduate teaching assistants.	12
Increase use of technology; a wireless campus; technology that works effectively.	7
Renewed attention to facilities (especially new buildings, more space to support larger enrollments/more graduate programs). Plan for new facilities and labs—a plan for the new growth.	7
Reduced teaching loads if research and publication expectations continue to rise.	5
Greater faculty governance.	3
Programs that respond to local and regional needs (e.g., rural service; industry training).	3
Quality and more online programs (viewed favorably and unfavorably).	3
A university that takes the designation as a comprehensive /regional university seriously.	3
Stronger research infrastructure (e.g., functioning ORSSP).	3
More external funding/pressure to generate more external funding.	2
Increased enrollment (for better or worse).	2
Stability within the department (i.e., faculty retention).	2
An advising system that works for students and faculty.	2
Teaching larger course loads to get by and no growth.	2
Greater flexibility in workload assignments.	2
Guaranteed educational leave every 7 years for every tenured faculty member.	2
Funding to support graduate assistantships and graduate scholarships to enable master's programs to recruit quality students.	2
Change in how the University System Office views Georgia Southern.	1
Greater involvement of graduate students in department programs.	1
Erosion of the liberal arts in the core curriculum.	1
A university that actually puts teaching first rather than just says that they put teaching first.	1
Appropriate rewards for faculty in teaching, scholarship, and service.	1
Strong leadership at department, college, and university levels.	1
Fewer transfers from East Georgia.	1
Smaller class sizes.	1
President and Provost attend department meeting at least once a year.	1
Greater cross-college collaborations.	1
Retaining and strengthening programs where we already have a strong reputation.	1
Strengthen special collections to support growing graduate programs.	1
Caps on graduate student enrollment, especially in doctoral programs.	1
Move toward a graduate culture.	1
Increased fragmentation between colleges and disciplines.	1
Change the name of the University to de-emphasize the regional aspect (e.g., put University before geographical reference).	1

Have a target percentage (e.g., 80%) of departments with master's degrees.	1
A rise in student academic quality.	1
Maintain focus on students.	1
Less student focused.	1
An expanded CET.	1
A new Center for Excellence in Research to complement the CET.	1
A continuation of the current trend for reference librarians to specialize by topic. This serves both faculty and students well.	1
That Georgia Southern will truly be a "learner-centered" university. That we will take steps to fulfill the operational definition of this term, rather than simply paying lip-service to the phrase.	1

Responses	Frequency of Response
<i>6. What changes do I envision in 10 years?</i>	
Our department having its own doctoral (including PhDs) and/or graduate program.	8
Improved faculty recruitment and retention; more faculty and a diverse faculty.	8
More external funding and greater expectation that faculty will bring in more external funding.	5
Bigger, newer buildings with state-of-the-art technology.	4
Balance personal connections with technology.	3
More online courses (viewed both favorably and unfavorably).	3
Doctoral programs in all colleges.	3
Greater focus on research; faculty research/undergraduate research.	3
Funding to support graduate assistantships and graduate scholarships to enable graduate programs to recruit quality students.	3
Division I football program.	2
Greater impact on literacy needs of region.	2
Larger enrollments.	2
Move to upper continuum of DRU.	2
Different mix of faculty and students (resulting from more online programs versus traditionally taught programs).	2
Georgia Southern will be ranked in the top 20 of United States universities.	1
Full-time doctoral students.	1
Georgia Southern should be part of the “inner circle” of the University System of Georgia.	1
Better established job opportunities for students.	1
Well-defined group of peer and aspirational peer institutions.	1
Larger class sizes.	1
Loss of campus community.	1
Greater emphasis on international opportunities for students.	1
Competitive salaries.	1
Less faculty involvement in faculty governance.	1
Have a regional medical school and applied environmental science programs.	1
Recognition/benefit for faculty engaged in service that benefits the department.	1
Erosion of the liberal arts in the core curriculum.	1
Research programs that address regional needs.	1
Clarity in the management of resources.	1
To become an entity separate from the college.	1
An expanded CET.	1
A new Center for Excellence in Research to complement the CET.	1
A continuation of the current trend for reference librarians to specialize by topic. This serves both faculty and students well.	1
That Georgia Southern will truly be a “learner-centered” university. That we will take steps to fulfill the operational definition of this term, rather than simply paying lip-service to the phrase.	1
Growing graduate school.	1

Additional Questions	Frequency of Response
Why are we concerned about changing to DRU when the University System Office does not recognize this change? What does the University System think of our new classification? Will we get more resources? How has Georgia Southern responded to the University System on this issue?	8
How does this exercise address the Crane Report (i.e., faculty morale and the need to recruit students who will be a better “fit” with the University)?	3
What departments will be allowed to expand and get resources? Does Georgia Southern have the faculty to teach at the doctoral level?	3
Does this mean the quality of students will be higher (i.e., higher admission standards)?	2
What will be the impact of teaching more and more online courses/programs? Not all disciplines lend themselves to this mode of delivery.	2
Salary compression issues and current retention problems.	2
Will graduate assistants be allowed to teach lower level classes in order to free up faculty for graduate teaching/research?	2
What does the DRU classification mean for our place within the University System?	2
What sort of Georgia Southern would best serve the educational needs of the State of Georgia? What is the benefit to the community in presenting educational opportunities for terminal degrees? The benefit to the University?	2
Developing a true graduate education model (instead of treating graduate education as an extension of undergraduate education). For example, having 5-10 doctoral students doing their dissertations with one faculty member diminishes both the experience and value of the degree. Don't encourage lots of Georgia Southern undergraduates to come here to graduate school just to increase credit hours.	1
Before we reach DRU, we must get our undergraduate programs in order and not lose focus on that mission.	1
How can we continue to find additional placements for our students, especially with the push to increase the number of students in teacher preparation programs?	1
Issues of quality of our teacher candidates.	1
How do we improve practice at the district and school levels?	1
Studio Physics expansion.	1
Viracon Public/Private Partnership expansion support.	1
Expansion of research support.	1
Advanced degrees.	1
What happens if Georgia Southern drops out of the DRU category? This department indicated that there is a need to know how this change in classification occurred and why.	1
What does the DRU classification mean for students?	1
Why has it taken us 3 years to have this conversation when we were re-classified in 2005?	1
Is DRU even a good fit for Georgia Southern?	1
One submission noted the need for a plan to fully realize DRU status, saying that we are 6-7 years behind some DRU's. Their comments included numerous suggestions for moving forward, including improvements in the research infrastructure support.	1
What is doctoral level research and how can it be recognized? Does Georgia Southern	1

have a culture of scholarly research?	
How will the University deal with research that is contrary to current social, religious, aesthetic and/or political moods?	1
A research university cannot be managed by the top down. Is the administration willing to give colleges and departments more autonomy?	1

Appendix

Alphabetical list of responding units/schools/departments:

- Accountancy
- Art
- Biology
- Chemistry
- Communication Arts
- Computer Sciences
- Construction Management and Civil Engineering Technology
- Curriculum, Foundations, and Reading
- Economic Development
- Finance and Quantitative Analysis
- Foreign Languages
- Geology and Geography
- Health and Kinesiology
- History
- Hospitality, Tourism, and Family and Consumer Sciences
- Information Systems
- Information Technology
- Jiann-Ping Hsu College of Public Health
- Leadership, Technology, and Human Development
- Library
- Literature and Philosophy
- Management, Marketing, and Logistics
- Mathematical Sciences
- Mechanical and Electrical Engineering Technology
- Music (waiting on)
- Nursing
- Physics
- Political Science
- Psychology
- Sociology and Anthropology
- Teaching and Learning
- Writing and Linguistics