



RESPONDING TO A CHANGING LANDSCAPE:

Expanding Villanova's Augustinian Intellectual Tradition by Attaining Doctoral/Research Status

“As a University, as a community, we must be willing to change, to evolve. To wait is to lose our competitive edge, to become irrelevant. We must retain and attract leadership in both faculty and staff that is eager to propel us into the future . . . with vision and an ability to access and respond to a changing landscape.”

—Fr. Peter Donohue, President

I. VILLANOVA'S VISION FOR THE FUTURE

In 2010, Villanova University launched a ten-year strategic plan to guide the work of our University through the next decade. It anchors the University in our Augustinian values and tradition, while providing direction as we ignite the heart, inspire the mind and illuminate the spirit of current and future generations of Villanovans.

A key component of the plan is continuing to enhance Villanova's national stature. We recognize this depends in great part upon the reputation of Villanova's faculty, the quality of its scholarship and the excellence of its graduate programs. **Increasing Villanova's national stature, in turn, allows the University to attract the most talented undergraduate and graduate students, faculty and staff to its dynamic, intellectually-rich campus.**

As Villanova reaches the midpoint of the current strategic plan, it is time to articulate the next major initiative that will help us realize this particular goal:

Villanova will evolve into a “Doctoral/Research” university, as defined by the Carnegie Classification, by fostering an environment and infrastructure that effectively supports research, scholarly excellence and student-professor partnerships.

The University's leadership is proudly committed to change and growth in a way that is uniquely Villanovan, holding firm to our University's unwavering commitment to undergraduate education. We believe that **Villanova can be an example in higher education of how producing high levels of scholarly research can intersect with and strengthen an exceptional undergraduate experience.**

II. DOCTORAL/RESEARCH STATUS—WHAT IT MEANS FOR VILLANOVA

Doctoral/Research status is defined by The Carnegie Classification of Institutions of Higher Education™. It is important to note that the Carnegie Classification is distinct from any ranking bodies.

Carnegie Classification was first developed to provide a framework for institutional differences based on empirical data that have been widely used in the study of higher education, and in the design of research studies to ensure suitable representation of sampled institutions, students or faculty.¹

¹ <http://classifications.carnegiefoundation.org/>

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When an institution grants at least 20 research doctoral degrees, it is included within the overall Doctorate Granting Universities category. From there, doctoral institutions are further divided into three categories: *Very High Research Activity*, *High Research Activity* and *Doctoral/Research Universities*.² Determination of the category in which an institution is placed is based primarily on the funding and staffing of the university's research activities, and the distribution of doctoral degree conferrals across fields. The quality and importance of an institution's research endeavors is not taken into consideration in making this determination.

When reclassified, Villanova will be placed in the Doctoral/Research category. Based on Carnegie's past practice, this status will occur when Villanova has awarded 20 research doctoral degrees in the year that Carnegie draws upon for the data they employ in their classifications (note that this excludes doctoral-level degrees that qualify recipients for entry into professional practice). Villanova is on the verge of reaching this threshold. In 2013, the University awarded 19 PhDs: Nursing (8), Philosophy (5) and Engineering (6). In 2014, Villanova awarded 20 PhDs: Nursing (7), Philosophy (6) and Engineering (7).

III. BUILDING AND SUSTAINING DOCTORAL/RESEARCH STATUS

Achieving Doctoral/Research status is not merely a matter of classification. **Placing greater emphasis on doctoral education and high levels of research is critical to Villanova's future as a thriving academic institution, and is intimately tied to the University's mission, core strengths and competencies.**

For more than two decades, Villanova's stature as a comprehensive master's level university, with both superior undergraduate and graduate programs, has risen steadily. By building on its strengths—excellence in the liberal arts and sciences, stellar professional schools, and celebration of Catholic identity and Augustinian intellectual tradition—**Villanova is in an ideal position to ensure the interdependence of teaching, research and scholarship that attaining Doctoral/Research status will enhance.**

With careful planning, Villanova will be making additional investments, and possibly adding selected new doctoral programs, to create a sustainable model for graduate and doctoral programs that will satisfy or exceed the Carnegie threshold of 20 doctoral degrees awarded each academic year. However, new doctoral programs will be added only if they fulfill Villanova's distinctive niche and its Augustinian mission to serve the needs of society, the Church and the world.

² *Ibid.* "Doctorate-granting Universities. Includes institutions that awarded at least 20 research doctoral degrees during the update year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.

- RU/VH: Research Universities (very high research activity)
- RU/H: Research Universities (high research activity)
- DRU: Doctoral/Research Universities



IV. CREATING A NEW MODEL: COMMITMENT TO GRADUATE RESEARCH AND UNDERGRADUATE EDUCATION

The Historical Perspective

As we consider the role of research, doctoral programs and their relationship to undergraduate education, it is useful to reflect on the development of the research model of university education.

Doctoral degrees emerged from early 19th-century German educational reforms. In 1861, Yale University established the PhD degree, and in 1876, Johns Hopkins University was founded and proclaimed itself as “a research university.” Its founder and first president, Daniel Coit Gilman, was deeply influenced by the German system. The ways in which Gilman’s German experience defined Johns Hopkins’s mission continue to be relevant to American universities. “Gilman believed that teaching and research are interdependent, that success in one depends on success in the other. A modern university, he believed, must do both well.” This vision “revolutionized higher education in America, leading to the research university system as it exists today.”³

Gilman’s vision underlies Villanova’s intention to achieve Doctoral/Research status without compromising the University’s traditional commitment to excellent undergraduate education. Villanova is small enough not only to preserve, but also to expand upon the close relationship between faculty and students.

Villanova may have the opportunity to create a new model for the Doctoral/Research institution that remains devoted to the undergraduate experience. Unlike large research institutions, Villanova believes it cannot only preserve, but expand upon the close relationship between its faculty and students. Villanova is also large enough, with a sufficiently high traditional research base, to grow its national reputation and its research base by deliberate strategic efforts.

We believe the University will be enhanced in the following ways:

REPUTATION OF THE UNIVERSITY: Doctoral programs and graduate education contribute to the stature that a university occupies within and beyond the academic world, both nationally and internationally, through the significance of the scholarly work of faculty and their graduate researchers.

OUR CATHOLIC MISSION: There is a need for increased leadership of Catholic universities within the academic world. The Catholic university that seeks greatness and excellence must provide quality education of the highest order and develop new knowledge—stemming from research and doctoral programs—that will aid in the transformation of our world toward the achievement of the common good.

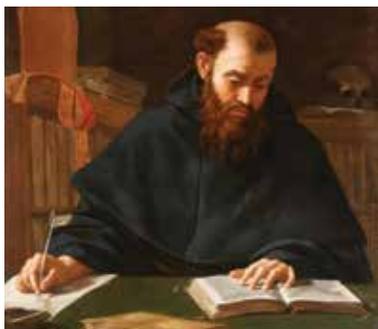
FACULTY AND STUDENT RECRUITMENT: An enhanced national stature, built upon the reputation of its faculty and programs, allows Villanova to attract the most talented undergraduate and graduate students, faculty and staff to its dynamic, intellectually rich campus. National stature also strengthens our ability to recruit on a national scale as well as retain our current outstanding faculty.

INTELLECTUAL DISCOURSE: The presence of graduate/doctoral programs increases the quality and level of discourse in undergraduate education. A scholarly faculty and thriving research culture expose undergraduates to advanced ideas that have not found their way to their textbooks. In short, graduate education and research bolster the intellectual climate, culture and environment of a university.

³ “A Brief History of JHU,” op. cit.

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Augustinian Intellectual Tradition

By developing higher levels of research as a critical component of its mission, core strengths and competencies, Villanova is building upon a long tradition of academic excellence dating from the thirteenth century. The Augustinians—along with the three other mendicant orders, the Dominicans, Franciscans and Carmelites—promoted higher education by staffing theological faculties and holding chairs of philosophy and theology in the major universities of Western Europe.

Augustinian scholars, inspired by the works of St. Augustine, one of the great minds of Western civilization, formed what came to be known as the “Augustinian School” that viewed theology as an affective science whose purpose was to love God. Among its founders were the theologian and philosopher Giles of Rome and Giles of Viterbo. Luminaries such as Jerome Seripando, Thomas of Villanova, and Luis de Leon, as well as Gregor Mendel, the discoverer of the laws of heredity that form the basis of the science of genetics, and many others have carried on this tradition to our own time.

UNDERGRADUATE SUPPORT: Graduate education increases the cadre of Masters, Doctoral and Postdoctoral researchers who can mentor and support students across disciplines. An enhanced research culture increases the opportunities for undergraduate students to directly participate in research. Enhanced graduate programs will increase opportunities at Villanova for undergraduates seeking a graduate education.

NEXT GENERATION OF ACADEMICS AND PROFESSIONALS: Doctoral programs prepare the next generation of research leaders, both academic and professional. Because of our size, our Augustinian Catholic mission and our dedication to the individual, Villanova has a unique opportunity to develop research leaders who are distinguished not only by their scholarship, but also by their humanity and their devotion to ethical practice. The excellence of the University's graduate curricular and research programs provides the opportunity to advance Villanova's outstanding academic reputation through placement of more graduates on the faculties of universities across the nation as well as in non-academic professional settings.

CHANGING DEMOGRAPHICS: As the number of high school students seeking college education declines, an increasing number of adults are seeking higher education degrees to advance their careers. Distance education programs have enabled more working adults to attain professional degrees, which has created a growing potential market for graduate, particularly doctoral programs in the professional schools.

Villanova will transition to Doctoral/Research status by building on its Augustinian mission, core strengths in the liberal arts and the excellence of its thriving professional schools. **The University recognizes that doctoral education and high levels of research are critical to its future.** It will continue to emphasize the complement of teaching and research, its commitment to undergraduate education, and the development of doctoral and research programs as a means to enhance its academic mission and reputation.

Caravaggio, Amerighi. St. Augustine, detail. Private Collection, courtesy of Whitfield Fine Art, London



V. CHARTING OUR DESTINY

In his State of the University Address in September 2013, University President Father Peter Donohue, OSA, PhD, challenged our University community to be willing to change, to evolve. He said:

“Villanova’s evolution into a “Doctoral/Research” university, as defined by the Carnegie Classification, **will elevate the University’s national stature and ensure the interdependence of teaching, research and scholarship on our campus.**”

We are not content to rest on Villanova’s past successes or wait for others to show us the way. Together, we innovate; we inspire; we ignite change. Together, we will shape this next chapter in Villanova’s history.”



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APPENDIX:

Carnegie Classifications and *U.S. News & World Report* College Rankings:

The Carnegie classifications are used by the *U.S. News & World Report* annual rankings of colleges and universities. *U.S. News* deems any university granting at least 20 doctoral degrees annually (the “Very High Research,” “High Research” and “Doctoral/Research” Carnegie Classifications) to be a “national” university, while all baccalaureate colleges, with arts and sciences focused curricula, are “national” liberal arts colleges. All master’s universities and the remaining baccalaureate colleges are ranked by region.

Alexander McCormick, who directed the classification of college and universities for the Carnegie Foundation, states that using the classifications in this way can be problematic: “There is no basis for inferring national versus regional focus, because it’s not a factor in the [Carnegie] classification criteria.”

Many of the universities ranked by *U.S. News* are primarily regional in focus, but because they confer 20 or more PhD degrees annually, they are classified as national.

McCormick states: “Let’s consider some examples... Among the roughly 270 institutions that *U.S. News* will label national universities in next year’s rankings, 82 draw students from fewer than 30 states or territories (for example, Cleveland State University, Illinois State University, University of La Verne and University of Massachusetts-Lowell—fine institutions, but undeniably regional in focus). By contrast, among about 660 universities that will be ranked regionally (because they don’t award doctorates, or award fewer than 20 per year), more than 100 draw from at least 30 states or territories (including Hampton University, Ithaca College, James Madison University and Villanova University).”

(Alexander C. McCormick, “Hidden in Plain View,” *Inside Higher Ed*, May 10, 2007, <http://www.insidehighered.com/views/2007/05/10/mccormick>)

Although Villanova has been categorized as a “regional” university for the purposes of the *U.S. News* rankings, that is not a true indicator of Villanova’s current national stature. The reach of Villanova’s alumni and current student body, the geographic diversity of prospective students and the recognition of Villanova’s faculty all speak to a national reputation.

With a change in Villanova’s Carnegie Classification to a Doctoral/Research university, it is anticipated that Villanova will move into the national universities list as defined by *U.S. News*. Although Villanova will be in a new category, the criteria on which we will be ranked within that new list will continue to be based on undergraduate programs with categories that consider such items as faculty compensation, number of faculty with terminal degrees, classes with <20 students, classes with 50+ students, number of full-time faculty, six-year graduation rate and acceptance rate. Villanova does very well in these categories and will continue to have a strong placement in the *U.S. News* rankings. An important variable to plan for is the Peer and Guidance Counselor assessments. As these assessments are not data-determined, the University will need to develop a strategy to secure the University’s reputation among these constituencies.



FREQUENTLY ASKED QUESTIONS

Q: WHAT DOES DOCTORAL/RESEARCH STATUS MEAN FOR VILLANOVA?

A: Doctoral/Research status is defined by The Carnegie Classification of Institutions of Higher Education™. When an institution grants at least 20 research doctoral degrees, it is included within the overall Doctorate Granting Universities. From there, doctoral institutions are further divided into three categories: *Very High Research Activity*, *High Research Activity* and *Doctoral/Research Universities*. Determination of the category in which an institution is placed is based primarily on the funding and staffing of the university's research activities and the distribution of doctoral degree conferrals across fields. The quality and importance of an institution's research endeavors are not taken into consideration in making this determination.

Q: HOW MANY DOCTORAL DEGREE PROGRAMS DOES VILLANOVA HAVE? HOW MANY PhDs WERE CONFERRED?

A: Villanova has 3 doctoral degree programs. In 2013, the University awarded 19 PhDs: Nursing (8), Philosophy (5) and Engineering (6). In 2014, the University awarded 20 PhDs: Nursing (7), Philosophy (6) and Engineering (7).

Q: DO ALL DOCTORAL DEGREES COUNT IN CARNEGIE'S METHODOLOGY?

A: According to Carnegie's methodology, institutions are included in the Doctorate Granting Universities categories if they award at least 20 research doctorates. First professional and professional doctoral degrees (JD, MD, PharmD, AudD, DNP, etc.) are not counted for the purpose of this criterion.

Q: WHAT WILL VILLANOVA NEED TO DO TO BUILD AND SUSTAIN DOCTORAL/RESEARCH STATUS?

A: With careful planning, Villanova will be making additional investments, and possibly adding selected new doctoral programs, to create a sustainable model for graduate and doctoral programs that will satisfy or exceed the Carnegie's threshold of 20 doctoral degrees awarded each academic year. New doctoral programs will be added only if they fulfill Villanova's distinctive niche and its Augustinian mission to serve the needs of society, the Church and the world.

Q: WHAT WERE VILLANOVA'S EXTRAMURAL RESEARCH EXPENDITURES IN 2012-2013?

A: \$6,376,591 (the amount of outside grants to faculty as measured by expenditures in a fiscal year); the extramural research expenditures for 2013-2014 are not yet available.

Q: IS IT POSSIBLE TO BE COMMITTED TO BOTH GRADUATE RESEARCH AND UNDERGRADUATE EDUCATION?

A: Villanova has the opportunity to create a new model for the Doctoral/Research institution that remains devoted to the undergraduate experience. Unlike large research institutions, Villanova believes it cannot only preserve, but expand upon the close relationship between faculty and students. Villanova is also large enough, with a sufficiently high traditional research base, to grow its national reputation and its research base by deliberate strategic efforts.

Q: HOW OFTEN DOES CARNEGIE RECLASSIFY? WHAT IS THE LAG TIME BETWEEN DATA, CLASSIFICATION UPDATE AND U.S. NEWS USING THE NEW CLASSIFICATIONS?

A: The last three classifications were issued in 2000, 2005 and 2010. There is no publicly announced schedule for the next update. The 2010 classifications used data from the 2008-09 school year. *U.S. News'* 2012 edition (released in Fall 2011) used the new classifications.

Q: IS THE CARNEGIE CLASSIFICATION AFFILIATED WITH RANKING ORGANIZATIONS?

A: The Carnegie Classification is distinct from any ranking bodies; however, *U.S. News & World Report* uses Carnegie Classification to inform their own categories.

Q: HOW DOES U.S. NEWS & WORLD REPORT CATEGORIZE COLLEGES AND UNIVERSITIES?

A: The *U.S. News* rankings divide colleges and universities into four main categories: "National Universities," "Masters Universities," "Liberal Arts Colleges" and "General Baccalaureate." These categories are directly drawn from the Carnegie Foundation's "Basic Classification" system. This system serves as the standard in higher education. Schools are classified based on a number of factors, including how many doctorates are granted by the school. The "National University" category corresponds to three Carnegie Classifications: Research Universities (Very High Research Activity), Research Universities (High Research Activity), and Doctoral/Research Universities.

Q: DOES PLACEMENT WITHIN THE DOCTORAL/RESEARCH CATEGORY AFFECT U.S. NEWS & WORLD REPORT RANKINGS?

A: There is no direct effect on the rankings from the sub-category (i.e., *Very High Research Activity*, *High Research Activity* and *Doctoral/Research*); *U.S. News* does not use these sub-categories in any of its calculations. However, there is an unmistakable correlation between the sub-category and a university's *U.S. News* ranking.



VILLANOVA
UNIVERSITY
IGNITE CHANGE. GO NOVA.