**Council of Academic Deans from Research Education Institutions (CADREI)**

**Meeting at AACTE, Las Vegas, NV**

**February 23, 2016**

Conversation on membership criteria

Important themes

* The current criterion for membership in CADREI is Carnegie designation as high and very high (R2 and R1 universities, now called “higher research activity” and “highest research activity”).
* CADREI receives applications for membership from research intensive Schools / Colleges of Education that are part of institutions not classified as R1 or R2. Should these applications be denied without further consideration?
* CADREI already has members who are not situated in R1/R2 institutions. These Schools / Colleges of Education became members through various means.
  + Legacy institutions (Schools / Colleges of Education that were part of R1/R2 institutions at the time of application but whose home institutions have been subsequently reclassified.)
  + Deans who have moved from R1/R2 to non-R1/R2 institutions, but want to remain in CADREI.
  + Regional leaders. (Schools / Colleges that are not in R1/R2 institutions but are regional leaders for educational scholarship.)
  + Aspirational institutions. (Schools / Colleges located in institutions that are seeking to raise their research productivity to R1/R2 status.)
  + Minority-serving institutions. The CADREI constitution allows the Executive Committee some flexibility to admit “others designated as minority serving [institutions] that offer doctoral degree programs that, in the judgment of the Executive Committee, are comparable in mission and scope to the APLU institutions.”
  + Others.
* Significant division of opinion regarding admission of non-R1/R2 institutions to CADREI.
  + There is general agreement that the R1/R2 classification is a useful standard to determine, at least partially, membership in CADREI.
  + Members are distributed in three groups:
    - R1/R2 Only. Many members want to retain the R1/R2 classification as the sole criterion for CADREI membership. Those advocating this view believe it is a straightforward way to determine membership, it maintains a high standard for membership, it supports a more coherent organization, and it keeps membership relatively small, allowing for more personal involvement and detailed conversation.
    - R1/R2 plus others as permitted. This group is open to allowing R1/R2 Schools and Colleges of Education to be accepted for membership under certain circumstances. Such allowances would permit research-intensive Schools and Colleges of Education to join CADREI even if they are situated in universities that do not, as a whole, meet Carnegie criteria. Institutions could build a case for admission on school-specific (rather than university-wide) criteria—external funding, publication impact, national ranking, etc.
    - Other criteria for membership. A relatively small group of members argued against the Carnegie criteria entirely, pointing out that this was a use of classification criteria unintended by Carnegie that may not get at more valuable information about school impact, number and types of publications, school external funding, etc. Advocates for this position also tended to raise questions about CADREI’s purpose / mission and thought new membership criteria should be designed to match a new mission.
* Questions about the identity of and membership in CADREI. A number of questions and issues were raised in several discussions:
  + Who are we missing by adhering to the R1/R2 criteria? What is lost by keeping these criteria?
  + Do we really want to grow in size? Problems of dilution, identity, lack of “intimacy” at meetings
  + Do we dismiss existing members if they no longer meet criteria?
  + To what extent is research productivity essential to the mission and identity of CADREI?
  + How is CADREI different from other professional organizations that include deans of schools of education (AACTE, AAU, Deans for Impact, AERA--OIA/CURI, TeachStrong)?
  + Why is the mission of CADREI (on website) so different from purpose described in the constitution?
  + What should be the mission of CADREI in a new educational landscape?