

Research-Doctorate Programs in the United States

Continuity and
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Research Doctorate Programs In The United States Continuity And Change

Roger L. Geiger



Research Doctorate Programs In The United States Continuity And Change:

Research Doctorate Programs in the United States National Research Council, Policy and Global Affairs, Office of Scientific and Engineering Personnel, Committee for the Study of Research-Doctorate Programs in the United States, 1995-10-08 Doctoral programs at U S universities play a critical role in the development of human resources both in the United States and abroad This volume reports the results of an extensive study of U S research doctorate programs in five broad fields physical sciences and mathematics engineering social and behavioral sciences biological sciences and the humanities Research Doctorate Programs in the United States documents changes that have taken place in the size structure and quality of doctoral education since the widely used 1982 editions This update provides selected information on nearly 4 000 doctoral programs in 41 subdisciplines at 274 doctorate granting institutions This volume also reports the results of the National Survey of Graduate Faculty which polled a sample of faculty for their views on the scholarly quality of program faculty and the effectiveness of doctoral programs in preparing research scholars scientists This much anticipated update of such an essential reference will be useful to education administrators university faculty and students seeking authoritative information on doctoral programs

Assessing Research-Doctorate Programs National Research Council, Policy and Global Affairs, Committee to Examine the Methodology for the Assessment of Research-Doctorate Programs, James A. Voytuk, Charlotte V. Kuh, Jeremiah P. Ostriker, 2003-12-19 How should we assess and present information about the quality of research doctorate programs In recommending that the 1995 NRC rankings in *Assessing the Quality of Research Doctorate Programs Continuity and Change* be updated as soon as possible this study presents an improved approach to doctoral program assessment which will be useful to administrators faculty and others with an interest in improving the education of Ph D s in the United States It reviews the methodology of the 1995 NRC rankings and recommends changes including the collection of new data about Ph D students additional data about faculty and new techniques to present data on the qualitative assessment of doctoral program reputation It also recommends revision of the taxonomy of fields from that used in the 1995 rankings

A Data-Based Assessment of Research-Doctorate Programs in the United States (with CD) Policy and Global Affairs, Board on Higher Education and Workforce, 2011-08-26 A Data Based Assessment of Research Doctorate Programs in the United States provides an unparalleled dataset that can be used to assess the quality and effectiveness of doctoral programs based on measures important to faculty students administrators funders and other stakeholders The data collected for the 2005 2006 academic year from more than 5 000 doctoral programs at 212 universities covers 62 fields Included for each program are such characteristics as faculty publications grants and awards student GRE scores financial support and employment outcomes and program size time to degree and faculty composition Measures of faculty and student diversity are also included The book features analysis of selected findings across six broad fields agricultural sciences biological and health sciences engineering physical and mathematical sciences social and

behavioral sciences and humanities as well as a discussion of trends in doctoral education since the last assessment in 1995 and suggested uses of the data. It also includes a detailed explanation of the methodology used to collect data and calculate ranges of illustrative rankings. Included with the book is a comprehensive CD ROM with a data table in Microsoft Excel. In addition to data on the characteristics of individual programs, the data table contains illustrative ranges of rankings for each program as well as ranges of rankings for three dimensions of program quality: 1. research activity, 2. student support and outcomes, and 3. diversity of the academic environment. As an aid to users, the data table is offered with demonstrations of some Microsoft Excel features that may enhance the usability of the spreadsheet, such as hiding and unhiding columns, copying and pasting columns to a new worksheet, and filtering and sorting data. Also provided with the data table are a set of scenarios that show how typical users may want to extract data from the spreadsheet. PhDs.org, an independent website not affiliated with the National Research Council, incorporated data from the research doctorate assessment into its Graduate School Guide. Users of the Guide can choose the weights assigned to the program characteristics measured by the National Research Council and others and rank graduate programs according to their own priorities.

U.S. Doctorates in Mathematics Education Robert E. Reys, John A. Dossey, 2008. Mathematics education in the United States will be shaped at all levels by those who hold doctorates in the field. As professors, they influence the structure and content of university programs in mathematics education where future teachers are prepared. As scholars, they engage in research and lead us to a deeper and better understanding of the field. This book is a detailed study of doctoral programs in mathematics education. It stems from a national conference sponsored by the National Science Foundation. It involved participants from across the United States as well as Brazil, Japan, Norway, and Spain, and followed up the work of an earlier conference published in *One Field, Many Paths: U.S. Doctoral Programs in Mathematics Education*, Volume 9 in this series. The book, as was the conference, is organized around several major questions, including: What is the core knowledge for doctoral students in mathematics education? What are the important issues and challenges in delivering doctoral programs? What can we learn about doctoral preparation by comparisons with other countries? What effect would accreditation of doctoral programs in mathematics education have on the profession? What next steps need to be addressed now? The book documents the wide range of ideas about doctoral programs in mathematics education and their varied features. It provides readers with current visions and issues concerning doctoral studies in the field and serves as a reminder that establishing stewards of the discipline of mathematics education is a continuing challenge.

American Higher Education since World War II Roger L. Geiger, 2019-07-02. A masterful history of the postwar transformation of American higher education. American higher education is nearly four centuries old. But in the decades after World War II, as government and social support surged and enrollments exploded, the role of colleges and universities in American society changed dramatically. Roger Geiger provides the most complete and in-depth history of this remarkable transformation, taking readers from the GI Bill and the postwar

expansion of higher education to the social upheaval of the 1960s and 1970s desegregation and coeducation and the challenges confronting American colleges today Shedding critical light on the tensions and triumphs of an era of rapid change Geiger shows how American universities emerged after the war as the world's most successful system for the advancement of knowledge how the pioneering of mass higher education led to the goal of higher education for all and how the selectivity sweepstakes for admission to the most elite schools has resulted in increased stratification today He identifies 1980 as a turning point when the link between research and economic development stimulated a revival in academic research and the ascendancy of the modern research university that continues to the present Sweeping in scope and richly insightful this groundbreaking book demonstrates how growth has been the defining feature of modern higher education but how each generation since the war has pursued it for different reasons It provides the context we need to understand the complex issues facing our colleges and universities today from rising inequality and skyrocketing costs to deficiencies in student preparedness and lax educational standards New and Forthcoming Books National Academy Press (U.S.),1993

Cooperative Research Centers and Technical Innovation Craig Boardman, Denis O. Gray, Drew Rivers, 2012-09-18 At a time when scientific and technical innovation now requires a multitude of heterogeneous inputs and expertise from the public and private sectors alike cooperative research centers CRCs have emerged as the predominant vehicle for cross sector collaboration In the U S alone there are thousands of CRCs on university campuses and agencies like the National Science Foundation National Institutes of Health Department of Defense and more recently the Department of Energy fund CRCs to address some of the nation's most formidable challenges with science and technology including cancer and other diseases terrorism surveillance and the detection of weapons of mass destruction and new energy technologies and smart energy grid development Industry oftentimes participates in CRCs for access to knowledge capacity development and to mitigate risk This volume includes research investigating CRCs from North America Europe Australia and Asia to explore the dynamics of CRCs including but not limited to resource allocation structure level of sponsorship organization and membership management and operations objectives and goals and in doing so identifies both differences and similarities across institutional and national contexts The volume sheds light on the role of CRCs in promoting innovation S T policy and economic development and on the practical aspects of successful CRC management Moreover the works included in the volume consider the implications for the various stakeholder groups firms universities researchers students policymakers invested in CRCs *Buying the Best* Charles T. Clotfelter, 2014-07-14 Since the early 1980s the rapidly increasing cost of college together with what many see as inadequate attention to teaching has elicited a barrage of protest *Buying the Best* looks at the realities behind these criticisms at the economic factors that are in fact driving the institutions that have been described as machines without brakes In designing his study Charles Clotfelter examines the escalation in spending in the arts and sciences at four elite institutions Harvard Duke Chicago and Carleton He argues that the rise in costs has less to do

with increasing faculty salaries or lowered productivity than with a broad based effort to improve quality provide new services to students pay for large investments in new facilities and equipment including computers and ensure access for low income students through increasingly expensive financial aid In Clotfelter s view spiraling costs arise from the institutions lofty ambitions and are made possible by steadily intensifying demand for places in the country s elite colleges and universities Only if this demand slackens will universities be pressured to make cuts or pursue efficiencies Buying the Best is the first study to make use of the internal historical records of specific institutions as opposed to the frequently unreliable aggregate records made available by the federal government for the use of survey researchers As such it has the virtue of allowing Clotfelter to draw much more realistic comparative conclusions than have hitherto been reported While acknowledging the obvious drawbacks of a small sample Clotfelter notes that the institutions studied are significant for the disproportionate influence they and comparable elite institutions exercise upon research and upon the training of future leaders The book contains a foreword by William G Bowen President of the Mellon Foundation and Harold T Shapiro President of Princeton University Concern about ever rising costs runs like a thread through the myriad critiques of higher education that have been published in recent years One of the great contributions of Clotfelter s work is to dismiss easy explanations for the problems that worry us With some of the scales removed from their eyes both those with responsibility for the future of higher education and observers who continue to expect an ever wider scope of effort from particular colleges and universities can now adjust their focus Armed with this original and extremely useful analysis we can confront more directly and with less romanticism the real choices before us as we seek to employ limited resources most effectively in the service of teaching and research William G Bowen President Mellon Foundation Harold T Shapiro President Princeton University from the foreword Originally published in 1996 The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press These editions preserve the original texts of these important books while presenting them in durable paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905

Careers in Science and Engineering Committee on Science, Engineering, and Public Policy, Institute of Medicine, Policy and Global Affairs, National Academy of Sciences, National Academy of Engineering, 1996-04-11 As science and technology advance the needs of employers change and these changes continually reshape the job market for scientists and engineers Such shifts present challenges for students as they struggle to make well informed education and career choices Careers in Science and Engineering offers guidance to students on planning careers particularly careers in nonacademic settings and acquiring the education necessary to attain career goals This booklet is designed for graduate science and engineering students currently in or soon to graduate from a university as well as undergraduates in their third or fourth year of study who are deciding

whether or not to pursue graduate education The content has been reviewed by a number of student focus groups and an advisory committee that included students and representatives of several disciplinary societies Careers in Science and Engineering offers advice on not only surviving but also enjoying a science or engineering related education and career how to find out about possible careers to pursue choose a graduate school select a research project work with advisers balance breadth against specialization obtain funding evaluate postdoctoral appointments build skills and more Throughout Careers in Science and Engineering lists resources and suggests people to interview in order to gather the information and insights needed to make good education and career choices The booklet also offers profiles of science and engineering professionals in a variety of careers Careers in Science and Engineering will be important to undergraduate and graduate students who have decided to pursue a career in science and engineering or related areas It will also be of interest to faculty counselors and education administrators *Envisioning the Future of Doctoral Education* Chris M. Golde, George E. Walker, 2006-01-30 The development of students as stewards of the discipline should be the purpose of doctoral education A steward is a scholar in the fullest sense of the term someone who can imaginatively generate new knowledge critically conserve valuable and useful ideas and responsibly transform those understandings through writing teaching and application Stewardship also has an ethical and moral dimension it is a role that transcends a collection of accomplishments and skills A steward is someone to whom the vigor quality and integrity of the field can be entrusted The most important period of a steward s formation occurs during formal doctoral education *Envisioning the Future of Doctoral Education* is a collection of essays commissioned for the Carnegie Initiative on the Doctorate The question posed to the essayists in this volume was If you could start de novo what would be the best way to structure doctoral education in your field to prepare stewards of the discipline The authors of the essays are respected thinkers researchers and scholars who are experienced with and thoughtful about doctoral education

Tuition Rising Ronald G. Ehrenberg, 2009-07-01 America s colleges and universities are the best in the world They are also the most expensive Tuition has risen faster than the rate of inflation for the past thirty years There is no indication that this trend will abate Ronald G Ehrenberg explores the causes of this tuition inflation drawing on his many years as a teacher and researcher of the economics of higher education and as a senior administrator at Cornell University Using incidents and examples from his own experience he discusses a wide range of topics including endowment policies admissions and financial aid policies the funding of research tenure and the end of mandatory retirement information technology libraries and distance learning student housing and intercollegiate athletics He shows that colleges and universities having multiple relatively independent constituencies suffer from ineffective central control of their costs And in a fascinating analysis of their response to the ratings published by magazines such as U S News World Report he shows how they engage in a dysfunctional competition for students In the short run colleges and universities have little need to worry about rising tuitions since the number of qualified students applying for entrance is rising even faster But in the long run it is not at all

clear that the increases can be sustained Ehrenberg concludes by proposing a set of policies to slow the institutions rising tuitions without damaging their quality U.S. Doctorates in the 20th Century Lori Thurgood, 2006 Deals with doctoral students the institutions that provided their education and the factors intellectual scientific social political and economic that effected change during the most significant and tumultuous period in U S doctoral education from its beginnings in 1861 through 1999 Detailed tables and figures provide historical trend data for 20th century periods Data since 1958 are from the Survey of Earned Doctorates earlier data are from public records and the Department of Education The report covers doctorate recipients demographic characteristics study fields and institutions for bachelor s master s and doctorate degrees financial support indebtedness time from baccalaureate to doctorate and postgraduation plans Using the Engineering Literature Bonnie A. Osif, 2006-08-23 The field of engineering is becoming increasingly interdisciplinary and there is an ever growing need for engineers to investigate engineering and scientific resources outside their own area of expertise However studies have shown that quality information finding skills often tend to be lacking in the engineering profession Using the Engineerin *The American Academic Profession* Stephen Steinberg, 2017-11-30 This book covers well the issues and problems of the U S academic profession in the second half of the twentieth century Contemporary Science The tale of the American academic profession that large company of men and women unprecedented in its size and diversity needs to be written A large historical literature on America s colleges and universities exists but much of it is unashamedly hagiographic On the other hand more critical works see American universities as being in dire need of massive reform This charge is not sustained by the contributors to *The American Academic Profession* who hope to shatter the code of silence that passes for discretion by focusing on the forces that have conspired to create the American academic profession Graubard includes contributions from important scholars around the world How the Academic Profession is Changing by Arthur Levine Small Worlds Different Worlds The Uniqueness and Troubles of American Academic Professions by Burton R Clark The Elusive Academic Profession Complexity and Change by Francis Oakley Uncertainties in the Changing Academic Profession by Walter E Massey Stewards of Opportunity America s Public Community Colleges by Patrick M Callan Public Universities as Academic Workplaces by Patricia J Gumpert Survival of the Fittest Postgraduate Education and the Professoriate at the Fin de Sibcle by R M Douglas Reflections on the Culture Wars by Eugene Goodheart A Blow Is Like an Instrument by Charles Bernstein The Science Wars and the Future of the American Academic Profession by Jay A Labinger The Scientist as Academic by Cheryl B Leggon The Place of Knowledge in the American Academic Profession by Sheldon Rothblatt Border Crossings Organizational Boundaries and Challenges to the American Professoriate by Theodore R Mitchell The Development of Information Technology in American Higher Education by Martin Trow and An International Academic Crisis The American Professoriate in Comparative Perspective by Philip G Altbach The American Academic Profession is not sanguine about what is currently happening in higher education or what it imagines the future portends It simply asks the question

Can a society truly understand its universities and colleges when it has moved too quickly from uncritical admiration to uniformed and ungenerous complaint This volume intends to dispel some long persistent myths in favor of objective truth It is a must for anyone interested in academic problems for those who work in higher education and for everyone interested in American ideas traditions and social and intellectual history Stephen R Graubard is editor of the American Academy of Arts and Sciences and its journal *Daedalus* and professor of history emeritus at Brown University Education Nancy Patricia O'Brien, Robert H. Burger, 2000-01-15 Focusing on English language publications of the last decade this guide identifies and describes key reference and information sources in the field of education today In addition to general reference sources O'Brien covers major social science reference sources that have a direct or overlapping relationship to education Nearly 500 entries are arranged by subject and type of work Most are new to this work For example there are now a number of Internet sources with URL addresses and an increased number of journals which reflects the increasing reliance on periodicals as information sources The book has also been completely reorganized with new chapters covering Educational Technology and Media Multilingual and Multicultural Education Adult Alternative Continuing and Distance Education Curriculum Instruction and Content areas Educational Research Measurement and Testing and so forth Excluded are lists of education associations and organizations general social science reference Changing U.S. Output of Scientific Articles, 2007 **The Humanities and the Dynamics of Inclusion Since World War II** David A. Hollinger, 2006-04-14 Publisher description **Questing Excellence in Academia** Knut H. Sørensen, Sharon Traweek, 2022-01-29 Unlike almost most other studies of neoliberal universities and academic capitalism this book ethnographically explores and interprets those transformations and their contradictions empirically in the everyday practices of students faculty members and administrators at two public universities NTNU in Norway and UCLA in California Differently situated in global political economies both are ambitious prosperous campuses The book reflexively examines their disturbing disputes about quality competition and innovation It argues that some academic bureaucratic and corporate university governance practices are both unsustainable and undermining what some university students and faculty already do well circulate interdisciplinary knowledge and its making globally across the diasporic domains of academia society industry and government while addressing the world's immediate challenges power inequities and sustainability It shows the important strategic work of domesticating co morphing and meshworking at the faultlines of emerging knowledge This book is for students faculty society members and policy makers who want to engage more effectively with contemporary universities that increasingly serve as busy crossroads for sharing ideas and how to make them It will be of interest to workers and scholars in the interdisciplinary fields of higher education studies critical university studies and critical public infrastructure studies plus science technology and society studies The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license **Governing Academia** Ronald G. Ehrenberg, 2016-10-01 Public

concern over sharp increases in undergraduate tuition has led many to question why colleges and universities cannot behave more like businesses and cut their costs to hold tuition down Ronald G Ehrenberg and his coauthors assert that understanding how academic institutions are governed provides part of the answer Factors that influence the governance of academic institutions include how states regulate higher education and govern their public institutions the size and method of selection of boards of trustees the roles of trustees administrators and faculty in shared governance at campuses how universities are organized for fiscal and academic purposes the presence or absence of collective bargaining for faculty staff and graduate student assistants pressures from government regulations donors insurance carriers athletic conferences and accreditation agencies and competition from for profit providers *Governing Academia* which covers all these aspects of governance is enlightening and accessible for anyone interested in higher education The authors are leading academic administrators and scholars from a wide range of fields including economics education law political science and public policy

The American Faculty Jack H. Schuster, Martin J. Finkelstein, 2008-12-15 Higher education is becoming destabilized in the face of extraordinarily rapid change The composition of the academy's most valuable asset the faculty and the essential nature of faculty work are being transformed Jack H Schuster and Martin J Finkelstein describe the transformation of the American faculty in the most extensive and ambitious analysis of the American academic profession undertaken in a generation A century ago the American research university emerged as a new organizational form animated by the professionalized discipline based scholar The research university model persisted through two world wars and greatly varying economic conditions In recent years however a new order has surfaced organized around a globalized knowledge based economy powerful privatization and market forces and stunning new information technologies These developments have transformed the higher education enterprise in ways barely imaginable in generations past At the heart of that transformation but largely invisible has been a restructuring of academic appointments academic work and academic careers a reconfiguring widely decried but heretofore inadequately described This volume depicts the scope and depth of the transformation combing empirical data drawn from three decades of national higher education surveys The authors portrait at once startling and disturbing provides the context for interpreting these developments as part of a larger structural evolution of the national higher education system They outline the stakes for the nation and the challenging work to be done

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