

engineering by public institutions increased to 13,600 in 1988, up from 11,200 in 1978. Ph.D. degrees granted by private institutions grew from 5,300 to 6,600 per year. (Figure 1-18). This renewed growth in Ph.D. production is primarily due to a rising enrollment of foreign students in the natural sciences and engineering (Figures 1-19 and 1-20).¹²

If it was not clear earlier, it became so by the end of the 1979-1988 decade: The historic relationship between university research and graduate education was under stress from virtual steady-states in university enrollments and the over-all production of new doctoral researchers, on the one hand, and mounting pressure to expand basic research activities, with or without instructional components, on the other. With the over-all ratio of students to faculty remaining constant over the past decade, expansion occurred in part by creating extra-departmental research centers and institutes and hiring non-teaching researchers to operate them.¹³ While graduate education in the United States continues to include significant research components, what appears to have changed is the extent to which expanding academic research programs include instructional components.

With regard to undergraduate education, all of these factors combine to provide disincentives to teaching. The increasing scale and organizational complexity of much new academic research activity, a faculty salary system that increasingly rewards research accomplishments, and federal policies which favor research over educational programs further exacerbate this situation. Some aspiring research universities, in response, have developed two-tier faculty systems—one tier for non-teaching research “superstars” and the other for teaching faculty.

FORCES FOR EXPANSION AND DIVERSIFICATION

The expansion of resources for the academic research enterprise during the past decade was spurred by powerful new expectations for science and technology—improvement in international competitiveness, aggressive state and local economic development, and growing research competition among the universities and colleges themselves. Unlike the expansion during the 1960s, which largely concentrated on institution building in the then-existing university research community, the current expansion is more the result of diversification—a continuing broadening in the number of institutions participating, increases in the number and types of organizations funding extra-mural research, and a broadening in the national research mission, particularly in support of such social problems as health, the environment, and economic competitiveness.

Concern for improving the nation's international competitiveness has generated expectations that universities, in partnership with industry, will provide scientific and technological breakthroughs in key commercial areas. At the federal level, for example, the country's dependence on the research enterprise takes on a new intensity as major international competitors' investments in research grow at a faster pace than ours—signaling an intensification in economic rivalries. But the federal government isn't alone in its renewed interest in academic research; industry also is demonstrating interest, a significant portion of which represents an increased reliance on universities for entry to basic research frontiers. New commercial technologies, in turn, generate and make possible

Science And Technology In The Academic Enterprise Status Trends And Issues

**United States. Congress. House.
Committee on Science, Space, and
Technology. Subcommittee on
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Science And Technology In The Academic Enterprise Status Trends And Issues:

Science and Technology in the Academic Enterprise National Academy of Engineering, National Academy of Sciences, Institute of Medicine, Government-University-Industry Research Roundtable, The Government-University-Industry Research Roundtable, 1989-02-01 The U S academic research enterprise is entering a new era characterized by remarkable opportunities and increased strain This two part volume integrates the experiential knowledge of group members with quantitative data analyses in order to examine the status of scientific and technological research in academic settings Part One reviews the status of the current research enterprise emerging trends affecting it and issues central to its future Part Two is an overview of the enterprise and describes long term trends in financial and human resources This new book will be useful in stimulating policy discussions especially among individuals and organizations that fund or perform academic research Future National Research Policies Within the Industrialized Nations National Academy of Engineering, National Academy of Sciences, Institute of Medicine, Government-University-Industry Research Roundtable, 1992-02-01 This book is a summary and proceedings of a symposium sponsored by the Government University Industry Research Roundtable and the National Science Foundation It includes presentations by senior government science policy officials and leading scientists who are directly involved in the research and higher education policy formulation processes in various countries Included are their assessments of current challenges to their national research systems descriptions of national strategies for meeting these challenges and a discussion of options for national research systems in the twenty first century Communications in Support of Science and Engineering Council on Library Resources, National Science Foundation (U.S.), 1990 Discussion paper for conference Martin M Cummings Transactions of the Conference on Communications in Support of Science and Engineering Eleanor W Sacks Special studies resulting from the conference The users and uses of scientific information resources recommendations for study Helen H Gee Library resources and research productivity in science and engineering report of a pilot study Nancy Van House In preparation A comparison of costs of library and information services in academic and industrial libraries that support science and engineering David Penniman and Jay Lucker *Federally Funded Research* United States. Congress. Office of Technology Assessment, 1991 **The Mission of the National Science Foundation** United States. Congress. House. Committee on Science, Space, and Technology. Subcommittee on Science, 1993 **Resources in Education** ,2000-10 *Federally Funded Research: Decisions for a Decade* ,1991 Federally Funded Research ,1991 *Science & Engineering Indicators* ,2004 *Fiscal Year 1992 and 1993 National Science Foundation Authorization* United States. Congress. House. Committee on Science, Space, and Technology. Subcommittee on Science, 1991 The Rise of American Research Universities Hugh Davis Graham, Nancy Diamond, 2004-09-27 In this important and timely work Graham and Diamond reassess the success of American universities as research institutions and the role of public funding in their development from the expansionist golden years of the 1950s and 60s through the austerity

measures of the 1970s and the entrepreneurial ethos of the 1980s to the budget crises universities face in the 1990s

Energy Research Abstracts, 1992 *Posture Hearing on the National Science Foundation* United States. Congress. House. Committee on Science, Space, and Technology. Subcommittee on Science, Research, and Technology, 1990 The Research System in Transition Susan E. Cozzens, Peter Healey, Arie Rip, John Ziman, 2012-12-06 On a mountainside in sunny Tuscany in October 1989 96 people from 23 countries on five continents gathered to learn and teach about the problems of managing contemporary science The diversity of economic and political systems represented in the group was matched by our occupations which stretched from science policy practitioners through research scientists and engineers through academic observers of science and science policy It was this diversity along with the opportunities for informal discussion provided by long meals and remote location that made the conference a special learning experience Except at lecture time it was impossible to distinguish the students at this event from the teachers and even the most senior members of the teaching staff went away with a sense that they had learned more from this group than from many a standard conference on science policy they had attended The flavor of the conference experience cannot be captured adequately in a proceedings volume and so we have not tried to create a historical record in this book Instead we have attempted to illustrate the core problems the participants at the conference shared discussed and debated using both lectures delivered by the formal teaching staff and summaries of panel discussions which extended to other participants and therefore increased the range of experiences reported **In Defense of American Higher Education** Philip G. Altbach, Patricia J. Gumport, D. Bruce

Johnstone, 2001-09-05 The current era in higher education is characterized by increased need for accountability and fiscal constraint coupled with demands for increased productivity Higher education is expected to meet the demand of changing student demographics as well as requests for research and service from government and industry To preserve the academy's ability to meet these demands the editors and contributors to this volume argue that while change is inevitable and desirable any radical alterations to the practices that have established and upheld the excellence of higher education in the United States must be carefully considered The editors and contributors cherish the best ideals of higher education academic freedom commitment to both inquiry and teaching and preservation of an independence of mind and spirit in the face of external pressures At the same time the authors of these essays also reflect upon the failings of higher education including problematic historical legacies such as racism sexism and anti-Semitism In Defense of American Higher Education is a careful analysis of what we have inherited undertaken with a critical eye for constructive reform It will be of interest to anyone concerned about the future of American higher education **Projecting Science and Engineering Personnel**

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Report of the Merit Review Task Force National Science Foundation (U.S.). Merit Review

Task Force,1990 *Complete Catalog of Books and Periodicals* National Academy Press (U.S.),1990 **Marginal Worth**

Lionel S. Lewis,2019-01-25 In the American university system for most of this century the academic reward system has been blamed for both the neglect of teaching and a glut of uninspiring research The salaries for faculty at institutions that place special emphasis on teaching are lower than those for faculty at institutions where both teaching and research are expected In Marginal Worth Lionel S Lewis examines the contemporary academic labor market to explain why teaching which is almost universally acknowledged both off and on campus to be at the center of the American educational experience is not at the center of the academic labor market and why it is only modestly rewarded The evidence collected and analyzed by Lewis suggests that this is the case because teaching is not a particularly productive activity and its quality is hard to measure Teaching does not generate automatic prestige most students do not learn a great deal and in many instances other matters absorb the attention of faculty Fifteen anonymous academic administrators and faculty members from around the country provided Lewis with the many letters reports and other documents he used in his analysis By examining the material justifying merit salary awards he reveals how merit is defined in academia The focus of the letters is on teaching research administration and service teaching is not always seen as central to the academic role For several years and from all sides American institutions of higher learning have been called to account for a variety of failures Significantly the one indictment most often heard is that classrooms have been abandoned for laboratories and libraries where faculty pursue interests to further their careers Lewis argues that restoring the balance between teaching and research is too simple a solution to the problem We need to better understand how disciplinary and institutional reward structures affect teaching how and why faculty allocate their time and why teaching appears to be neglected and underappreciated Lewis applies tenets of the neoclassical labor market model to the academy and considers what might be done to strike a better balance between expectations and circumstances in the academic marketplace This candid look into the political economy of higher education will be enlightening reading for all concerned with the future of American higher education professors administrators students and parents

This book delves into Science And Technology In The Academic Enterprise Status Trends And Issues. Science And Technology In The Academic Enterprise Status Trends And Issues is a crucial topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Science And Technology In The Academic Enterprise Status Trends And Issues, encompassing both the fundamentals and more intricate discussions.

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- Chapter 1: Introduction to Science And Technology In The Academic Enterprise Status Trends And Issues
- Chapter 2: Essential Elements of Science And Technology In The Academic Enterprise Status Trends And Issues
- Chapter 3: Science And Technology In The Academic Enterprise Status Trends And Issues in Everyday Life
- Chapter 4: Science And Technology In The Academic Enterprise Status Trends And Issues in Specific Contexts
- Chapter 5: Conclusion

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3. In chapter 2, this book will delve into the foundational concepts of Science And Technology In The Academic Enterprise Status Trends And Issues. The second chapter will elucidate the essential principles that need to be understood to grasp Science And Technology In The Academic Enterprise Status Trends And Issues in its entirety.
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6. In chapter 5, this book will draw a conclusion about Science And Technology In The Academic Enterprise Status Trends And Issues. The final chapter will summarize the key points that have been discussed throughout the book.

This book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of Science And Technology In The Academic Enterprise Status Trends And Issues.

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