

## INDEX

### A

- Abzug, R., 32  
Accreditors, 149  
Adjunct faculty, 27  
Administrator reform role, 146–147  
American Chemical Society, 30  
American Historical Association, 15, 121–122  
Apprenticeship: advising agreement example, 104e–105e; conceptual underpinnings of, 109–110; defining features of, 91–103; making it work, 115–116; master-apprentice origins of, 89–90; positive versus negative forms of, 90–91; principles of effective pedagogy, 110–114; as signature pedagogy, 14, 117n.3; strategies for fostering humane qualities of, 103–109; terminology related to, 117n.5–118n.5. *See also* Faculty; Mentoring; Students  
Apprenticeship features: collective responsibility as, 97–98; intentionality as, 91–94; multiple relationships as, 94–96; recognition as, 98–100, 102; respect, trust, reciprocity as, 102–103  
Apprenticeship strategies: clear communication as, 103–104; knowing each other as, 013; providing regular feedback as, 104, 106–107; taking time as, 107–109  
Arac, J., 6, 7  
Arenson, K. W., 6  
Arizona State University, 72, 100  
Assessment: CID framework for guiding, 13; as doctoral education challenge, 156–157; portfolios used for, 156; of program effectiveness, 156–157

- Association of American Colleges & Universities (AAC&U), 29, 137  
Association of American Universities (AAU), 15, 22, 23, 27, 153  
*At Cross Purposes* report, 86n.4  
Austin, A. E., 132

### B

- Bacchetti, R., 149  
Bargar, R. R., 61, 152  
Bender, T., 10, 15, 122  
Berelson, B., 21, 24, 34, 36  
Berliner, D. C., 72  
Beyer, C. H., 157  
Birzer, C. L., 15  
Boston University (BU), 98  
Boston University School of Medicine, 70–71  
Bousquet, M., 35  
Bowen, W. G., 26, 29, 30  
Boyer, E. L., 9  
Bransford, J. D., 85, 103  
Breneman, D. W., 24  
Brooks, P., 89  
Brown, A. L., 85  
Brown, J. S., 92, 94, 109, 110, 123, 130, 133, 155  
Bruner, J., 133  
Brunette, L., 74  
Bush, V., 23

### C

- Carnegie Foundation for the Advancement of Teaching: Flexner Report (1910) of, 62; graduate education study by, 28e–29e; reform role played by, 27. *See also* CID (Carnegie Initiative on the Doctorate)

- Carnegie Graduate Faculty Survey. *See* CID survey
- Center for Comparative Literature and Society (Columbia University), 6
- Cerny, J., 27, 157
- CGS PhD Completion Project (2005–2010), 30
- Chan, T. F., 141
- Chemical and Engineering News*, 77
- Chemical Sciences at the Interface of Education (University of Michigan), 32
- Cherwitz, R. A., 73e
- Chronicle of Higher Education*, 90
- CID (Carnegie Initiative on the Doctorate): Characteristics of participating universities in, 30; Columbia's Department of English participation in, 6–8; described, 3; discipline-based teams convened during, 44; examining development and accomplishments of, 3–6; examining the participant programs of, 14–15; meeting future challenges, 151–158; PART principles of, 13; stewardship notion adopted by, 12. *See also* Carnegie Foundation for the Advancement of Teaching
- CID Gallery Web page, 15
- CID survey: on apprenticeships and modeling, 98–100, 102; on collaborative learning, 81–84; on faculty shared understanding of qualifying exam, 43*t*; on forming professional identity, 71–74; on forming researchers, 63–66; on forming teachers through experience, 66–71; on integrative learning, 74, 76–81; on intellectual community, 120–139; on intentionality of apprenticeship, 92–93; on mentoring relationships, 94–96, 95*fig*; on perceived research proficiency of graduated students, 64*t*; on perceived teaching proficiency of graduated students, 68*t*; on respect, trust, reciprocity, 102–103; on students reporting community service participation, 74, 75*t*; on students reporting departmental service participation, 134*t*; on students reporting opportunity to develop as teachers, 69*fig*; on students reporting service participation in discipline, 138*fig*; on students reporting teaching proficiency, 69*fig*
- CIRTL (Center for the Integration of Research, Teaching, and Learning) [University of Wisconsin-Madison], 9–10
- “Citizen-scholars,” 72, 73e
- Clarke, E., 50
- Clarke, S. E., 32
- Cocking, R. R., 85
- Collaborative curriculum work, 128–129
- Collaborative learning: benefits of, 81; dissertation writing groups for, 82–84; journal clubs for, 82
- Collaborative on Academic Careers in Higher Education, 122
- “Collegiality and Graduate School Training” (Hall), 139
- Collins, A., 92, 94, 110
- Columbia University, 6, 6–8, 49–50
- Committee on Graduate Education of the American Historical Society, 15
- Committee on Science Engineering and Public Policy, 100
- Communication: apprenticeship and clear, 103–104; apprenticeship and regular feedback, 104, 106–107; collegiality in, 139
- Community service participation, 74, 75*t*
- Conflict avoidance costs, 45
- Conflict resolution workshops (Michigan State University), 99e
- Coppola, B., 32
- Cornwall, C., 112–113, 150
- Council of Graduate Schools (CGS), 15, 27, 57n.2, 137
- Cronon, W., 89–90
- CSIE (Chemical Sciences at the Interface of Education), 80
- Culture of doctoral education, 153–155
- Culture of inquiry/evidence, 56–57
- Curriculum collaboration, 128–129
- Cyr, T., 55, 156

## D

- Damrosch, D., 6, 7, 37, 49, 90
- D'Angelo, J., 66
- Davidson, C. N., 103

- Departments: engaging students in, 128; moving to discipline from, 137–139; overcoming resistance to reform by, 149–151; students reporting service participation in, 134*t*
- Disciplinary societies: as active agents of change, 30; doctoral education reform and role of, 148
- Disciplines: diverse approaches required by different, 143; financial collaborations between, 32; moving from departments to, 137–139; reform and increasing power of the, 32–34; sharing research across boundaries of, 129; students reporting engaged activities in, 138*fig*; tension between scholarship of interdisciplinary and, 153
- Dissertation: collaborative writing groups for, 82–84; integrative, 79–81
- Diverse intellectual community, 125–126
- Doctoral education: apprenticeship as signature pedagogy of, 14; assessing of program effectiveness, 156–157; culture of, 153–155; culture of inquiry and evidence in, 56–57; current challenges facing, 2; decentralized structure of, 34; demographic distribution of doctoral recipients, 26*t*; European model of, 19, 21; financial challenges facing, 31–32; formation of scholars through, 8–13; history of American, 20–27; master-apprentice relationship central to, 89–116; occasions for collaborative work in, 81–84; opened to women (1980s and 1990s), 26; pedagogy of research found in, 4–5, 13–14; rationale for program requirements of, 5; U.S. growth in, 19–20*t*. *See also* Doctoral education reform; Graduate education; Scholar formation
- Doctoral education challenges: assessment as, 156–157; centering on changing identities of doctoral students, 155–156; culture of doctoral education as, 153–155; current, 2; financial, 31–32; pedagogy of research as emerging, 151–152; tension between disciplinary-interdisciplinary scholarship, 153
- Doctoral education history: historic demographic distribution of doctoral recipients, 26*t*; origins of American doctoral education, 20–21; stage 1: establishment of doctoral education, 21–23; stage 2: expansion and link with funded research, 23–24; stage 3: retrenchment and innovation, 24–26; stage 4: diversification and fragmentation, 26–27; stage 5: waves of reform, 27–31
- Doctoral education principles: collaborative learning as, 81–84; as imperative for improving programs, 84–85; integrative learning as, 74–81; professional development as, 62–74
- Doctoral education purpose: culture of inquiry and evidence as part of, 56–57; data collection on, 49–53; difficult dialogues over practice of, 43–45; of Mathematics at University of Nebraska-Lincoln, 48*e*; of Ohio State University Neuroscience Program, 52*e*; of professional portfolio, 54–56; of qualifying examination, 53; reflections on, 45–47
- Doctoral education reform: arguments for directions of, 142–143; collective and cooperative action required for, 143–149; decentralized structure barrier to, 34; external partners and, 147–149; faculty role in, 145–146; financial challenges role in, 31–32; origins and development of, 27–31; overcoming resistance to, 149–151; power of the disciplines for, 32–34; student role in, 144–145; turning resistance to momentum for, 31–35; university administrator role in, 146–147; *See also* Doctoral education
- Doctoral requirements: linked to funded research, 23–24; original establishment of, 21–23. *See also* Qualifying examination
- Doctorate of arts (DA), 25, 38n.5–39n.5
- Doctorates (PhDs): demographics of recipients, 26*t*; importance to this country's prospects, 2; statistics regarding, 1, 38nn.2, 3
- Drew, J., 80

Duguid, P., 110, 123, 130, 133  
 Duke University, 49, 100  
 Duncan, J. K., 61, 152

## E

“Educational capital,” 149  
 Educational Testing Service, 28*e*  
 Edwards, M., 28  
 Ehrenberg, R., 30  
 Ehrlich, T., 149  
 Eley, A. R., 100  
 Eliot, C., 22  
 Elkana, Y., 8, 45, 74, 92  
*Entering Mentoring* program, 100  
*Envisioning the Future of Doctoral Education* (Golde and Walker), 37  
 Ericsson, K. A., 85  
 Estevez, M., 111–114, 126, 129, 150  
 Ethnic/racial differences, 26*fig*  
 European model of education, 19, 21  
 Everts, S., 34  
 External partners: accreditors, 149; disciplinary societies, 30, 148; funding agencies and grant-making foundations, 148–149

## F

Faculty: advising agreement between student and, 104*e*–105*e*; conflict avoidance costs for, 45; doctoral education reform role of, 145–146; doctoral study requirements set by, 21–22; fostering intellectual communities, 127–131; frequency of meetings with advisees reported by, 108*fig*; imperatives on improving doctoral education for, 84–85; mentoring relationships and, 94–96, 101*e*; move toward adjunctification of, 27; overcoming resistance to reform by, 149–151; perceived shared understanding of qualifying exam by, 42–43*t*; PFF initiative on career path of future, 29, 137, 139; portfolio and review meeting role by, 78–79; reflections on purpose of programs by, 45–47; student preparation to be teaching, 66–71.  
*See also* Apprenticeship; Students Failures, 129–130

Feedback: apprenticeship and regular, 104, 106–107; intellectual community, 127  
 Fisher, A. T., 157  
 Flexner Report (1910), 62  
 Florida International University, 143  
 Ford, P. J., 22, 24, 25  
 Fund for the Improvement of Postsecondary Education, 99*e*  
 Funding agencies, 148–149

## G

Gale, K., 136*e*  
 Geiger, R. L., 21, 22  
 Gender differences, 26*t*  
 Georgetown University Interdisciplinary Program in Neuroscience, 135–137  
 G.I. Bill of Rights (1944), 23  
 Gillmore, G. M., 157  
 Golde, C. M., 37, 108  
 Golladay, M. J., 24  
 Graduate education: American Historical Association report (2004) on, 15; Carnegie Foundation’s involvement in study of, 28*e*–29*e*; decentralized structure of, 34; financial challenges facing, 31–32; national conversation about purposes of, 25; “promising practices” for effective, 30. *See also* Doctoral education  
 Graduate Education Initiative (GEI), 30  
 Graduate Record Examination (Carnegie Foundation), 28*e*  
 Graff, G., 9, 44–45, 47  
 Grant-making foundations, 148–149  
 Gross, R. A., 104*e*  
 Grossman, P., 91

## H

Hall, D., 139  
 Hall, Z. W., 34  
 Hartnett, R. T., 21, 125, 127  
 Harvard University, 22, 23, 34, 100  
 Heiss, A. M., 25  
 “The hidden curriculum,” 10–11  
 Hill, S. T., 24  
 Hoagland, T., 96  
 Holum, A., 92, 94, 110  
 “Hothouse” conditions, 123

Howard Hughes Medical Institute, 100  
 Howard University, 53  
 Huber, M. T., 76, 129, 157  
 Hurtado, A. L., 73*e*  
 Hutchings, P., 32, 76, 129, 157

## I

I-RITE (Integrating Research Into the Teaching Environment) [Stanford University], 79  
*The Idea of the University* (Pelikan), 29*e*  
*In Pursuit of the PhD* (Bowen and Rudenstine), 30  
 “Incidental learning,” 130  
 Indiana University, 78, 79, 100, 102, 143  
 Institute for Advanced Study, 29*e*  
 Institute on Women and Gender (Columbia Department), 6  
 Integrative learning: benefits of, 74, 76; integrative dissertation for, 79–81; as scholar formation theme, 9–10, 74–81, 142; sites for, 76–79  
 Intellectual community: activities that foster, 127–131; benefits of, 14; characteristics of, 124–127; formation of scholars and, 131–139; importance of, 123–124; as scholarly formation theme, 10–11, 142; student expectations for, 120–121. *See also* Learning communities  
 Intellectual community activities: allowing risk and failure, 129–130; collaborative work on curriculum, 128–129; creating physical spaces for intellectual community, 130; engaging students in department life, 128; opening classroom doors, 129; setting aside time for reflection, 130; sharing research across boundaries, 129; social events, 130  
 Intellectual community characteristics: diverse and multigenerational as, 125–126; flexible and forgiving as, 126; respectful and generous as, 126–127; shared purpose as, 125  
 Intellectual Entrepreneurship (IE) program [University of Texas], 73*e*  
 Itasca Neurobiology Course (University of Minnesota), 132–133

## J

James, W., 141  
 Jaschik, S., 156  
 Jennings, R., 100  
 Job market: escalating expectations of, 60–61; student concerns/expectations of, 35–37; student progressive development for, 62–74  
 Johns Hopkins University, 21  
 Journal clubs, 82

## K

Kamler, B., 109  
 Katz, J., 21  
 Katz, P. M., 15  
 Knowledge: “schemas” of, 85; transformation power of, 12  
 Kunstler, B., 123, 142

## L

Learned, W. S., 28  
 Learning: collaborative, 81–84; incidental, 130; integrative, 9–10, 74–81, 142; through risk and failures, 129–130; scaffolding for, 91–92; traditional scholarship on, 157–158  
 Learning communities, 124. *See also* Intellectual community  
 Levin, E., 54, 55  
 Lewis, J., 46  
 Loehle, C., 152  
 Lovitts, B. E., 62, 65, 76, 79, 98, 108, 122, 152  
 Lunsford, A. A., 84

## M

The Manhattan Project, 23  
 Mathae, K. B., 15  
 Mayhew, L. B., 22, 24, 25  
 Meakin, J., 46, 47  
 Mellon Foundation, 30  
 Mentoring: maintaining relationship of, 94–96, 101*e*; “mentoring triplets” approach to, 133; recognition of, 98–100, 102; resources for, 101*e*. *See also* Apprenticeship  
 “Mentoring triplets,” 133

Michigan State University, 65, 81, 99e  
 Multigenerational intellectual community, 125–126  
 Muth, R., 55, 156

## N

National Academy of Sciences, 100  
 National Board on Graduate Education (NBGE), 23, 24, 25, 27, 38n.4  
 National Communication Association, 79  
 National Defense Education Act (NDEA) [1957], 23  
 National Institutes of Health, 23  
 National Science Foundation (NSF), 9, 15, 23, 27, 74  
 National Security Agency, 46  
 Nerad, M., 27, 157  
*New York Times*, 6  
 New York University Graduate Forum, 83–84  
 New York University Graduate School of Arts and Sciences, 83  
 No Child Left Behind, 53  
 Nyquist, J. D., 29, 157

## O

Oakeshott, M., 128  
 Office of Graduate Education (American Chemical Society), 30  
 Ohio State University Neuroscience Program, 51, 52e  
 Olson, G. A., 80

## P

Paas, F., 85  
 Palmer, C., 15  
 PART principles, 13  
 Paulovich, A., 152  
 Pedagogy of research: early link between doctoral education and, 23–24; as emerging doctoral education challenge, 151–152; examining current state of, 4–5; new approaches to, 13–14; student progressive development and, 63–66. *See also* University research  
*Peer Review* (journal), 34  
 Pelikan, J. J., 28–29

PhDs. *See* Doctorates (PhDs)  
 Preparing Future Faculty National Office, 29, 138  
 Preparing Future Faculty (PFF) initiative (1993), 29, 137, 139  
 Prewitt, K., 19, 141, 158  
 Professional identity, 71–74, 155–156  
 Professional portfolio: integrative learning through, 78–79; qualifying examinations replaced by, 54–56; student assessment using, 156  
 Progress and Professional Grids (University of Kansas), 55–56  
*Prospects for Faculty in the Arts and Sciences* (Bowen and Sosa), 29  
 Public History Alumni Database (Arizona State University), 73  
 Purposefulness principle, 13  
 Pyter, L. M., 51

## Q

Qualifying examination: deliberations over purpose of, 53; examining functions of, 41–42; mixed understanding of, 42; professional portfolio as replacing, 54–56; shared understanding perceived by faculty, 42–43*t*. *See also* Doctoral requirements

## R

Racial/ethnic differences, 26*fig*  
 Reenvisioning the PhD project, 29–30  
 Reflection: CID framework for guiding, 13; portfolios as facilitating, 156; providing time for, 130  
 REGS (Research Experiences for Graduate Students), 66  
 Research. *See* Pedagogy of research; University research  
 Respect: as apprenticeship feature, 102–103; as intellectual community characteristic, 126–127  
 Rikers, R.M.J.P., 85  
 Rogers, W., 1, 2  
 Rosovsky, H., 16  
 Rudenstine, N. L., 26, 30  
 Rudolph, F., 21, 22  
 Ryan, W. C., 28

## S

- Savage, H. J., 28  
 Scaffolding, 91–92  
 “Schemas,” 85  
 Scholar formation: intellectual community theme of, 10–11, 120–139, 142; scholarly integration theme of, 9–10, 74–81, 142; stewardship theme of, 11–13, 142, 156–157. *See also* Doctoral education  
 Scholarship: integration theme of, 9–10, 74–81, 142; intellectual community theme of, 10–11, 120–139, 142; stewardship theme of, 11–13, 142, 156–157; tension between disciplinary and interdisciplinary, 153; traditional focus on teaching and learning, 157–158  
*Scholarship and its Survival: Questions on the Idea of Graduate Education* (Pelikan), 28e  
*Scholarship Reconsidered: Priorities of the Professoriate* (Boyer), 9  
*Science, the Endless Frontier* (Bush), 23  
 Servicemen’s Readjustment Act (1944)s, 23  
 Sharing ideas, 129  
 Shulman, L. S., 41, 43, 57, 81, 143  
 Signature pedagogy, 14, 117n.3. *See also* Apprenticeship  
 “Slowdown point,” 54  
 Social event activities, 130  
*The Social Life of Information* (Brown and Duguid), 123  
 Society for Neuroscience meeting (2005), 51  
 Sosa, J. A., 29  
 Stanford University Commission on Graduate Education, 71  
 Stanford University I-RITE program, 79  
 STEM (science, technology, engineering, and mathematics), 9–10  
 Stewardship: assessing program effectiveness as heart of, 156–157; as scholarship theme, 11–13, 142  
 Stimpson, C. R., 11, 61, 153  
 Storr, R. F., 22  
 Student progressive development: doctoral program models for, 62; formation of researchers, 63–66; forming professional identity as part of, 71–74; forming teachers through experience, 66–71  
 Students: advising agreement between faculty and, 104e–105e; as agents of change and improvement, 35; allowing them to risk and fail, 129–130; challenge related to changing identities of, 155–156; collaborative learning by, 81–84; community service participation by, 74, 75t; conflict avoidance costs for, 45; demographics of doctoral recipients, 26t; doctoral education reform role of, 144–145; engaging fully in department life, 128; faculty reports on frequency of meetings with, 108fig; integrative learning by, 74–81; mentoring relationships and, 94–96, 101e; portfolios used to assess, 156; professional development of, 62–74; professional identity developed by, 71–74, 155–156; reflections on purpose of programs by, 45–47; reporting participation in engaged discipline activities in, 138fig; “slowdown point” for, 54; understanding of qualifying exam by, 41–42; vocational aspirations/concerns of, 35–37. *See also* Apprenticeship; Faculty  
*Studies in American Graduate Education* (Carnegie Foundation), 28e  
*Studies in Early Graduate Education: The Johns Hopkins, Clark University, the University of Chicago* (Carnegie Foundation), 28e  
 Sullivan, C. A., 73e  
 Sullivan, W. M., 109, 110  
 Suzzallo, H., 28  
 Sweeder, R., 81

## T

- TA training, 70  
 Taylor, C., 158  
 Teaching: progressive teacher formation, 66–71; traditional scholarship of, 157–158; Vesalius Program emphasis on, 70–71, 113–114  
 “Teaching commons” notion, 129

Tepper, S. J., 124  
 Texas A&M, 130  
 Thelin, J., 22, 23, 24  
 Thomson, P., 109  
 Thorne, S., 65  
 Thurgood, L., 24, 26  
 Tinto, V., 122  
 Transparency principle, 13  
 Tronsgard, D. T., 79

## U

United States: growth of doctoral education in the, 19–20*t*; history of doctoral education in the, 20–27  
 University administrator reform role, 146–147  
 University of Chicago Graduate Research Workshops, 83  
 University of Colorado, 128  
 University of Illinois Urbana-Champaign, 66  
 University of Kansas, 34, 78, 106  
 University of Michigan, 32, 80–81, 132  
 University of Minnesota Graduate Program in Neuroscience, 66, 132–133  
 University of Nebraska-Lincoln, 32, 46, 48*e*, 125  
 University of North Carolina at Chapel Hill School of Education, 95  
 University of Pittsburgh, 128  
 University of Southern California, 96  
 University of Texas, 32  
 University of Texas at Austin, 72, 73*e*  
 University of Washington, 157  
 University of Wisconsin, 9, 73–74, 82  
 University research: cutbacks in federal funding of, 24–25; early link between doctoral education and, 23–24; origins of federal funding of, 23–24; shared across disciplinary boundaries, 129; student progressive development and role of, 63–66. *See also* Pedagogy of research  
*U.S. News & world Report* rankings, 53  
 U.S. Office of Education, 38*n*.2

## V

Van Gog, T., 85  
 Vesalius Program (Boston University School of Medicine), 70–71, 113–114

Vocational issues: escalating expectations of job market, 60–61; student concerns/expectations on, 35–37; student progressive development as, 62–74

## W

Walker, G. E., 37  
 Washington University in St. Louis, 100, 131  
 Web pages: Arizona State University Outstanding Doctoral Mentor award, 100; CID Gallery, 15; Conflict resolution workshops (Michigan State University), 99*e*; Georgetown University Interdisciplinary Program in Neuroscience, 135*e*–136*e*; Howard University department of chemistry, 53; Indiana University School of Education, 102; Itasca Neurobiology Course (University of Minnesota), 133; Michigan State University, 65; “promising practices” for effective graduate education, 30; University of Kansas, 106; University of Michigan School of Education, 132; University of North Carolina at Chapel Hill School of Education, 95; University of Southern California mathematics department, 96; Washington University in St. Louis, 131  
 Wenger, E., 127  
 West, A. F., 36  
 William and Flora Hewlett Foundation, 99*e*  
 Wilson, E. O., 153  
 Wood, B., 28  
 Woodford, B. J., 29

## X

Xerox Corporation, 123

## Y

Yale University, 21