

# Re-envisioning the Ph.D. A Working Conference

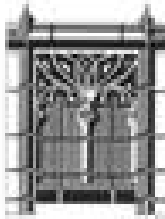
*Seattle, WA*

*April 13-15, 2000*

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*Renaissance Madison Hotel*

Hosted by the Center for Instructional Development and Research and the Graduate School  
of the University of Washington



UNIVERSITY OF WASHINGTON

*The Graduate School*

200 Gerberding Hall

Box 351240

Seattle, Washington 98193-1240

Telephone: (206)543-5900

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April 13, 2000

Dear Conference Participants,

On behalf of the University of Washington, it is a pleasure to welcome all of you to Seattle. I hope your visit will be a rewarding one, both professionally and personally.

The task we have assumed, re-envisioning the PhD, is a formidable challenge. It is clear that reform cannot happen within the academy alone; it will require good will and effort from all sectors of society that have a stake in doctoral education—the “producers” of PhD’s, the “consumers” of PhD’s, and aspiring PhD’s. That is the reason we have worked so hard to bring a diverse set of voices and perspectives to this conference. Our ambitious goal is to develop an agenda for change and a plan for collective action.

I am indebted to The Pew Charitable Trusts for providing the financial support for this project and to the many people who contributed to the study over the past two years—the project staff, the advisory board, the people who submitted promising practices and those who consented to be interviewed. Jody Nyquist deserves special recognition for providing intellectual leadership and energy as Principal Investigator. She logged countless miles and seemingly talked to everyone in the country. Bettina Woodford, Danny Goroff, Brenda Kelly and Don Wulff deserve praise for making this conference a reality. I also wish to acknowledge the contributions provided by the conference case writers, speakers and provocateurs. Finally, I wish to express gratitude to University of Washington President Richard L. McCormick for graciously inviting us to join him for a reception at his home.

I look forward to meeting each of you over the next two days and to engaging in a stimulating dialog about a subject that is of high consequence to us all.

Sincerely,

A handwritten signature in cursive script, appearing to read "Marsha L. Landolt".

Marsha L. Landolt

Dean of the Graduate School and Vice Provost

Re-envisioning  
the  
**Ph.D.**  
Funded by The Pew Charitable Trusts

April 13, 2000

Dear Conference Participant:

We extend a warm welcome to you from the Center for Instructional Development and Research and the Graduate School. For the last two years, those of us working on the Re-envisioning the Ph.D. project considered this conference as the time and place for a national conversation on doctoral education. We look forward to meeting all those with whom we have been talking and corresponding to make this national discussion become a reality.

The Advisory Board members, whose names appear on the next page, met for two days in October, 1999, to establish goals and to design an innovative and highly interactive conference. We think you will enjoy and be challenged by what is planned.

We express thanks to all who have contributed to the success of this conference, and to the Re-envisioning the Ph.D. project. Thanks to The Pew Charitable Trusts who believed this project ought to be done and funded it, and to the sponsoring and attending organizations listed at the end of this conference program, many of whom have given generously of their time. My special gratitude goes to Dean Marsha Landolt, and to the CIDR staff, without whose help this conference could not have occurred, in particular, Bettina Woodford, Donald Wulff, and Brenda Kelly. A huge thank you goes to Daniel Goroff of Harvard University who has been our partner in so many aspects of our planning.

We appreciate your making the time to be here to contribute your particular perspective and vision to effect change in doctoral education. If we can enhance your experience in any way, we would be happy to do so. If you have questions or need assistance, please contact me or one of the staff who are identified by teal ribbons on their nametags.

This is a working conference. We plan to keep you fully occupied with puzzling questions and perplexing challenges. We look forward to your individual contributions to this national discussion.

Thank you again for coming,



Jody D. Nyquist

Principal Investigator,

Assistant Dean and Director, Center for Instructional Development and Research

The Graduate School

# Acknowledgements

## Re-envisioning the Ph.D. Advisory Board

**James Soto Antony**  
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**Wendy Baldwin**  
National Institutes of Health

**Debbie Davis**  
National Association of Graduate and  
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**W. Michael Gallatin**  
ICOS Corporation

**Phillip Griffiths**  
Institute for Advanced Study

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**William Plater**  
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**Lee Shulman**  
Carnegie Foundation for the Advancement of  
Teaching

**George Walker**  
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**Robert Weisbuch**  
Woodrow Wilson National Fellowship  
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## Additional Contributors to the Re-envisioning the Ph.D. Project

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## Special Thanks

Richard McCormick, President  
Lee Huntsman, Provost

Madelle Quiring, CIDR  
Danielle Marsch, CIDR  
Lana Rae Lenz, CIDR

## Deans' Advisory Committee

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Elizabeth Feetham  
Associate Dean of the Graduate School  
University of Washington

Marsha Landolt  
Dean of the Graduate School  
University of Washington

John Slattery  
Associate Dean of the Graduate School  
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## **Center for Instructional Development and Research (CIDR) Staff**

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**Randy Siler**

Coordinator, Computing Services

**Andrew (Drew) Taber**

Staff Consultant

**Bettina Woodford**

Grant Project Manager

## **Promising Practices Web Site Design and Compilation**

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Grant Project Manager, Re-envisioning the Ph.D. Project  
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## **Showcase Planning Committee**

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Randy Siler

Coordinator, Computing Services, Center for Instructional  
Development and Research

Donald Wulff

Associate Director, Center for Instructional Development  
and Research

# General Conference Information

**Registration** Conference registrants can check in at the Ballroom Level Foyer on Thursday, April 13, from 1:00-5:00 p.m. Participants who arrive after Thursday night can check in at the conference headquarters during the times listed below.

**Conference Headquarters** The conference headquarters and information desk will be located in the Washington Room on the second floor at the top of the escalator. This office will be open at the following times:

<b>Thursday, April 13</b>	<b>1:00 p.m. - 6:00 p.m.</b>
<b>Friday, April 14</b>	<b>7:00 a.m. - 2:45 p.m.</b>
<b>Friday, April 14</b>	<b>4:00 p.m. - 5:00 p.m.</b>
<b>Saturday, April 15</b>	<b>7:00 a.m. - 12:15 p.m.</b>

**E-mail Center** Conference participants can access e-mail accounts in the conference headquarters in the Washington Room during the hours listed above or by making special arrangements for after-hours access.

**Conference Meals** Conference registration includes the Conference Reception and Opening Banquet on Thursday, April 13; Breakfast and Lunch on Friday, April 14; and Breakfast and the Closing Lunch on Saturday, April 15. If you have made special dietary requests, you should inform the server of your needs at the time you are seated for the plated meals. If you have special dietary needs that you did not identify during registration, please stop by the conference headquarters and provide the information for conference staff.

**Breaks** As part of the registration package, beverages and snacks will be provided each day during breaks. Please consult the program schedule for times and locations.

**Name Tags** As a conference registrant, you received a name tag upon checking in. Please wear your name tag at all times, not only as a courtesy to other attendees, but also as an indication to the hotel staff that you are a participating member of this conference.

**Smoking/Fire Regulations** Smoking is not permitted in any of the meeting rooms, at meals, or in enclosed areas. Fire and safety regulations preclude bringing additional chairs into meeting rooms.

**Programs** Please retain your copy of the program. Replacement copies are only available at a cost of \$5.00 each.

**Conference Evaluation** In the conference packet, you will find a conference evaluation form. Please fill it out and deposit it in the "Evaluation Box" at the closing luncheon. If you leave before Saturday, please leave it in the "Evaluation Box" in the conference headquarters.

**Copy/FAX** The hotel has a full-service business center (Executive Express) on the "B" Level (Ext. 3700). Copies of print materials can be obtained for \$.25 a page. Cost for domestic faxes (1-3 pages) is \$5.00 plus \$1.00 per additional page. Visit the Executive Express for additional services and related costs.

**Recreation** The hotel has an indoor pool, jacuzzi, and exercise room (treadmills, bikes, and stairmasters) on the 28th floor.

**Free Bus Zone** The City of Seattle provides free bus service in the downtown area surrounding the hotel. For more information, please see the Hotel Concierge located in the lobby.

# Special Events

## **Promising Practices Showcase**

The Opening Reception and Promising Practices Showcase, on Thursday evening from 5:00 to 6:00, features some of the promising practices from various sectors concerned with doctoral education. During the reception, conference participants are encouraged to visit the resource tables, talk to representatives from the various programs, and obtain information and materials on the programs. The on-line compilation of the Promising Practices in Doctoral Education, developed as part of the Re-envisioning the Ph.D. Project, will also be accessible at this time. Following the showcase, access to the web site and undistributed materials will be available in the conference headquarters in the Washington Room during scheduled office hours.

## **President's Reception**

A reception at the home of University of Washington President Richard L. McCormick will be held on Friday evening, April 14, between 5:00 and 7:00 p.m. Transportation will be provided. Please be in the lobby to board the buses at 4:15 p.m. For the return trip to the hotel, attendees should plan to board buses at 7:00 p.m.

*A portion of the conference fees will be used to defray the costs of speakers, meals, reception and showcase.*

### **Our Special Thanks to**

Case writers and facilitators  
Keynoters  
Provocateurs  
Panelists  
Session leaders  
Contributors to Promising Practices Showcase  
American Association of Colleges and Universities  
and the Council of Graduate Schools for copies of  
*Building the Faculty We Need*

Program Booklet Design: Donald Wulff, Brenda Kelly and Helen Wood  
Program Cover: Helen Wood

# Re-envisioning the Ph.D. Project History

In 1998, The Pew Charitable Trusts provided \$515,000 to the Center for Instructional Development and Research at the University of Washington to support the Re-envisioning the Ph.D. project. Project staff analyzed the concerns of the various constituents involved in producing and hiring Ph.D.s and worked to create a national conversation to address the challenging question: **How can we re-envision the Ph.D. to meet the needs of the society of the 21<sup>st</sup> Century?** The original goals of the Re-envisioning the Ph.D. project are described on a web site at:

<http://depts.washington.edu/envision/index.html>

## Project Activities

During the last two years, the following activities have been completed:

### **Interviews**

To explore connections among the efforts, the issues, and the many stakeholders involved, Principal Investigator Jody Nyquist conducted over 350 interviews including five focus groups, with representatives of various constituencies across the country concerned about doctoral education: research-intensive universities; comprehensive and doctoral universities; liberal arts and community colleges; graduate students; business and industry; government funding and hiring agencies; disciplinary societies; educational organizations; foundations; accreditation organizations; K-12; and representatives from state governing boards. In addition, the project manager conducted 25 interviews, and research assistants conducted email surveys of several of the sectors. A brief summary of the information collected will be distributed at this conference.

### **Promising Practices Web Site**

To identify current attempts to redesign doctoral education, the research team has collected examples from different sectors and posted them at:

<http://depts.washington.edu/envision/promprac.html>

This on-line compilation of Promising Practices provides powerful examples, creative ideas, and initial experiments that have been implemented to enhance doctoral education.

### **Selected Bibliography**

To document many of the statements, project descriptions, task force recommendations, calls for change, reports, articles, critical essays, and texts related to re-conceptualizing the Ph.D. (the many available print resources that have been part of this project), the research team has created a selected bibliography on doctoral education. Copies of the bibliography are included in the conference packets and are available at the web site listed below.

<http://depts.washington.edu/envision/sel-bibl.html>

### **Advisory Board Meeting**

In October, 1999, the 22-person Advisory Board for the project met in Seattle to review progress, shape outcomes, and make recommendations for the design of a mini-conference that would convene the stakeholders in doctoral education and create a national discussion. The group agreed on three priorities for doctoral education to be addressed at an invitational conference: 1) the need to reconsider the length and composition of doctoral requirements, 2) the need to increase the diversity of doctoral students who complete the Ph.D., and 3) the need to enhance preparation of Ph.D.s for a variety of professional options. The conference would also address underlying issues of the impact of public policies such as tax regulation, labor law, and funding procedures on doctoral education.

### **Commissioned Cases**

Cases for use in this national conversation were commissioned to focus on the three previously identified issues. They are intended to provide a bases for initial discussions at this conference. The issues of public policies and funding of doctoral education will be covered in a panel discussion.

## ***Conference***

This conference has evolved as an important stage in the Re-envisioning the Ph.D. Project. Through the various grant activities, national leaders from the various constituencies concerned about doctoral education have been identified to attend this invitation-only conference. The sectors represented include: research-intensive universities; doctoral and comprehensive universities; liberal arts and community colleges; graduate students; business and industry; government funding and hiring agencies; disciplinary societies; educational organizations; foundations; accreditation organizations; K-12, and representatives from state governing boards.

### ***Goals***

- to share promising practices that represent current efforts to enhance doctoral education;
- to establish meaningful dialogue within and across the sectors that will lead to change focused on the three priorities (doctoral requirements, diversity of doctoral students, and professional options);
- to identify what each sector will contribute to moving forward on the three priorities; and
- to establish commitments from each sector for planning and executing a set of actions.

The work of this conference is designed to achieve these goals.



### ***Conference Goals:***

**(established by the Advisory Board, October, 1999)**

- to share promising practices that represent current efforts to enhance doctoral education
- to develop meaningful dialogue within and across the sectors that will lead to change focused on three priorities identified by the Advisory Board (doctoral requirements, diversity of doctoral students, and professional options)
- to identify what each sector will contribute to moving forward on the three priorities
- to establish commitments from each sector for planning and executing a set of actions



# Friday, April 14<sup>th</sup>

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**7:00 – 7:45 a.m. Buffet Breakfast**  
**Superior and Federal Rooms** **Ballroom Level**

## Concurrent Panel and Case Sessions (previously selected)

### 8:00-9:15 a.m.

Conference attendees divide into two groups based on **choices made on-line or at check-in**. One group (one-half of the conference participants) attends the panel on recent surveys and studies of doctoral education. The other half of the attendees subdivide into three smaller groups to participate in case discussions.

#### Panel on Recent National Surveys and Studies South, 3<sup>rd</sup> floor

**Moderator**

**Donald Wulff**

Associate Director  
Center for Instructional Development  
& Research  
University of Washington

**Maresi Nerad**

Dean in Residence, Council of Graduate  
Schools  
Director, Graduate Research  
University of California, Berkeley

**Chris Golde**

Assistant Professor  
Department of Educational Administration  
University of Wisconsin, Madison

**Ann Austin**

Associate Professor  
Higher, Adult, and Lifelong Education (HALE)  
Michigan State University

**Geoff Davis**

Researcher  
Microsoft Research

**Charlotte Kuh**

Executive Director  
Office of Scientific and Engineering Personnel  
National Research Council

**Jody Nyquist**

Assistant Dean and Director  
Center for Instructional Development  
& Research  
University of Washington

#### Case Discussions

**The “Essence” of a Ph.D.**  
**East, 3<sup>rd</sup> floor**

**Facilitator**

**Jim Wilkinson**

Director  
The Bok Center for Teaching and Learning  
Harvard University

**Diversity in Doctoral Education**  
**West, 3<sup>rd</sup> floor**

**Facilitator**

**Lee Warren**

Associate Director  
The Bok Center for Teaching and Learning  
Harvard University

**Broadening Professional Options for  
Ph.D.s**  
**North, 3<sup>rd</sup> floor**

**Facilitator**

**John Boehrer**

Senior Lecturer  
Evans School of Public Affairs  
University of Washington

### 9:30–10:45 a.m. Concurrent Sessions (Repeated)

#### 10:45–11:15 a.m. Break

#### Visions (28<sup>th</sup> floor) and Foyer (3<sup>rd</sup> Floor)



**Ann Austin**



**Gregory Bezkorovainy**



**Sadie Bragg**



**Edward Brill**



**Kathleen Carberry**

## **Friday, April 14<sup>th</sup> (Continued)**

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### **11:15 a.m.–12:30 p.m. Provocateur Panels**

Participants will attend one of three panels based upon their interests. Panelists will serve as provocateurs to stimulate further discussion of the issues related to the essence of the Ph.D., diversity in doctoral education, and professional options.

#### **The “Essence” of a Ph.D.**

**South Room**

**Third Floor**

##### **Panel Chair**

##### **James O’Donnell**

Vice Provost for Information Systems and Computing  
University of Pennsylvania

##### **Provocateurs**

##### **David Damrosch**

Professor of English and Comparative Literature  
Columbia University

##### **Michael Gottesman**

Deputy Director for Intramural Research and Chief of the Laboratory of Cell Biology  
National Institutes of Health

##### **Kathleen Carberry**

President  
National Association of Graduate and Professional Students (NAGPS)

#### **Diversity in Doctoral Education**

**Visions**

**28th floor**

##### **Panel Chair**

##### **George Walker**

Vice President for Research and Dean of the Graduate School  
Indiana University

##### **Provocateurs**

##### **Shirley Malcom**

Director, Education and Human Resources  
American Association for the Advancement of Science

##### **Denice Denton**

Dean, College of Engineering  
University of Washington

##### **Kimberly Moffitt**

Immediate Past President  
National Black Graduate Student Association



**Phillip Certain**



**David Damrosch**



**Geoff Davis**



**Denice Denton**



**Timothy Dore**

# Friday, April 14<sup>th</sup> (Continued)

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**11:15 a.m.–12:30 p.m. Provocateur Panels (Continued)**

**Broadening Professional Options for Ph.D.s North Room Third Floor**

**Panel Chair**

**Earl Lewis**

Vice Provost for Academic Affairs and Dean of the Graduate School  
University of Michigan

**Provocateurs**

**Jeanette Harrison**

Director of Technology Manufacturing Group  
Intel Corporation

**Robert Weisbuch**

President  
Woodrow Wilson National Fellowship Foundation

**Leo Lambert**

President  
Elon College

**Gregory Bezkorovainy**

President  
Graduate Student Caucus of the Modern Language Association

*"In the history of higher education, there are a handful of really innovative ideas. Otherwise, we're a 13<sup>th</sup> century sort of bunch!"*

*-Charlotte Kuh*



**Bruce Finlayson**



**Richard Freeman**



**Chris Golde**



**Daniel Goroff**



**Michael Gottesman**

## Friday, April 14<sup>th</sup> (Continued)

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**12:45-2:15 p.m. Lunch & Panel**  
**Superior and Federal Rooms** **Ballroom Level**

### **Public, Legal and Professional Policies Governing Graduate Education**

#### **Moderator**

##### **Marsha Landolt**

Dean, Graduate School, Vice Provost  
University of Washington

#### **Panelists**

##### **Edward Brill**

Partner  
Proskauer Rose, LLP

##### **Richard Freeman**

Economist  
Harvard University

##### **Richard Heyman**

President  
Graduate and Professional Student Senate  
University of Washington

##### **Daniel Goroff**

Professor of the Practice of Mathematics  
Associate Director of the Derek Bok Center  
for Teaching and Learning  
Harvard University

*"Most of the established interests are to sustain the funding of graduate students in support of the research enterprise, rather than funds that are in support of education."*  
-Phillip Griffiths



**Phillip Griffiths**



**Charlotte Kuh**



**Richard Heyman**



**Jeanette Harrison**



**Leo Lambert**

## Friday, April 14<sup>th</sup> (Continued)

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### 2:45-4:00 p.m. Concurrent Sector Meetings

Conference participants will meet with others representing their sector to answer the question: **How can our sector contribute to changing doctoral education?** Each participant should be prepared to report on sector decisions at the cross-sector meetings on Saturday at 10:30 a.m.

#### Research-Intensive Universities North, 3<sup>rd</sup> floor

**George Walker**

Vice President of Research and Dean of the  
Graduate School  
Indiana University

#### Higher Education Not Including Research- Intensives-East, 3<sup>rd</sup> floor

**William Plater**

Dean of Faculties and  
Executive Vice Chancellor  
Indiana University-  
Purdue University, Indianapolis

#### Doctoral Students-West, 3<sup>rd</sup> floor

**Debbie Davis**

Immediate Past President  
National Association of Graduate and  
Professional Students (NAGPS)

#### Government Agencies-Visions, 28<sup>th</sup> floor

**Susan DUBY**

Director, Division of Graduate Education  
National Science Foundation

#### Business & Industry-Visions, 28<sup>th</sup> floor

**Michael Gallatin**

Vice President and Scientific Director  
ICOS Corporation

#### Disciplinary Societies Washington, 2<sup>nd</sup> floor

**Carla Howery**

Deputy Executive Officer  
American Sociological Association

#### Educational Associations-South, 3<sup>rd</sup> floor

**Shirley Malcom**

Director  
Education and Human Resources  
American Association for the  
Advancement of Science

#### Foundations-South, 3<sup>rd</sup> floor

**Ellen Wert**

Program Officer, Education  
The Pew Charitable Trusts

#### K-12-Presidential Suite, 27<sup>th</sup> floor

**Rudolph (Rudy) Crew**

Executive Director  
Institute for K-12 Leadership  
University of Washington



**Marsha Landolt**



**Earl Lewis**



**Kimberly Moffitt**



**Maresi Nerad**



**Joel Shulman**

## **Friday, April 14<sup>th</sup> (Continued)**

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### **4:15 p.m. President McCormick's Reception**

Board buses in front of hotel for transport to UW President McCormick's residence.

### **7:00 p.m. Board buses for return trip to hotel Evening free**

## **Saturday, April 15<sup>th</sup>**

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### **7:00-7:45 a.m. Wall Walk Displaying Results from Friday's Sector Discussions and Breakfast Buffet**

Select your room for breakfast for the 8:00 session on the basis of the speaker you would like to hear. Flip chart sheets summarizing ideas from each sector's Friday afternoon discussion will be posted in both rooms. We invite you to peruse the various sectors' ideas. We will have post-it notes available so you can add comments and reactions. Pre-assigned group lists for the 10:30 sessions will be placed on the breakfast tables and outside the Municipal Room.

### **8:00-8:45 a.m. Concurrent Disciplinary Keynotes**

#### **Special Issues of the Humanities, Social Sciences, and Social Professions Superior Room**

**Chair**

**Earl Lewis**

Vice Provost for Academic Affairs and Dean of the Graduate School  
University of Michigan

#### **Keynote Address: The Intertwined Cultures of the Human Sciences**

**David Damrosch**

Professor of English and Comparative Literature  
Columbia University

#### **Special Issues of the Sciences & Engineering Federal Room**

**Chair**

**Denice Denton**

Dean, College of Engineering  
University of Washington

#### **Keynote Address: The COSEPUP Report: Aftermath, and What Was Left Out of the Report**

**Phillip Griffiths**

Director  
Institute for Advanced Studies



**Debra Stewart**



**George Walker**



**Robert Weisbuch**

# Saturday, April 15<sup>th</sup> (Continued)

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**9:00-10:00 a.m.    Keynote Address    Municipal Room    Ballroom Level**

**Chair**

**Leo Lambert**

President  
Elon College

**Keynote Address: The Doctoral Imperative: Examining the Ends of Erudition**

**Lee Shulman**

President  
Carnegie Foundation for the Advancement of Teaching



*Lee S. Shulman is the 8th President of The Carnegie Foundation for the Advancement of Teaching, a policy center created by Andrew Carnegie in 1905. The Foundation's mission is "to do and perform all things necessary to encourage, uphold and dignify the profession of teaching." Shulman's most recent studies emphasize the importance of "teaching as community property" and the central role of a "scholarship of teaching" in supporting needed changes in the cultures of higher education.*

**10:00-10:30 a.m.    Break**  
**Municipal, Visions (28th floor), Foyer (3rd floor)**

**10:30 a.m.-11:45 a.m.    Pre-assigned Group Discussions**

These sessions, assigned at breakfast, are designed to share information across sectors. For the first 30 minutes of the session, participants from each sector will report to the group the recommendations from their sector discussion (based on the 2:30 session Friday afternoon). For the next 45 minutes, participants will discuss the following question: **If all the sectors do what is proposed, will the issues raised about doctoral education be addressed? What, if anything, still needs to be done?**

**Session Chairs**

**Jerry Berberet    Municipal**  
Executive Director  
Associated New American Colleges

**James Antony    East**  
Assistant Professor  
Educational Leadership and Policies  
University of Washington

**John Slattery    West**  
Associate Dean  
Graduate School  
University of Washington

**Johnnella Butler    North**  
Associate Dean  
Graduate School  
University of Washington

**Elizabeth Feetham    South**  
Associate Dean  
Graduate School  
University of Washington

**Carla Howery    Visions**  
Deputy Executive Officer  
American Sociological Association

## **Saturday, April 15<sup>th</sup> (Continued)**

### **12:00 p.m. Luncheon and Panel Discussion Superior and Federal Rooms**

The panel will address the following question: **What is the single most important next step that needs to be taken to improve doctoral education?** The session will begin with 2-minute statements from representatives of a variety of sectors. Then, discussion will proceed in a “town meeting” format.

#### **Moderator**

**Bettina Woodford**  
Grant Project Manager  
Re-envisioning the Ph.D.  
University of Washington

#### **Chair**

**Robert Weisbuch**  
President  
The Woodrow Wilson National Fellowship  
Foundation

#### **Panelists**

**Michael Teitelbaum**  
Program Director  
Sloan Foundation

#### **Earl Lewis**

Vice Provost for Academic Affairs and  
Dean of the Graduate School  
University of Michigan

#### **Debra Stewart**

Dean of Graduate School and Vice  
Chancellor  
North Carolina State University-Raleigh  
President-elect of Council of Graduate  
Schools (CGS)

#### **Terry Bergeson**

Superintendent of Public Instruction  
State of Washington

#### **John Yopp**

Vice President  
Educational Testing Service

#### **Joel Shulman**

Manager  
External Relations, R&D  
Procter & Gamble

#### **Debbie Davis**

Immediate Past President  
National Association of Graduate and  
Professional Students (NAGPS)

#### **Sarita Brown**

Executive Director  
White House Initiative on Educational  
Excellence for Hispanic Americans

#### **William Plater**

Dean of Faculties and Executive Vice Chancellor  
Indiana University-Purdue University, Indianapolis

#### **Wyn Jennings**

Program Director  
IGERT Program (Integrative Graduate Education  
& Research Traineeship Program)  
National Science Foundation

#### **Phillip Certain**

President  
Council of Colleges of Arts and Sciences

#### **Bruce Finlayson**

President  
American Institute of Chemical Engineers

#### **George Walker**

Vice President of Research and  
Dean of the Graduate School  
Indiana University

#### **Michael Gottesman**

Deputy Director for Intramural Research and Chief  
of the Laboratory of Cell Biology  
National Institutes of Health

#### **Sadie Bragg**

Senior Vice President of Academic Affairs  
Borough of Manhattan Community College/CUNY

### **1:15 p.m. Town Meeting “Mayor” Robert Weisbuch Presiding**

#### **Closing Remarks**

#### **Jody Nyquist**

Assistant Dean and Director of the Center for Instructional Development and Research  
University of Washington

### **2:00 p.m. Conference Adjourned**

# Re-envisioning the Ph.D. Conference Planning Committee



*Jody D. Nyquist, Principal Investigator, Assistant Dean and Director, Center for Instructional Development and Research, University of Washington, and a member of the graduate faculty in Speech Communication. Nyquist's interests in effective communication in instructional settings has led to exploring how one becomes a teaching scholar. Her experience as a Fulbright Senior Scholar in New Zealand challenged her to think about the doctoral experience in the United States. In addition to the Re-envisioning the Ph.D. project, she is also PI on a grant from the Spencer Foundation/The Pew Charitable Trusts that is chronicling the first four years of the lives of doctoral students aspiring to become faculty.*

*Bettina J. Woodford, Grant Project Manager, Re-envisioning the Ph.D. Project. Prior to returning to the Center for Instructional Development and Research, Bettina was a visiting research associate with the General Directorate for Language Policy and L'Institut d'Estudis Nord-americans through the Fulbright Program in Barcelona, Spain. She has worked on graduate education projects at CIDR since 1995, including the longitudinal study, funded by The Spencer Foundation and The Pew Charitable Trusts, called: "The development of graduate students as prospective teaching scholars." Her research interests include graduate student development, organizational development and cross-cultural communication.*



*Donald H. Wulff is associate director of the Center for Instructional Development and Research at the University of Washington (UW) and holds an affiliate graduate faculty appointment in the Department of Speech Communication. He has graduate degrees in instructional communication and communication education but also has studied extensively the theory of small group and interpersonal communication. His major instructional interest is communication in postsecondary education. As part of that interest, he has conducted research, presented hundreds of workshops and seminars, written numerous articles, and co-edited three volumes on the preparation of teaching assistants as future teaching scholars.*

*Brenda J. Kelly, Manager, Administrative Services at the Center for Instructional Development and Research (CIDR). One of her duties in this position is to provide management support for the grant Re-envisioning the Ph.D. In addition, she provides administrative support to the director and associate director and manages the office operations and support staff. A major part of her responsibilities include event coordinating, budget reconciliation, payroll and personnel, grant processing/preparation, and coordinating CIDR video services. She oversees the coordinating and training of all equipment operators and provides support to CIDR consultants as they serve their clients' requests.*



*Lynn Lorenz, Research Assistant, Re-envisioning the Ph.D. Project, University of Washington. Lynn Lorenz is a research assistant and first year graduate student in the School of Library and Information Science. As an undergraduate in Speech Communication at the University of Hawaii, Lynn worked as a research assistant on a project studying the impact of changes in Medicare on communication in hospital environments. Before returning to school, Lynn worked as an Account Associate for Xerox Business Services. Her current interests in information science include the impact of advancing technology on access to information across social strata, and user education in public libraries. Lynn's professional goals include working as a librarian in a public or academic setting.*

*Daniel L. Goroff is Professor of the Practice of Mathematics at Harvard University and Associate Director of the Derek Bok Center for Teaching and Learning. He has also held positions at Bell Laboratories, the Mathematical Sciences Research Institute, the Institut des Hautes Etudes Scientifiques, the Dabner Institute, the National Research Council, and the White House Office of Science and Technology Policy. A Phi Beta Kappa Teaching Prize winner, Daniel Goroff was recently named a "Young Leader in Academia" by "Change: The Magazine of Higher Education."*



## Brief Biographies

**Ann E. Austin** is Associate Professor, Higher, Adult, and Lifelong Education, Michigan State University, and President-Elect, Association for the Study of Higher Education (ASHE), the scholarly and professional association for faculty and researchers in the field of higher education. Dr. Austin focuses her research and writing on faculty roles and professional development, graduate student socialization, teaching and learning issues, and organizational change in higher education. She is active at her university in facilitating faculty development and consults widely on faculty issues, including recent work in South Africa where she was a Fulbright Fellow.

**Gregory Bezkorovainy** is a graduate student in English literature at the City University of New York Graduate School and University Center. In addition to holding a campus Writing Fellowship at the College of Staten Island, he owns and operates a medical publishing firm. He is also the president and chair of governance of the Graduate Student Caucus of the Modern Language Association and a member of the Workplace online journal editorial collective.

**Sadie C. Bragg** is the Senior Vice President of Academic Affairs and Professor of Mathematics at Borough of Manhattan Community College/The City University of New York. She is currently the Past President of the American Mathematical Association of Two-Year Colleges.

**Edward A. Brill** is a partner in the New York office of Proskauer Rose LLP, where he practices labor and employment law. He has represented both Yale University and New York University in National Labor Relations Board proceedings involving union efforts to organize graduate students serving as teaching and research assistants.

**Kathleen Carberry** is a doctoral candidate at The Ohio State University in arts policy and administration in the Department of Art Education and is currently serving as president of the National Association of Graduate-Professional Students (NAGPS). Kathleen was president of Ohio State's Council of Graduate Students for two years prior to becoming NAGPS president and worked at the Wexner Center for the Arts prior to returning to school for her Ph.D. Kathleen received her M.A. from The Ohio State University and an A.B. from Brown University.

**Phillip Certain**, Dean, College of Letter and Sciences, University of Wisconsin, Madison, and president of the Council of Colleges of Arts and Sciences (CCAS)—a national association of baccalaureate degree-granting colleges of arts and sciences whose purpose is to sustain the arts and sciences as a leading influence in American higher education.

**Rudolph F. Crew** is Executive Director, Institute for K-12 Leadership, which will offer training and a forum for current and aspiring school leaders to exchange ideas and build a community of support. The goal of the Institute is to bridge the gap between research and practice about education and leadership strategies and equip current and new school leaders with the necessary skills to instill excellence at every level of public education—in student achievement, teaching and learning, leadership and management, standards of accountability, finance and governance.

**David Damrosch** is Professor of English and Comparative Literature at Columbia University, was chair of the department, 1996-99, and previously served eight years as Director of Graduate Studies, first for Columbia's interdepartmental Comparative Literature program, then for English. In addition to works on ancient and modern literature and literary theory, his writings include *We Scholars: Changing the Culture of the University* (Harvard, 1995).

**Debbie Davis**, Immediate Past President, National Association of Graduate and Professional Students (NAGPS), representing over 850,000 graduate and professional students nationwide, is a doctoral student at the University of California, Irvine. She is pursuing an interdisciplinary degree focusing on sociology and higher education policy. Her dissertation project explores the impact of student government organizations on campus-based student activism. Debbie has held numerous leadership positions including the Chair of the University of California Student Association, the UC system-wide student government. She is currently the President of the National Association of Graduate-Professional Students (NAGPS). NAGPS represents over 850,000 graduate and professional students nationwide.

**Geoff Davis** is a researcher in the Signal Processing Group at Microsoft Research. His work at Microsoft focuses on methods for the efficient transmission and storage of digital multimedia content, and he is busy working on Microsoft's next-generation digital audio coder. Davis was an assistant professor in the Mathematics Department at Dartmouth College before moving to Microsoft in 1998.

**Denice D. Denton** is Dean of the College of Engineering at the University of Washington, a position she assumed in September 1996. She is a professor of electrical engineering. Denton is an expert in the development and use of micromachining for the design and fabrication of microelectronic systems.

**Timothy Dore**, Ph.D., Postdoctoral Associate, Howard Hughes Medical Institute, University of California, San Diego, is a co-investigator for the Survey on Doctoral Education and Career Preparation project with Chris Golde at the University of Wisconsin. In August he will begin a position as Assistant Professor, Department of Chemistry, University of Georgia.

**Susan Duby** is Director of the Division of Graduate Education in the Directorate for Education and Human Resources at the National Science Foundation. Dr. Duby served as Program Director for Graduate Research Fellowships from 1990 through 1998; programs in the Division include: Graduate Research Fellowships; Graduate Teaching Fellows in K-12 Education; Integrative Graduate Research and Education Traineeship Program (IGERT); NSF-NATO Postdoctoral Fellowships in Science and Engineering; and the Postdoctoral Fellowships in Science, Mathematics, Engineering, and Technology Education (PFSMETE).

**Bruce A. Finlayson** is the Rehnberg Professor of Chemical Engineering, served as chair of the Department of Chemical Engineering for ten years, and has taught chemical engineering and applied mathematics for thirty-two years at the University of Washington. He is currently president of the American Institute of Chemical Engineers. With a large number of publications to his credit, he received in 1983, the prestigious Walker Award from the American Institute of Chemical Engineering for his contributions to chemical engineering literature. He has developed software for educational use on personal computers, and helps his students prepare multimedia lessons for their classes. One class won the Undergraduate Computational Engineering and Science Award from the U.S. Department of Energy.

**Richard B. Freeman**, professor, and a member of the American Academy of Arts and Sciences, holds the Ascherman Chair of Economics at Harvard University. He is currently serving as Faculty Co-Chair of the Harvard University Trade Union Program; he is Program Director of the National Bureau of Economic Research's Program in Labor Studies. He is also Co-Director of the Centre for Economic Performance at the London School of Economics and Visiting Professor at the London School of Economics. He is currently directing an LSE research program on the effects of the internet on labor markets, social behavior and the economy.

**W. Michael Gallatin** is Vice President and Scientific Director of ICOS Corporation, a position he has held since 1995. He joined the Company in 1990 and was appointed Vice President, Biological Research in 1993. Previously, he was a faculty member of the Fred Hutchinson Cancer Research Center in Seattle, and an affiliate faculty member of the Department of Microbiology at the University of Washington. Dr. Gallatin has been actively researching immunobiology and cell adhesion for 21 years and has authored numerous scientific articles.

**Chris M. Golde**, Department of Educational Administration, University of Wisconsin-Madison, is Assistant Professor of Higher Education Administration and researcher on doctoral education. She is an investigator with Timothy Dore on the Survey on Doctoral Education and Career Preparation project at the University of Wisconsin.

**Daniel Goroff** is Professor of the Practice of Mathematics, Department of Mathematics, and Associate Director of the Derek Bok Center for Teaching and Learning, Harvard University. He has also held positions at Bell Laboratories, the Mathematical Sciences Research Institute, the Institut de Hautes Etudes Scientifiques, the Dibner Institute, The National Research Council, and the White House Office of Science and Technology Policy. A Phi Beta Kappa Teaching Prize winner, Daniel Goroff was recently named a "Young Leader in Academia" by *Change: The Magazine of Higher Education*.

**Michael Gottesman**, National Institutes of Health, holds an MD from Harvard Medical School. He became Deputy Director for Intramural Research, NIH in November 1993, and Assistant Surgeon General (Rear Admiral, Public Health Service) in 1997. At the NIH his research interests have ranged from how DNA is replicated in bacteria to how cancer cells elude chemotherapy, and he has published extensively on these subjects. Dr. Gottesman has been actively involved in initiating several training and mentoring programs for high school students and teachers, college, medical and graduate students. As Deputy Director for Intramural Research at the NIH, he has initiated an NIH-wide lecture series, re-formulated tenure and review processes in the intramural program, and he has instituted training programs for minority and disadvantaged students, loan repayment programs for clinical researchers at the NIH, and a clinical research training program for medical students.

**Phillip A. Griffiths** is Director of the Institute for Advanced Study in Princeton, New Jersey. Formerly Provost at Duke University and Professor of Mathematics at Duke and Harvard, he remains a practicing mathematician with an active research program. He also supervises graduate students at neighboring Princeton University.

**Jeanette K. Harrison**, Intel Corporation's director of Technology Manufacturing Group Training, is responsible for the organization chartered with the development and delivery of technical training for manufacturing employees worldwide. Jeanette has an extensive background in strategic planning, business development and government affairs. She has served in a variety of capacities related to marketing and sales of educational software, and services. She was a Revson Capitol Hill Fellow, serving as a legislative aide in Rep. Patricia Schroeder's office. Harrison holds a doctorate in public administration from the University of Southern California.

**Richard Heyman**, a Ph.D. student in Geography, is the President of the Graduate and Professional Student Senate at the University of Washington. He received an M.A. in Geography from the University of Washington in 1998 and an M.A. in English from Northeastern University in 1994. He has published articles on Toni Morrison, urban development in Seattle and Los Angeles, the history of higher education, and pedagogy.

**Leroy Hood** is the President and Director, Institute for Systems Biology, Seattle, and affiliate professor in the Departments of Bioengineering, Immunology, and Molecular Biotechnology at the University of Washington. His research interests focus on the study of molecular immunology and biotechnology. Dr. Hood came to the University of Washington in 1992 to create the cross-disciplinary Department of Molecular Biotechnology, bringing together chemists, engineers, computer scientists, applied physicists and biologists. He is a member of the National Academy of Sciences, and the American Association of Arts and Sciences, and has had a lifelong commitment to bringing science to society.

**Charlotte Kuh**, is Executive Director, Office of Scientific and Engineering Personnel, National Research Council; her organization specializes in studies relating to doctoral education and careers. In the past five years, it has published the Assessment of Research Doctoral Programs (sometimes called the "NRC rankings") as well as reports on programs to improve minority participation in graduate education and an assessment of data collection for science and engineering. Her organization is also responsible for choosing postdoctoral fellows for a number of federal laboratories and for the Ford Minority Fellowship program.

**Leo M. Lambert**, eighth president of Elon College in North Carolina, has spent more than 20 years working to raise the quality of teaching in American colleges and universities, and has built a national reputation helping colleges and universities rethink graduate programs that prepare future college faculty members. Elon College is a dynamic comprehensive institution with an enrollment of nearly 4,000 students. It is ranked 15th among Southern colleges and universities by *U.S. News & World Report*, and is known nationally for its distinctive academic style, integrating liberal arts and sciences studies with strong professional programs.

**Marsha L. Landolt**, became Dean of the Graduate School and Vice Provost at the University of Washington in 1996. From 1991 to 1996, she served as Director of the University of Washington School of Fisheries. She was Associate Dean of the UW College of Ocean and Fishery Sciences from 1983-1991. Dr. Landolt received a bachelor of science from Baylor University in 1969, a master of science from the University of Oklahoma in 1970, and a Ph.D. in pathology from George Washington University in 1976. She joined the University of Washington faculty in 1975, and was promoted to full professor in 1986. She is the author of more than 70 scientific publications, most of which are in the field of fish and invertebrate pathology.

**Earl Lewis** is the Vice Provost for Academic Affairs – Graduate Studies, Dean of the Graduate School, and Professor of History and Afro-American and African Studies at the University of Michigan. His articles on African-American migration and urbanization, the black family, democracy, identity formation, social construction, memory, and race have appeared in a number of publications. Lewis is currently completing a book of essays on race, identity and history in twentieth century America.

**Shirley Malcom** is Director of Education and Human Resources Programs of the American Association for the Advancement of Science (AAAS). A former high school science teacher, university faculty member, and NSF Program Officer in science education, she holds a Ph.D. in ecology from Penn State University. She serves on a number of boards and committees related to science policy and science education at local, state, national, and international levels. Dr. Malcom was appointed by President Clinton and confirmed by the Senate as a member of the National Science Board and serves as a member of the President's Committee of Advisors on Science and Technology. She is author or co-author of numerous publications related to the mission of Education and Human Resources.

**Kimberly R. Moffitt** is a Ph.D. candidate in Human Communication Studies at Howard University. She is currently a Preparing Future Faculty teaching fellow at Hope College where she is completing her dissertation. Kimberly is the immediate past president of the National Black Graduate Student Association, a student-run organization representing 60,000 students of color in graduate schools across the nation.

**Maresi Nerad**, Director, Graduate Research, University of California, Berkeley, has undertaken various studies on graduate education in the U.S. and abroad, including examinations of factors affecting time to degree and doctoral attrition. She is currently directing and is co-principal investigator for the national study, "Ph.D.'s—Ten Years Later," funded by the Mellon Foundation and the National Science Foundation, which examines the career paths of some 6,000 Ph.D.s. Dr Nerad served on several National Science Foundation, Division of Science Resources Studies advisory panels, and advises graduate schools on undertaking research to improve graduate and postdoctoral education, especially retention rates. She has been an invited speaker at national and international conferences on graduate education. Currently, she serve as the Dean-in-Residence at the Council of Graduate Schools (CGS). She is working on a national agenda for research on graduate and postdoctoral education and on creating international collaboration between CGS and countries abroad.

**James O'Donnell**, Vice Provost for Information Systems and Computing, and Professor of Classical Studies, University of Pennsylvania, has published widely on the cultural history of the late antique Mediterranean world and is a recognized innovator in the application of networked information technology in higher education. He also serves as resident Faculty Master of Hill College House at Penn.

**William M. Plater**, Dean of the Faculties and Executive Vice Chancellor of Indiana University-Purdue University Indianapolis (IUPUI) is responsible, as chief academic officer, for faculty appointments and advancements, academic programs, and academic support services. As Professor of English, he teaches in the area of contemporary American literature. His research interests focus on contemporary fiction and the interplay of fiction with other genre. He has written on numerous topics related to technology, higher education, and planning as well as literature.

**Joel Shulman** is Manager of External Relations, R&D, at the Procter and Gamble Company. His responsibilities include doctoral recruiting, external research programs, and some aspects of technology acquisition. He represents Procter and Gamble on the Government-University-Industry Research Roundtable (sponsored by the National Academies), the Council for Chemical Research, Corporation Associates of the American Chemical Society, and the External Research Directors Network of the Industrial Research Institute.

**Lee S. Shulman** is the 8th President of The Carnegie Foundation for the Advancement of Teaching, a policy center created by Andrew Carnegie in 1905. The Foundation's mission is "to do and perform all things necessary to encourage, uphold and dignify the profession of teaching." Shulman's most recent studies emphasize the importance of "teaching as community property" and the central role of a "scholarship of teaching" in supporting needed changes in the cultures of higher education.

**Debra W. Stewart** is vice chancellor and dean of the Graduate School at North Carolina State University and president-elect of the Council of Graduate Schools (CGS). Stewart has held national leadership positions in graduate education and research with CGS, Council on Research Policy and Graduate Education of the National Association of State Universities and Land-Grant Colleges, Graduate Record Examination Board, and served on the National Research Council Committee on the Assessment of the Research Doctorate. She chaired the Board of Directors of Oak Ridge Associated Universities, a consortium of 89 institutions emphasizing research and doctoral education in science and engineering, and currently serves as vice chair of the Board of Trustees of the Educational Testing Service.

**Michael S. Teitelbaum**, Program Director at the Alfred P. Sloan Foundation in New York, was educated at Reed College and at Oxford University, where he was a Rhodes Scholar. He is a regular speaker on the subjects of immigration and demographic change, a frequent invited witness before committees of the U.S. Congress, and is published extensively in scientific and popular journals and in national op-ed pages. He was one of twelve Commissioners of the U. S. Commission for the Study of International Migration and Cooperative Economic Development, and has been a professional staff member of the Ford Foundation and the Carnegie Endowment for International Peace.

**George E. Walker** is Vice President for Research and Dean of the Graduate School at Indiana University since 1991; NSF has funded his research program there since 1971. He has actively participated in many of the national organizations related to graduate education and research administration, including CGS, and NASULGC's Council on Research Policy and Graduate Education, seeking to help organizations find ways to cooperate and reinforce each other to achieve common goals. He currently chairs the Nuclear and Particle Physics Division Advisory Committee at the Lawrence Livermore National Laboratory and serves on the AAU Council on Federal Relations. He is a strong supporter of federal government investment in education and research, and advocates the twin goals of excellence and access as necessary components in American higher education. Dr. Walker is associated with ETS, and is a member of the Graduate Record Examinations Board and Chair of the Test of English as a Foreign Language (TOEFL) Policy Council.

**Robert Weisbuch** is in his third year as president of The Woodrow Wilson National Fellowship Foundation. He is leading an initiative there, The Humanities at Work, which seeks to improve job opportunities for doctoral graduates beyond and within academia – and to increase the influence of humanities disciplines in the national life. The Foundation also administers a number of doctoral fellowship programs – the Mellons, the Newcombes, Women's Studies, and Women's Health. Weisbuch is also a scholar of American literature and a professor of English at the University of Michigan.

**Ellen L. Wert** is program officer in the Education Program at The Pew Charitable Trusts, a private foundation making grants in support of Education, Culture, Health and Human Services, Religion, Public Policy, and the Environment. Since joining the Trusts in 1990, Ellen's primary responsibility has been making grants in support of postsecondary education. She has worked in particular with projects that focus on the role of faculty (including preparation of future faculty) and, more recently, on issues of accountability and assessment in higher education. Ellen came to the Trusts with over 12 years of experience teaching in colleges and universities: she taught writing, linguistics, and literature courses at Temple University, the University of Delaware, and Lafayette College. She holds a Ph.D. in English from Temple University.

## Conference attendees represent the following institutions, organizations corporations and agencies:

American Anthropological Association  
American Assembly Collegiate Schools of Business  
(AACSB)-The International Association for  
Management Education  
American Association for Higher Education  
American Association for the Advancement of Science  
American Association of State Colleges and Universities  
American Association of Universities  
American Chemical Society  
American Historical Association  
American Institute of Chemical Engineers  
American Institute of Physics  
American Musicological Society  
American Philosophical Association  
American Physical Society  
American Political Science Association  
American Psychological Association  
American Society for Microbiology  
American Society of Mechanical Engineers  
American Sociological Association  
Annenberg Institute for School Reform  
Antioch University  
Arizona State University, School of Accountancy  
& Information  
Arizona State University-West  
Associated New American Colleges  
Associated Western Universities  
Association of American Colleges and Universities  
Association of American Geographers  
Association of Graduate Schools/  
Bainbridge Island School District  
Board of Regents of the University System of Georgia  
Borough of Manhattan Community College  
Boston College  
Boston Globe  
Bowling Green State University  
Bronx Community College  
Brown University  
Cabrillo College  
California State University, Fresno  
Claremont Graduate University  
Columbia University  
Council of Chemical Research (CCR)  
Council of Colleges of Arts and Sciences  
Council of Graduate Schools  
Council on Social Work Education  
David and Lucile Packard Foundation  
Drake University  
Educational Testing Service  
Elon College  
Exxon Mobil Research & Engineering Co.  
Florida Agricultural and Mechanical University  
Gates Education Initiative  
Georgia Institute of Technology  
Graduate Management Admission Council  
Group for the Advancement of Doctoral Education  
in Social Work  
Hampton University  
Harvard University  
Higher Education Programs, U.S. Dept of Agriculture  
Highline Community College  
Hoffman-La Roche, Inc.  
Howard Hughes Medical Institute, University of  
California, San Diego  
Howard University  
Hudson County Community College  
ICOS Corporation  
Immunex  
Indiana University  
Indiana University-Purdue University, Indianapolis  
Institute for Advanced Study  
Institute for Electrical and Electronics Engineers (IEEE)  
Institute for K-12 Leadership, University of Washington  
Institute for Systems Biology  
Institute of Management Accountants  
Intel Corporation  
International Institute for Aerospace Survey and  
Earth Sciences  
Iona College  
Kentucky Council on Postsecondary Education  
Library of Congress  
Malaspina University-College  
Menlo College  
Merck Research Laboratories  
Michigan State University  
Michigan Technological University  
Microsoft Research  
Modern Language Association Graduate Student Caucus  
National Aeronautical and Space Administration (NASA)  
National Association of Graduate and Professional Students  
(NAGPS), Ohio State  
National Association of Graduate and Professional Students,  
UC Irvine  
National Association of Graduate and Professional Students,  
Washington University  
National Black Graduate Student Association, Inc.  
National Communication Association  
National Endowment for the Humanities  
National Institute for Science Education (NISE)  
National Institutes of Health / NCI Cancer Training Branch  
National Institutes of Health/National Institute of General  
Medical Sciences  
National Research Council  
National Science Foundation  
North Carolina Agricultural and Technical State University  
North Carolina State University-Raleigh  
North Seattle Community College  
Oakton Community College  
Ohio Board of Regents  
Oklahoma State Regents for Higher Education  
Pacific Northwest National Laboratory  
Pew Health Professional Commission  
Portland State University  
Procter & Gamble  
Professional and Organizational Development Network in  
Higher Education  
Project Kaleidoscope  
Proskauer Rose, LLP  
Puyallup School District  
Rutgers University  
San Jose State University  
Society for Industrial and Applied Mathematics  
South Kitsap School District  
Southern Regional Educational Board (SREB) Doctoral  
Scholars Program  
Stanford University  
State Board for Community and Technical Colleges  
State of Washington, Office of the Superintendent of  
Public Instruction  
Strategic Marketing Corp./United Information Group

Susquehanna University  
Syracuse University  
Technical University of BC  
Temple University  
The Alfred P. Sloan Foundation  
The Camille and Henry Dreyfus Foundation, Inc.  
The Carnegie Foundation for the Advancement of  
Teaching  
The Chronicle of Higher Education  
The John D. & Catherine T. MacArthur Foundation,  
State Higher Education Executive Officers  
The Pew Charitable Trusts  
The Society for Ethnomusicology  
The Spencer Foundation  
The Woodrow Wilson National Fellowship Foundation  
U.S. Department of Agriculture  
U.S. Department of Energy  
University of Alabama-Birmingham  
University of California, Berkeley  
University of California, Irvine

University of California, San Diego  
University of Cincinnati  
University of Cincinnati, College of Business/Association  
of Directors of Doctoral Programs in Business  
University of Kansas, Graduate and Professional  
Association  
University of Maryland  
University of Michigan  
University of Minnesota  
University of North Carolina-Chapel Hill  
University of Pennsylvania  
University of Washington  
University of Wisconsin— Madison  
Walden University  
Washington State University  
Western Interstate Commission for Higher Education  
Weyerhaeuser Company  
White House Initiative on Educational Excellence for Hispanic  
Americans

## Issues Raised by Interviewees

"I think fundamentally the Ph.D. is a research degree, and the idea is to give people the foundations in the discipline and the opportunity to become engaged while they're still students under the supervision of a mentor. I don't care what all these other things are about—that industry people or government people would like to say about Ph.D.s who've graduated; that's the essential heart of the Ph.D. And anything that sort of undercuts that, I think, is doing damage to it." (Dean of Graduate School)

"Re-envisioning would never be a plea for the fact that somehow the substance or specialty of a Ph.D. should be diminished. It is a call simply for some stimulus for those students to contextualize their work, so that they are more adept at connecting it to the real world when they are obliged to operate in an environment other than the academy, where they can indulge this disconnectedness to their heart's content. But there's no place else in the world that they can. So the rest of us are saying, 'well, it's no help, if you can't connect'." (Pharmaceutical firm executive)

"For instance, if I have a NIH proposal, I have objectives that I have to meet, in terms of what the research goals are. If I have a student on that, I have to weigh what that student does in light of making sure that I get my objectives done. My career depends on that, and the student's future depends on that as well. The reward system that agencies have, they're going to have to be at the table to understand that their monies are certainly needed, but they can play a bigger role in helping to change how we actually go about training students." (Professor)

"There are two people every year who get a special fellowship and it means that...they don't have to teach the first year, and then every Spring (they don't teach). I find it interesting that a graduate student's reward for being the super top of the heap is no teaching. I find it also very interesting that...the assumption must be that (these fellowship students) are automatically good enough teachers that (a lack of) teaching experience won't matter...when they get out." (First year female Ph.D. student, humanities)

*Spoken by a student in the first year of the doctoral program:* "Breadth in teaching abilities is good and marketable. I believe the broader you can present yourself to teach classes, the better your job will be."

*Spoken by the same student in fourth year of doctoral program:* "You don't get any mileage out of teaching. Teaching is not valued. I've been on the job market...and they (universities) don't care...That's the irony of the profession." (Male Ph.D. student, professional school)

"The overhead of prying ideas out of a head of a silent or inarticulate genius prevents us from having more than a very few." (High Tech Firm)

"People coming out of Ph.D programs really have not been exposed to, in any meaningful way, the practitioner's life." (Business and Industry)

"People involved in Ph.D. programs benefit from the present structure; there is no incentive to change. Peer review processes determine our decisions." (Government Funding Agencies)

"We must broaden Ph.D. training to address alternative career tracks, because not all of these students are going on to academic careers." (Nancy Cantor, University of Michigan)

"Graduates have very little or no understanding of what it means to be a faculty member, no understanding of the differences between institutions in terms of mission, faculty life, institutional expectations, faculty governance, tenure, and little preparation for teaching using pedagogies being adopted at these schools; they need to be better prepared." (Comprehensive University Administrator)

"The granting agencies's funding policies and politics shape what research is done, where it is done, how graduate students are trained." (Professor at Research Intensive University)

"We need to say very clearly to our faculty colleagues, and with all respect for what they do, that about one in ten of their students will end up leading a life quite like theirs, and the other nine won't. And what about the other nine? And they will either be at very different kinds of academic institutions, or in a world that is not strictly academic at all." (Robert Weisbuch)

"Replicating one's mentor is the only acceptable model." (Graduate Students)

"The strategic vision to increase diversity in education must be maintained. If the academy is not assertive in making the case for graduate education to lots of constituencies, then those who self-select will be the only ones to go." (Sarita E. Brown)

"Graduate education is the last bastion of reform." (Allison Bernstein)

"The training of new Ph.D.s is too narrow intellectually, too campus-centered, and too long. Furthermore, many new Ph.D.s have much too narrow a set of personal and career expectations." (John Armstrong)

"I think it will take slow, incremental change, but the current graduate students will pay that heaviest cost in that scenario." (Professor)