Consortium of Doctoral Programs in Rhetoric and Composition   CCCC NYC 2003
3/19/03
Christine Farris

"Broader Institutional Influences of Rhetoric and Composition Doctoral Programs"

1. Impact on reconfigurations of the PhD, e.g., new emphases on professional communication; technology and culture; visual, digital and electronic literacies (Albany, Clemson, Utah State) that presumably prepare students for work both inside and outside the academy

2. Impact on increased concern with writing and pedagogy, greater connections between scholarship and teaching (PFF), and community connections (service and service-learning) as traditional tenure-track lines in literature decrease

    –positions calling for attention to pedagogy and/or multiple specialties, including WPA, WC, and WAC; on-line course development, instructional design

    –sometimes involves a Minor or certificate in Composition or Pedagogy
    –sometimes involves "unearned" appropriation of Rhetoric/Composition specialization

3. Extent to which Rhetoric/Composition provides the "public rationale" (Berube) for English Studies' claim to provide access to advanced literacy through the capital of writing courses

4. Extent to which publishing in Rhetoric/Composition has contributed to the crisis in scholarly publishing

Doctoral Consortium
March 19, 2003

1. Pat Sullivan distributed a list of consortium members and contact information. She asked for people to review the list and make changes as appropriate.

2. Pat also proposed that the consortium have its own independent website (that is, that it not be hosted by a school. It will cost something like $100-200 a year or so. The group voted yes.

3. Louise Phelps distributed an article from *Change* about graduate education.

4. Louise also talked about an effort by the National Research Council to put together a list of research doctoral programs, but Rhetoric is not on the current list. What is listed is English Language and Literature. Certainly one of the questions would be should rhetoric/composition be its own category? Or should it be under English? Louise recommended an independent category. Louise, and the group agreed, also recommended that the consortium needed to do something about this. But the group doesn't seem to have a process for initiating actions of this sort. After a lot of discussion, here's what was decided.

   - We would elect an executive committee to deal with this and other issues like this. See item 5 below.
   - The NRC website has a space where they solicit feedback.
   - Louise will talk to Debra Stewart at ACE.
   - The consortium would write a more considered/researched response to the NRC to follow the email message.
   - The interim executive committee will begin working on this immediately.

(I think there was a vote on this. At any rate, the group was moving ahead on this strategy.)

5. There was a proposal to form an executive committee to plan for events and to respond to issues on behalf of the consortium.

   - Six people (the two current co-chairs + four from other institutions)
   - People whose institutions are members of the consortium and have doctoral programs
   - 4 year terms (but some of the first committee members will have 2 year terms and others 4 year terms to set up a rotation)
   - Nominations could happen through list serve.
   - This would take too long to deal with some immediate issues, so an interim executive committee was appointed (Pat, Stuart, Jim, Chuck, Louise, Doug).

(I think that there might have been an alternate chosen, but I didn't catch it in my notes.)

6. We talked about exams. People explained all sorts of different approaches. Most seem to revolve around one of two ideas: (1) using the exams as a test, as something that marks your entry into, your preparation for the profession; (2) using the exams to help students prepare for the dissertation. In line with these two ideas, some talked about mandatory reading lists and required core courses.

7. Other issues.

- Louise passed out a draft of a technology proposal. I don't think there was any discussion on this.
- Pat said that Stuart said he was interested in surveying MA programs. It would be interesting to know where these programs are especially for recruiting. Pat (or was it Louise) said that Stuart said that he would be willing to do this with others (at least he implied so----according to Louise).
- PFF Programs—certification and guidelines.
- Stuart said (via Louise or Pat) that a number of institutions are not going to MLA. Could the consortium website be an alternative job forum? Some debate about this. People agreed that MLA was sometimes an inconvenient and not always appropriate venue for rhet hiring. Others wanted to retain a significant profile in the English profession and though MLA useful in that way.
- Question about comparative information. Someone recommended that the website include a good practices in doctoral education section for these purposes.

- The text of the article is below -

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Friday, December 20, 2002

Survey of Doctoral Programs Should Include More Fields and
Opinions of Students, Panel Suggests

By JEFFREY BRAINARD

A National Research Council panel proposed big changes this
week in the methodology of its next survey of
research-doctorate programs, to be completed in 2005. The
survey, which is the definitive ranking of doctoral programs
in the United States, would expand to 57 from 41 the number of
academic fields it covers and would track "emerging" scholarly
areas, such as gender studies and nanoscience.

The panel is also mulling other significant modifications. One
would report the quality of doctoral programs as falling
within a certain range, rather than as a numerical rank. The
aim is to deter university officials from fixating on minor
differences in numerical rankings among programs. Another
change under consideration would put greater weight on
quantitative measures of departments' educational quality,
some of which could be based on surveys of graduate students.

The survey is considered an authoritative source about the
quality of individual academic departments, and the council
conducts it only about once a decade. The last was published
in 1995. Many universities put a premium on boosting their
departments' rankings. The scores generally command more
respect in academe than those of U.S. News & World Report
because they are based on a wider scope of data, including the
collective judgments of scholars in each field studied. The
survey covers disciplines in the life, physical, and social

sciences, and in the humanities.

A panel of the council that is examining the survey's methodology posted details about some of its proposals on Wednesday on the World Wide Web. The panel is requesting comments by March 1.

Other details will not be finalized until after the council completes pilot studies of the proposed changes at nine universities in March.

"The methodology committee is definitely on the right track, and I think graduate deans are very supportive of the approach they're taking," said Debra W. Stewart, president of the Council of Graduate Schools.

The 57 fields to be studied represent an increase of about 40 percent over the 41 studied in the 1995 survey. One field, oceanography, which appeared in the 1995 survey, would be subsumed under geoscience in the new version.In addition, there are 17 newcomers, which the panel concluded have emerged as distinct fields in academe since the last version. They are agricultural economics, American studies, animal sciences, applied mathematics, communications, developmental biology, East Asian literatures, entomology, food science and food engineering, immunology, microbiology, molecular biology, Near Eastern literatures, nutrition, plant sciences, Slavic literatures, and theater and performance studies.

Two of those fields, molecular biology and developmental biology, were named as part of other categories covered in the 1995 survey.

The council panel also proposes to gather and report data about other "emerging" fields in academe but will probably not rank them, said Charlotte V. Kuh of the research council, who is the survey's director. They include bio-informatics; cognitive studies; computational biology; feminist, gender, and sexuality studies; genomics; nanoscience; and race, ethnicity, and postcolonial studies.

Those fields "are important and not particularly large now, but may be in the future," she added. Depending on the institution, they "may or may not exist as identifiable doctorate programs. They're sometimes subfields. ... We're not likely to do reputational rankings on them because they're relatively new."

The panel also wants suggestions from scholars about subfields within disciplines that have produced "a significant body of research." The panel hopes to use the suggestions to ensure

proper balance among the scholars who are surveyed for the rankings, Ms. Kuh said. "If there are particular subfields that we're missing, we want to be sure we know what's out there."

Other proposed changes would affect how the survey would be conducted and reported. The panel is considering reporting each department's quality within a range, replacing the numerical rankings used in previous surveys. Those rankings were not necessarily precise measurements of quality, although many people have interpreted them that way, Ms. Kuh said. Ms. Stewart agreed, adding that "the rank ordering is meaningless when two departments rank 37th and 38th in a field that has rankings for 90 programs."

Another change under consideration by the panel would reduce the survey's reliance on subjective evaluations by graduate-faculty members of the educational quality of the doctoral programs. In previous surveys, each department's score was influenced heavily by those assessments and by the survey respondents' judgments about the "scholarship quality" of the programs' faculty. Scholars are more likely to know the research accomplishments of colleagues at other institutions than the details of education offered there, Ms. Stewart said.

The panel proposes to collect more quantitative information about programs' educational success, which could be based in part on surveys of graduate students. Those questions might cover details about students' research training, the information they used to choose the doctoral program they attended, and topical areas about which they would have liked more instruction. The survey may also collect information about financial support for students and the time they spent earning degrees. However, the student surveys will probably not solicit subjective assessments of overall satisfaction, Ms. Kuh said.

Some of that information would appear in the survey report, but the panel has not yet decided whether to use it to help generate the quality ratings for graduate programs.

Graduate-school deans generally support gathering more information about the educational quality of doctoral programs, Ms. Stewart said. However, incorporating it into the council's methodology will be difficult because educational quality cannot easily be boiled down to numbers. "My guess is we're not going to get everything we want [in the council's survey], but we'll definitely move forward and get more information about students' experiences," she said.

The pilot studies of the new methodology are scheduled to

begin soon and end by March. The institutions are: Auburn University, Florida State University, Michigan State University, Rensselaer Polytechnic Institute, Yale University, and the Universities of California at San Francisco, Maryland at College Park, Southern California, and Wisconsin at Milwaukee.

The panel expects that the full-scale survey would begin in the fall of 2003 and be published in 2005.

You may visit The Chronicle as follows:

http://chronicle.com

Title of session: The Future of Graduate Education in Rhetoric and Composition: Challenges and Opportunities

Proposal Type: Concurrent Session: Roundtable

Essential Technology Requested: None

Area Cluster Number 107

Part B. Session Descriptions

Maturing graduate programs in rhetoric and composition face, on the one hand, new conditions in higher education and, on the other, the consequences of their own success. Participants in this roundtable, sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition, will sketch out an array of crucial issues for these programs and engage the audience in discussing them from multiple angles: conceptual and institutional analysis; implications for graduate pedagogy; constructive problem-solving. Speakers represent 7 geographically distributed graduate programs in rhetoric and composition—6 Ph.D. and 1 stand-alone M.A.

Speaker 1: Shaping the Future of Rhetoric and Composition Through Its Graduate Programs

Speaker 1 will introduce the session with an overview of the role of graduate programs in the discipline and a sketch of the higher education context that is shaping conditions, challenges, and opportunities for graduate education.

Speaker 2: Where Should Graduate Rhetoric/Writing Programs Be Located?

Speaker 2 will ask what institutional location and administrative configuration will best serve rhet/comp graduate programs in the future—in particular, questioning whether the English Department is any longer a viable location and offering some alternatives.

Speaker 3: M.A. and Ph.D. Programs: Articulating the Connections Between Degrees

Speaker 3 will address the obligation of stand-alone M.A. programs to define and enact the work of composition-rhetoric as a critical and reflexive praxis whose conceptual and methodological difficulties, when acknowledged and articulated, can become the hinges for broader understanding through doctoral study.

Speaker 4: Times They Are A'Changin': On Minorities in Rhetoric and Composition Programs

Speaker 4 claims that as minority rhetorics become more pervasive specialties in rhetoric and composition we are faced with the task of supporting and retaining faculty members qualified to teach and research in those areas. S/he considers possible ways of preparing for changing student populations and curricular shifts.

Speaker 5: Rhetoric, Literacy, and Composition in Multicultural Classrooms: Implications for Graduate Education

Speaker 5 will outline new approaches to rhetoric, literacy, and composition which address multicultural student populations in the U.S. and internationally, as well as new directions in cross-cultural and comparative cultural rhetorical studies, in terms of their implications for graduate education.

Speaker 6: The Ph.D. in Rhetoric and Composition as a Research Degree

Speaker 6 will consider the role of research training and its relation to developing practical skills of pedagogy and program leadership within the Ph.D. in Rhetoric and Composition, as well as the uses of various forms of research and scholarship for the practice of the profession.

Speaker 7: Fielding Questions: The Ph.D. Prelim./Qualifying Exam in 2004

Speaker 7 will use a new survey of Ph.D. examination practices in comp/rhet programs throughout the U.S. to raise the role of the exam in defining the professional ideal in graduate education today. She will provide descriptive handouts of the survey.

Part C. Multiple Submissions Certification

I certify that each speaker listed on the proposal is not being proposed for any other speaking role.

Signature of person submitting proposal:

Proposal for the 2004 CCCC Convention

Part A. General Information

1. <u>Type of Session/Proposal</u>

<u>Concurrent Session</u>: Roundtable

<u>Level emphasis</u>: 4-year

<u>Interest Emphasis</u>: NA

2. <u>Area cluster number</u>: 107

3. <u>Session contact person</u>:

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4. <u>Title of session</u>: The Future of Graduate Education in Rhetoric and Composition: Challenges and Opportunities

5. <u>Description of Session</u>: Participants in this roundtable, sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition, will sketch out an array of crucial issues for maturing graduate programs and then open the floor for audience discussion.

6. <u>Participants and Titles</u>:

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<u>Title of Presentation</u>: Where Should Graduate Rhetoric/Writing Programs Be Located?

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Title of Presentation: Times They Are A'Changin': On Minorities in Rhetoric and Composition
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• Speaker 5: C. Jan Swearingen   Institution Texas A&M University
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Title of Presentation: Rhetoric, Literacy, and Composition in Multicultural Classrooms:
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• Speaker 6: Charles Bazerman   Institution University of California Santa Barbara
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Title of Presentation: The Ph.D. in Rhetoric and Composition as a Research Degree

• Speaker 7: Deborah Brandt   Institution University of Wisconsin Madison
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Title of Presentation: Fielding Questions: The Ph.D. Prelim/Qualifying Exam in 2004

Consortium of Doctoral Programs in Rhetoric and Composition 2003-2004

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To: nvo@omni.cc.purdue.edu, dbrandt@facstaff.wisc.edu, sbrown@nmsu.edu,
    crfarris@indiana.edu, lwphelps@syr.edu
Subject: Fwd: Re: doctoral consortium
Cc: ddhesse@merlin.ilstu.edu

Dear Folks,

I just thought I'd remind everyone what we sent in a year ago for the impending Doctoral
consortium caucus at the 4Cs. The main thing to remember (and console ourselves with) is
that we each proposed a "discussion starter" and not a full-blown paper.

Anyway, the original proposal follows.

Best,

Doug

Date: Sun, 09 Mar 2003 22:35:42 -0600
From: Doug Hesse <ddhesse@ilstu.edu>
Subject: Re: doctoral consortium
X-Sender: ddhesse@mail.ilstu.edu
To: "Farris, Christine Rhoda" <crfarris@indiana.edu>
X-Mailer: QUALCOMM Windows Eudora Version 5.1

Chris, here's what I sent in.

Date: Mon, 22 Apr 2002 20:11:34 -0500
From: traci@serv1.ncte.org
Subject: CCCC 2003 Proposal
To: Douglas Hesse <ddhesse@ilstu.edu>

CONFIRMATION OF NYC 2003 CCCC PROPOSAL SUBMISSION
Submission Number: NYC2003-2211
Submitted 4/22/2002, 18:27:49
****
IMPORTANT: In order to confirm that your submission was completed correctly and on time,
you need to save a copy of this confirmation information. Please print and save this message
so that you can refer to it if needed.
****

Session Contact Person: Douglas Hesse, Illinois State University, 204 William Drive, Normal,
IL 61761. Office Phone: 309 438-3667. Home Phone: 309 454 7175. Fax: 309 438-5414.
Email: ddhesse@ilstu.edu.
Type of Session/Proposal: Caucus
Level Emphasis: 4-year
Interest Emphasis:
Area Cluster Number: 107
Title of Session (or Presentation Title if this is an Individual Proposal):
Consortium of Doctoral Programs in Rhetoric and Composition Caucus
Description of Session (one sentence):

This three-part caucus session will include discussions of five issues affecting doctoral programs, identification of additional concerns, and project organizing.
Participants and Titles
Chair: Patricia Sullivan, Purdue University, Department of English, West Lafayette, IN 47405. Office Phone: 765-494-3768. Home Phone: none. Fax: none. Email: nvo@omni.cc.purdue.edu.
Presenter #1: Douglas Hesse and Christina Haas, Illinois State University and Kent State University, 204 William Drive, Normal, IL 61761. Office Phone: 309 438-7366. Home Phone: 309 454 7175. Fax: 309 438-5414. Email: ddhesse@ilstu.edu.
Presentation Title: "Constructing Knowledge in Rhetoric and Composition: The State of 'Method' and 'Methods Courses' in Doctoral Programs"
Presenter #2: Deborah Brandt, University of Wisconsin-Madison, 5611 Crestwood Place, Madison, WI 53705. Office Phone: 608 263 2886. Home Phone: 608 233 1272. Fax: 608 263 3709. Email: dbrandt@facstaff.wisc.edu.
Presentation Title: "Preliminary and Qualifying Exams: Purpose, Structure, Content"
Presenter #3: Stuart Brown and Theresa Enos, New Mexico State University, PO Box 30001, Las Cruces, NM 88003. Office Phone: 505 646 3931. Home Phone: none. Fax: none. Email: sbrown@nmsu.edu.
Presentation Title: "To MLA or Not to MLA: Hiring Practices in Rhetoric and Composition Under Scrutiny"
Presenter #4: Christine Farris, Indiana University, Department of English, Bloomington, IN 47405. Office Phone: 812 855 8224. Home Phone: none. Fax: none. Email: crfarris@indiana.edu.
Presentation Title: "Broader Institutional Influences of Rhetoric and Composition Doctoral Programs"
Presenter #5: Louise Wetherbee Phelps, Syracuse University, Department of Writing, Syracuse, New York none. Office Phone: none. Home Phone: none. Fax: none. Email: lwphelps@syr.edu.
Presentation Title: "Using Technological Innovation for Collaboration among Doctoral Programs in Rhetoric and Composition"
Session Descriptions:
NOTE: Don't be alarmed if you see exclamation marks in the description below. The script that sends you this message adds an exclamation mark to indicate that a paragraph continues after the line break. The exclamation marks will NOT appear in the proposal that is read by the reviewers.
Consortium of Doctoral Programs in Rhetoric and Composition Caucus
Context
The Consortium of Doctoral Programs in Rhetoric and Composition, comprising representatives of some seventy institutions, has met several years at CCCC, most recently in 3-4 hour blocks on Wednesday. CCCC is the natural home for the group's annual meeting, since our interests are intricately bound with the organization's. Although CCCC has graciously provided space through Eileen Maley, the Consortium has not been listed in the convention program, nor has it sought such a listing. Truth be told, if commitments could be made in the fall, we are willing to continue meeting "off program."

However, ad hoc time and space allocations cause difficulties. In 2002, because we did not receive specific assignments until February, our publicity was truncated. Therefore, we request a Wednesday slot similar to those granted the Intellectual Property and the Coalition of Women in Rhetoric caucuses: space for 30-40 people, in a least a three-hour block beginning after 1:30 p.m.

Description
The first part of this caucus session will include five discussion-starting presentations, each
approximately 5-10 minutes long, each followed by extensive talk among caucus attendees.
Part 2 will focus on issues raised between the time of this proposal and the convention. Part 3
will feature agenda setting and project organizing.
Discussion Starters
1. "Constructing Knowledge in Rhetoric and Composition: The State of 'Method" and
'Methods Courses' in Doctoral Programs"
Are research methods courses still regularly part of doctoral programs? If so, what is taught
and how? As the field coalesces around certain historical, critical, and qualitative traditions,
have other research traditions disappeared from the curriculum? Do they continue--but as
"ways of reading and analyzing" rather than as "advice for doing?" (Speakers 1)
2. "Preliminary and Qualifying Exams: Purpose, Structure, Content"
What are current examining practices in Ph.D. programs in Rhetoric and Composition? What
role do exams play in certifying and professionalizing students? How is the multidisciplinary
nature of the field reflected in exam content and structure? Are we satisfied with current
practices? (Speaker 2)
3. "To MLA or Not: Hiring Practices in Rhetoric and Composition Under Scrutiny"
Increasingly, rhetoric and composition doctoral graduates seem to be recruited and hired
outside of the agreed upon MLA job hiring practices. For example, job candidates report
solicitations for campus visits BEFORE the MLA; some have job offers in hand by MLA. This
study investigates the extent and implications of this phenomenon. (Speakers 3)
4. "Broader Institutional Influences of Rhetoric and Composition Doctoral Programs"
How have programs in rhetoric and composition influenced other graduate programs,
especially in English Studies? What effect do these developments have on rhetoric and
composition doctoral programs themselves? (Speaker 4)
5. "Using Technological Innovation for Collaboration among Doctoral Programs in Rhetoric
and Composition"
How might we use advanced technologies of communication to promote collaboration,
resource-sharing, and joint action among doctoral programs in rhetoric and composition?
How might such work reshape the PhD, perhaps providing a national model for reforming the
PhD collaboratively through a discipline-wide consortium? (Speaker 5)

NOTE: Again, our primary interest is in an assured meeting time and space. If this is best
accomplished off the conference program, we accept such an arrangement

At 08:13 PM 3/9/2003 -0500, you wrote:
> Doug: Do you have a copy of the Doctoral Consortium CCCC propsal or the e-mail in which
> we discussed it? I have no record of what I proposed or what falls under my topic, as IU
> changed e-mail systems and I lost those months of e-mails. Thanks so much in advance,
>
> Chris Farris

Doug Hesse
Director, Center for the Advancement of Teaching
Professor of English
Illinois State University / Normal, IL 61790-3990 / 309 438-5943
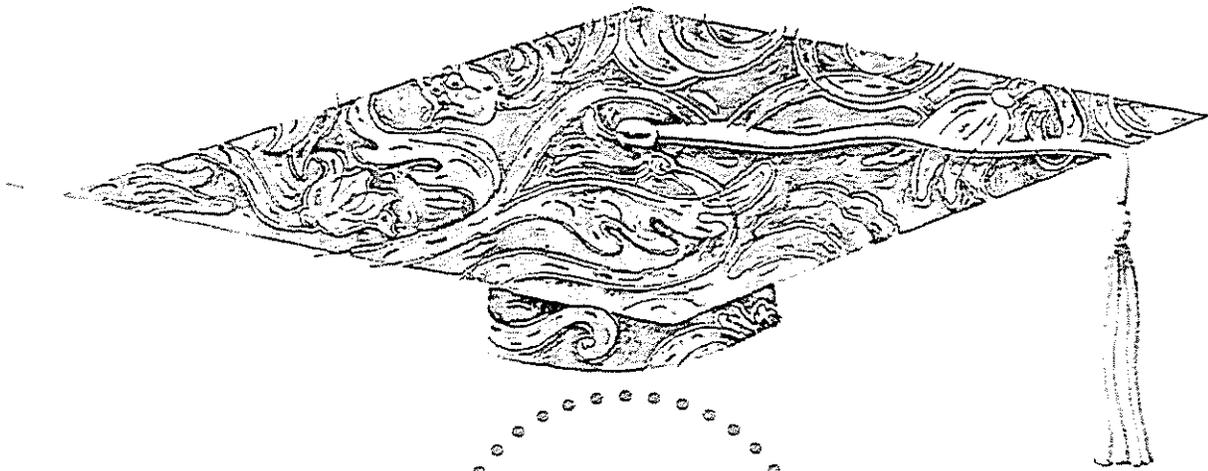Assistant Chair, CCCC
cdhesse@ilstu.edu
http://www.ilstu.edu/~ddhesse

Change

RETHINKING GRADUATE EDUCATION

Reinvigorating Undergraduate Learning
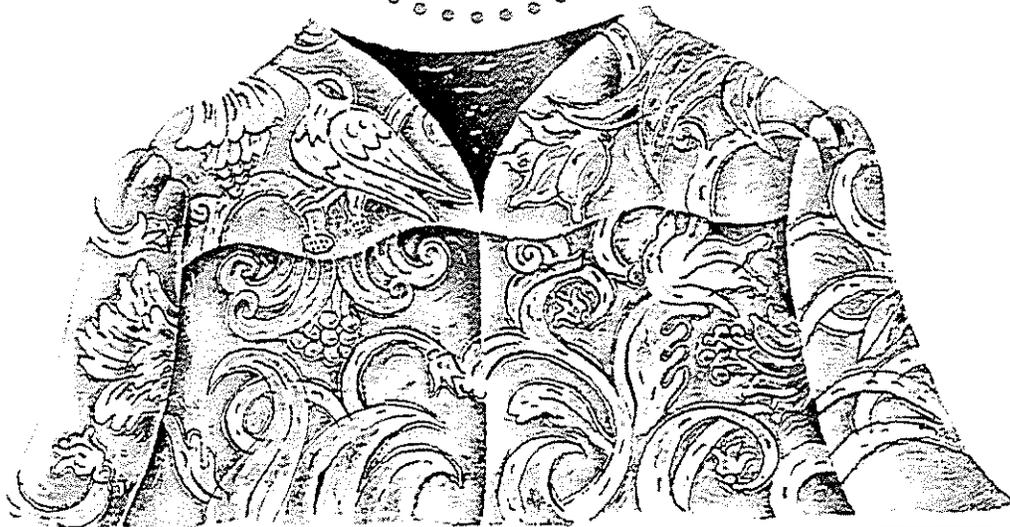
The PhD

A Tapestry of

Change for the

21st Century

BY JODY D. NYQUIST
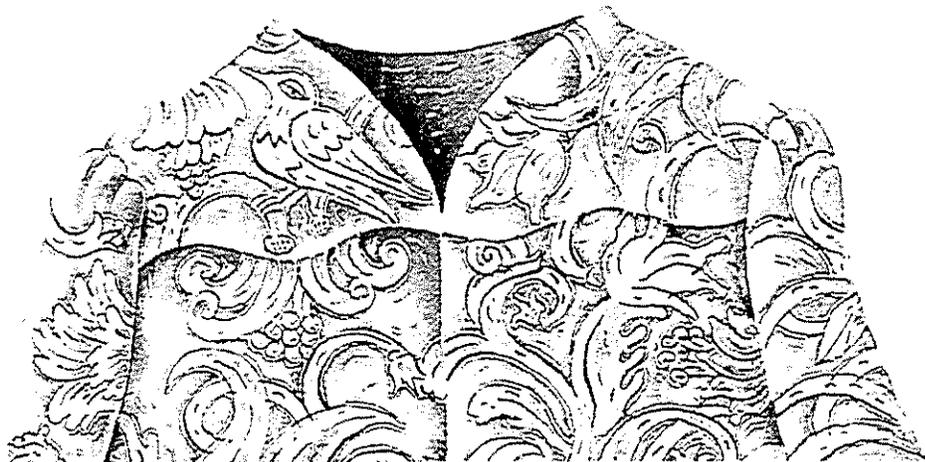
Re-envisioning, rethinking, re-examining, or re-assessing the PhD has occurred at various points in this country since 1930—just as is happening today. The general consensus on each past occasion has been that the degree, the pinnacle of academic success, is just fine—especially because it attracts students from abroad by the thousands.

Are the current efforts to focus attention on doctoral education one more fleeting look at the degree? Will they result in another declaration of the success of the enterprise? And a shelving of reports from its critics?

The PhD was not "done wrong"; in fact, it has been done magnificently. But changes in society create new requirements, and we need to honestly assess the efficacy of the PhD now....

I don't believe so. This time around, the reconsideration of the purposes and future of the PhD degree seems to differ significantly from past assessments in several ways. Graduate students today are much more assertive, for example, in expressing their views on graduate programs; employers are more vocal in critiquing the lack of various needed skills in the PhDs they hire; and an extremely wide array of foundations, disciplinary societies, and even government agencies are pursuing innovative ideas and alternative models on dozens of campuses. (See Funded Projects in the Resources box.)

ILLUSTRATION BY SERGEY IVANOV

THE CONTEXT OF CHANGE

The present-day efforts to look at doctoral education thus take place within a context different from previous occasions. Further, rapid and transformative changes are under way in all aspects of our society: in business and industry, in government and politics, in our society as a whole, and certainly within education. These circumstances require us to address the question, "How can the PhD meet the needs of the society of the 21st century?"

Many claim that the changes currently under way in our knowledge/technology/communications-oriented society will transform the culture of our institutions as fundamentally as did the shift from the American college to the comprehensive research university in the late 19th century. As Claude Levi-Strauss declared long ago in *Tristes Tropique*, "Nothing is settled; everything can still be altered. What was done but turned out wrong can be done again."

This fact surely represents the joy and the renewal of the human endeavor. The PhD was not "done wrong"; in fact, it has been done magnificently. But changes in society create new requirements, and we need to honestly assess the efficacy of the PhD now to ensure that its recipients continue to make the kinds of contributions in the public and private spheres that the nation needs to remain strong.

The university's most important product is not expertise, research, knowledge, information, or service. It is the student. We may never "get it right" in terms of doctoral education. We can only continually re-examine what we are doing and adjust our programs to ensure that the doctoral degree retains its unique ability to contribute robustly to a changing society's *extensive requirements for knowledge workers who possess deep analytical skills and capacities.*

As I've noted, this time around, the people reconsidering doctoral programs represent a much broader constituency than in the past—national organizations, government and private agencies, professional societies, foundations, individual institutions, and individuals inside and outside the academy. What began as initial skepticism regarding even the questioning of doctoral education has become a strong, national discussion and has attracted a critical mass of participants. It seems that we have reached Malcolm Gladwell's concept of the "tipping point."

NO ONE GROUP "OWNS" THE PhD

Although research institutions have tended to believe that they "own the PhD" because they design the programs, recruit the students, and confer the degree, it has become abundantly clear that a PhD is the product of multiple owners or stakeholders, not the least of which are the doctoral students themselves. PhD programs would not exist if institutions were not aided by private and public agencies and foundations that support doctoral students and offer grants to help design new programs. Nor would doctoral programs persist if their graduates

were not employed by a wide variety of employers. Thus, the stakeholders needing to engage in the process of change include doctoral students, faculty members, funding entities, employers, and others who influence educational practices. The recognition of this array of stakeholders already has made a significant difference in the current discussions.

My own views on where we stand in this process grow out of two separate studies. Working with a multi-site research team funded by the Spencer Foundation and The Pew Charitable Trusts ("The Development of Graduate Students as Teaching Scholars: A Four-Year Longitudinal Study," with my fellow principal investigators Ann Austin, Jo Sprague, and Donald Wulff), our research team chronicled the lives of 65 doctoral students over four years.

To help answer some of the questions emerging from that study, The Pew Charitable Trusts, in 1998, asked me to inventory concerns from stakeholders, publicize promising practices, and initiate discussions between stakeholder groups. I interviewed more than 400 people. My views have been further enriched by subsequent interactions with hundreds of others interested in doctoral education through university visits, conferences, and interactions on the "Re-envisioning the PhD" Web site that we created, www.grad.washington.edu/envision/.

LEGITIMATE, WIDELY SHARED CONCERNS

Even their severest critics applaud the opportunities that U.S. graduate programs provide to engage students in sophisticated, highly complex research in many fields. But while respect for the PhD and the accomplishments of its recipients remains strong, studies and national conversations reveal that the goal of producing researchers and scholars, while *critical*, is not sufficient by itself.

The range of skills needed to function effectively today has increased enormously, especially for those who will occupy leadership positions. The new recipient of a PhD who sets out in an academic, corporate, nonprofit, or government job must move from a research and writing focus into a multidimensional range of activities and time commitments—committee work, team meetings, reports, teaching, worker training, planning and budgeting, recruiting, and managerial oversight.

Furthermore, the PhD recipient is called upon to make connections between and across disciplines and among the sub-disciplines that were isolated from one another as he or she earned the highly specialized PhD. Individuals within and outside the academy today contend that the doctoral experience should better prepare students for their professional destinations than it currently does.

Indeed, various national studies of stakeholders contend that doctoral study "is intensive, rather than rich training"; that it is "too long, too narrow, and too campus-based"; that it is "not matched to students' aspirations"; that it does not attract underrepresented minorities and, in some fields, women; that it is "disconnected specialization"; that it "does not encourage interdisciplinarity"; that its attrition rates are too high; that it

does not produce the competence needed in all positions of leadership throughout society; and that it "does not appeal to the best and the brightest."

At this point in the current discussion, there is a high level of agreement across the studies and reports (See Resources) that doctoral education should

• match the aspirations of doctoral students;

• respond to the needs and demands of a changing academy, broader society, and globalization;

• provide systematic, developmentally appropriate supervision and opportunities for professional preparation for a variety of careers within the academy, and for a rich array of career options outside of academia;

• increase the retention rates of doctoral students;

• educate more minorities and women in some fields;

• encourage more creative and adventurous research and interdisciplinarity; and

• limit the open-ended nature of time-to-degree.

Underlying these demands for change, of course, is the worry that we may be losing extremely promising students because the tedious path through graduate education, followed by postdoctoral and temporary positions or no jobs at all, has diminished the attractiveness of doctoral education for some of the best of our undergraduates.

Even with agreement on an array of needed changes, we must ask, whose responsibility is it to address these issues? Many observers would agree that all stakeholders bear responsibility for helping to bring about the needed changes.

WEAVING THE NEW TAPESTRY: CONVERGENCE OF POWERFUL INFLUENCES

Thus, we have identified the stakeholders and the challenges, and we are beginning to see the weaving of a new tapestry in doctoral education. This tapestry does not reflect one master craftsperson or an agreed-upon design, but its richness becomes apparent as the weavers provide their unique contributions, one color at a time. (See Table 1.)

A tapestry is a form of textured poetry, a consciously creative act. A tapestry-in-progress will be bristling with bobbins waiting to be used. This is the present situation: earlier skepticism about challenging doctoral education practices has developed into an interest in how the colors can be woven to create a robust new design.

The amount of current activity is impressive. Each group is pioneering projects, creating powerful discussions, and sharing exciting ideas both within the group and in partnerships. Leaders have emerged among all stakeholders—from doctoral students to administrators to faculty to the many outside of the academy who care deeply about these issues. Although it is impossible to do justice to the multitude of exciting efforts—both small and large—under way to change doctoral education, I describe here a few of the numerous fine examples.

We are beginning to see the weaving of a new tapestry in doctoral education.... its richness becomes apparent as the weavers provide their unique contributions, one color at a time.

National Initiatives

Four national initiatives have become powerful levers to advance the conversation about doctoral education reform, both by crystallizing the issues and by creating interactions between the foundation or project and a broad variety of other stakeholders. Each initiative provides a different approach to effecting change. (For further details, see Resources.)

Preparing Future Faculty (PFF). The earliest of these initiatives, PFF is an idea that already has altered graduate education on many campuses, not only at institutions that have participated in the funded initiatives but also at others that have established similar programs independently. It has been financed primarily by The Pew Charitable Trusts, the National Science Foundation, and the Atlantic Philanthropies. PFF is based on the principle that graduate education can and should acquaint students aspiring to academic careers with the broad and complex realities of faculty life.

Re-envisioning the PhD. Described by Lee Shulman as "the foundation for the current work on doctoral education, a pivotal point for this field," the Pew-funded Re-envisioning Project began as a research undertaking to inventory the concerns of various stakeholders in doctoral education and to provide a clearinghouse for promising practices that address those concerns.

Recognizing that the stakeholders may support change but need both powerful examples of innovative efforts and communities of conversation to determine what changes should be made, the project held an invitational conference among leaders from stakeholder groups in Seattle in April 2000. (See the Resources box.) Since then, project staff have worked to foster the national discussion, maintain a steadily growing bibliography approaching 700 entries, disseminate findings, and support a virtual conversation via a Web site that is currently receiving more than 220,000 hits a month from around the world. The original study, in fact, is currently downloaded about 6,000 times a month from www.grad.washington.edu/envision.

The Responsive PhD. Created by the Woodrow Wilson National Fellowship Foundation, this is a very influential project to design PhD programs that are more responsive to the needs of society and to the aspirations of doctoral students. Spawned from the Re-envisioning Conference, this initiative has provided insightful leadership to engage 14 leading research universities in discussions designed to lead to innovations. The initiative's goals are to spark discussion; create experiments; and disseminate successful models that introduce new paradigms and practices, engage new people, and foster new partnerships in doctoral education. A landmark achievement in terms of collaboration, the 14 institutions involved are advancing effective practices in these areas.

The Carnegie Initiative on the Doctorate. Sponsored by the Carnegie Foundation for the Advancement of Teaching, this is a multi-year research program aimed at enriching and invigorating the education of doctoral students. A fundamental

TABLE I. CONTRIBUTIONS OF STAKEHOLDERS

Stakeholder Groups or Sectors	Members	Goals	Contributions to Re-envisioning Doctoral Education	Issues to Navigate
Those who aspire to the PhD	Doctoral students and potential doctoral students	Achieving a fulfilling professional life	Aspirations, talents, knowledge, inventive minds Feedback on processes that enhance learning, fulfill aspirations	Opportunity costs Time to first professional appointment Family responsibilities Creative opportunities
Those who prepare PhDs	Research institutions	Preparing the next generation of deeply trained humanists, and social and physical scientists Producing the nation's research	Recruitment of students Design of educational experiences Mentoring Setting of standards for conferral of degree Providing transparent expectations for success	Inflexible structures Institutional traditions Carnegie Classifications NRC Ratings Faculty reward structure Funding policies Lack of experience outside the academy
Those who fund PhDs	Government agencies Business and industry Foundations Universities	Producing the nation's workforce and research Producing outcomes of particular interest to particular funding agencies	New funding models Redirection of dollars for new goals	Research institution culture, recommendations of peer review panels Concern about creative, innovative future workforce Trends in funding
Those who hire PhDs	Research-intensive institutions Teaching-intensive institutions Government Nonprofit organizations Business and industry	Teaching, research, and service in proportions appropriate to academic sector Critical and analytical thinking, creative ideas, intelligence, leadership for all sectors	New contexts for teaching Extended audiences for research Explication of societal needs New career options Explication of expectations of employees	Carnegie Classifications Non-departmental interdisciplinary institutional structures Differential leadership responsibilities Intellectual property issues Corporate/nonprofit/government needs
Those who influence PhD education	Professional societies Educational associations National rankings Accrediting associations Governance boards	Setting agenda for what is valued Measuring what is valued Approving what will be offered at doctoral level	Improving standards to meet new needs Collaborating within sectors Maintaining conversations about doctoral education	Valorization of research Disciplinary customs Dependence on national rankings Prestige of research faculty

premise is the desire to focus doctoral education on the preparation of "stewards of the disciplines." Carnegie believes that PhD recipients should be capable of generating new knowledge; conserving the most important ideas and findings of past and current work; and transforming knowledge into powerful pedagogies of engagement, understanding, and application.

The formulation of stewardship is discipline-specific. Carnegie will study in depth how doctoral training has been conceptualized and delivered within each of six disciplines—chemistry, education, English, mathematics, neuroscience, and history—and will develop models of experimental doctoral programs, analyze the success of the models over multiple years, and develop institutional and policy recommendations.

Doctoral Students

Graduate students often feel that faculty and funding agencies control their lives, although some are becoming very sophisticated in their assessment of PhD education. Graduate

students calculate "opportunity costs" in terms of other possibilities such as business, law, and medicine. A survey on doctoral education conducted in 2001 by the National Association of Graduate and Professional Students (NAGPS) drew 32,000 respondents, and the survey results now are being read and used by aspiring doctoral students to inform their decisions about doctoral programs. The survey's executive summary of results stated, "The common thread is that satisfaction is strongly linked to choice: Students want curricula broad enough to give them a choice of careers, they want information to ensure that their choices are informed, and they want the choices they make to be respected." (Online at survey. nagps.org.)

Many doctoral programs report that students are comparing and publishing competitive offers; some students are requiring "signing bonuses" in terms of assistance when they choose a program. Many of today's doctoral students, 50 percent of whom are women and 41 percent of whom enroll part-time,

are taking charge individually and collectively in their decision to pursue a PhD. Prospective PhD students are requesting time-to-degree and graduate placement information, as well as statements of program expectations.

Already, students are challenging us to make clearer what is expected in obtaining a PhD and what they can expect to do as professionals with their degree. We will need their input to continue to attract bright, creative individuals; they can provide important information on how they are experiencing their educations, how they best learn, how they see themselves contributing to society. And, in return, they will willingly spend their time and creativity in helping to weave new designs in doctoral education.

Those Who Prepare PhDs

Individual Institutions. The essence of doctoral education takes place between mentors and their students, with most major decisions as to the doctoral experience of students taking place within individual programs and departments. Here, too, the number of exciting experiments and innovations introduced during the last four years is impressive.

The Re-envisioning Web site maintains about 350 current "promising practices" (www. grad.washington.edu/envision/promprac) submitted by stakeholders that represent experiments or models that can be adopted, adapted, or recast to a particular institution's needs. The approaches cover ways to better address interdisciplinary training, preparation for teaching, socialization of doctoral students, partnerships between and among stakeholders, issues of diversity, international students, and professional development, to identify a few.

An extensive array of institutions, for example, offer numerous opportunities to enhance the doctoral experience during the summer as well as during the academic year, including certificate programs, special courses, and field-based experiences. Many graduate schools schedule brown bag lunches, internships, special seminars, and other training experiences and offer Web-based resources. Intriguing, fascinating experiments are under way across the entire array of research and stakeholder groups.

In some cases new doctoral programs already are being developed, as in the Department of Communication at the University of Washington. Based on four principles that include interdisciplinary theorizing, intellectual and cultural pluralism, collaboration, and public scholarship, the department's core program embraces the challenge of preparing students for the 21st century. Details are available at www.com. washington.edu.

In addition to new or revised programs and enrichment activities, many institutions are attempting to develop new policies that support the process of change. Such policies include tying a program's or department's recruitment monies to evidence of adequate mentoring and reasonable retention rates; requiring graduate faculty to attend mentoring seminars;

posting program expectations on Web sites; and assessing the mentoring and advising of doctoral students when reviews of academic programs are conducted and when graduate faculty members reach tenure/promotion points.

Those Who Fund PhDs

As research faculty always point out, they do spend their time where the funding agencies require it, since external funding, at least in the social and natural sciences, represents the coin of the realm.

Federal Funding. The National Science Foundation and numerous other government agencies have issued requests for proposals dealing with doctoral reform. A hugely successful example has been the Integrative Graduate Education and Research Traineeship (IGERT) program, which emphasizes the need for PhD scientists and engineers to acquire multidisciplinary backgrounds, as well as an array of technical, professional, and personal skills they will need to meet future career demands.

Intended to act as a catalyst to create cultural change in graduate education, the various funded projects transcend traditional disciplinary boundaries, encourage greater diversity in student participants, and contribute to the development of a global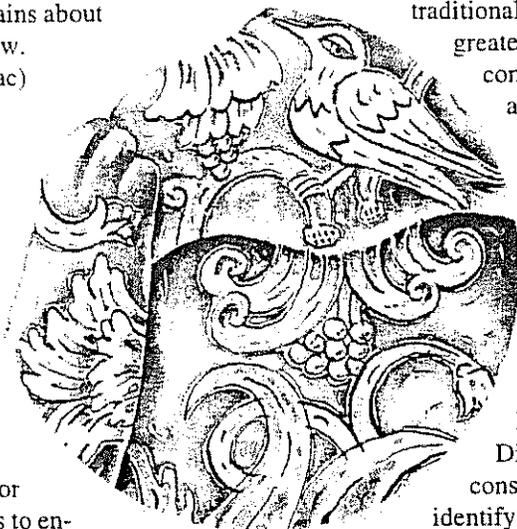ly aware science and engineering workforce. Experimenting with co-authored dissertations, interdisciplinary requirements, multiple mentors, and professional-development practices—in addition to fostering research competence—these projects may signal the future of doctoral education.

Policymakers at NSF support doctoral reform in numerous additional ways. For example, the Advisory Board of the Directorate of the Biological Sciences is considering requiring principal investigators to identify how the work they assign research assistants contributes to their becoming professionals. The National Science Board also is discussing requiring grantees to better explain the broader societal benefits from their proposed work.

As Joseph Burdogna, NSF's deputy director, commented in an address to the American Association for the Advancement of Science last year: "NSF is as much about building a world-class workforce as it is about discovery. Although we continually break new ground with the research we support, we need *people* to carry forward the continual process of discovery and innovation."

Foundation and Industry Funding. Many foundations besides those mentioned earlier also are funding projects and initiatives to effect change in doctoral education, including the Sloan Foundation and the Camille and Henry Dreyfus Foundation. (See Resources for details.) Additionally, business and industry continue to support enormous numbers of internships and special projects. One example is the KPMG Foundation's highly successful initiative. An alliance of corporations, universities, and academic and professional associations, the KPMG PhD Project uses a wide variety of measures to improve workplace diversity by diversifying business school fac-

ulties. In just three years, it has helped 323 individuals begin their doctoral programs.

Those Who Hire PhDs

With today's colleges and universities characterized by changing societal expectations, new technologies, student diversity, changing attitudes toward and understanding of teaching and learning processes, and use of part-time workers, public, private, and emerging for-profit institutions are seeking faculty very different from their predecessors. Undergraduates, their parents, and older, returning students, as well as state taxpayers are demanding greater accountability and demonstrated performance. Thus, those who hire faculty are becoming increasingly specific about the competencies they require of applicants. (See What Employers Want in New Faculty in the Resources box.)

This is true also of employers in government, nonprofit, and corporate sectors. Titles of articles such as "Doctoral Education in Chemistry—What's to be Done?" and "Does U.S. Graduate Education Work for the Chemical Industry?" written by business and industrial leaders are examples from just one field in the corporate sector.

Those Who Influence PhD Education

Ratings/Rankings. Of course, those working in graduate education cannot ignore the great influence among graduate programs of the Carnegie Classifications, the periodic ratings published by the National Research Council, and those of commercial publications such as *U.S. News & World Report.*

Currently, the National Research Council (NRC) is studying the methods that it will use to conduct the next examination of research doctoral programs. The NRC's ultimate publication doubtless will have an impact on the graduate reform movement under way. Under the leadership of Charlotte Kuh, the Committee on Re-examining the Methodology of the Assessment of Research Doctoral Programs will develop and refine a methodology that will try to eliminate some of the biases in the metrics used in the past.

The committee will address issues of taxonomy, interdisciplinarity, emerging areas of doctoral study, validity of alternatives to reputational rankings, refinements of citation/publication and research-funding measures, diversity, data presentation, and—of most interest to doctoral reform—the inclusion of information on educational processes and outcomes produced by the Panel on Student Processes and Outcomes. The results of this methodology study, which is being done carefully and systematically, will greatly influence the next round of measurements. As Kuh often says, "We measure what we value, and we value what we measure." The committee and its panels will develop small pilot studies to be conducted at five or six institutions that have programs and academic structures that represent the diverse characteristics of programs to be included in the full study.

Professional Societies and Educational Associations. These groups represent another set of stakeholders that are beginning to address doctoral education through a variety of forums, task forces, reports, and other activities. National meetings of professional societies, although still committed primarily to research topics, now routinely include panels and plenary speakers who challenge the emphasis on research over every other issue that affects a particular discipline's future.

The American Chemical Society, for example, appointed a Board of Graduate Education that has been actively rethinking the doctoral experience of students, listening to employers' needs inside and outside of the academy, and making recommendations on the future of doctoral education in the chemical sciences. The National Communication Association has funded a representative from each of its doctoral programs to attend a day-long workshop at its national meetings focused on survival in graduate school and career options after obtaining a PhD. The American Society of Cell Biology has commissioned a report on the difficult career progression of its PhDs.

Among more general educational associations, the Council of Graduate Schools (CGS) is leading careful analytical efforts to reassess doctoral education. Debra Steward, CGS president, refers to this as a "quiet revolution." CGS is actively working with many of the foundation-funded projects and initiatives and supports a dean-in-residence at NSF to help focus on educating the next generation of social and natural scientists and engineers.

Other efforts among associations also have had an impact. The 1995 report from the Committee on Science, Engineering, and Public Policy (COSEPUP) of the National Academy of

Sciences has influenced the practices of all engineering schools. The Association of American Universities issued an important set of recommendations on graduate education in 1998; and a report of the American Association for the Advancement of Science (AAAS) in 1998, "Losing Ground: Science and Engineering Graduate Education of Black and Hispanic Americans," brought attention to the declining numbers of such students going into those fields.

The AAAS also maintains an online weekly career-development magazine, *Next Wave*, that is highly acclaimed, and the Council on Research Policy and Graduate Education of the National Association of State Universities and Land-Grant Colleges offers provocative discussions at both its summer seminar and fall national conference on a broad array of topics related to graduate education. These groups' activities are mirrored by those of hundreds of other organizations, all of which add importantly to the national discussion.

Accrediting Agencies. Although many of the nation's numerous accrediting agencies focus primarily on undergraduate or professional education, their recommendations do affect doctoral education. New requirements from the Accreditation Board for Engineering and Technology concerning undergraduate education, for example, will require a broader set of faculty competencies. Thus, doctoral education in engineering is being rethought to accomplish that goal. And among regional associations, the Western Association of Schools and Colleges is embarking on a project to develop guidelines for teams reviewing doctoral education and for the association to use when it considers applications from institutions that want to begin offering doctoral programs.

Core Competencies

To what specific ends are all of these and many other reform efforts focused? Since by definition, the PhD represents the individualized development of a researcher/professional, it is difficult to think of a generic set of competencies for doctoral recipients. Many participants in the national discussions believe, however, that all PhDs should demonstrate certain basic skills that will allow them to assume leadership positions in government, the nonprofit and corporate sectors, and academia.

The list would need to be adapted to reflect discipline-specific requirements, of course, but based on all the projects, conferences, discussions, experiments, and other efforts that have gone on in the past few years, it is now possible to compile such a list. Although it represents remarkable expectations, the following list describes the characteristics of those who are currently successfully navigating a variety of careers after receiving a PhD.

Core Competencies of Successful PhDs:
- Disciplinary knowledge—what is known, plus creative and adventurous ways of discovering new knowledge, the foundation of the PhD.
- Commitment to an informed career choice based on exposure to a broad array of opportunities and paths.

- Teaching competency, broadly considered—in one-to-one interactions in the classroom; preparedness to be a leader, a faculty member, a project manager, a motivator and an evaluator of others' learning in the government, nonprofit, corporate, or academic sectors.
- Understanding of the diversity of present and future students and present and future workforces.
- Understanding of the mentoring process necessary to provide leadership for future generations in either academia or the workplace.
- Ability and preparedness to connect one's work to that of others within and across disciplines, within and across institutions, and within and across private and public sectors outside the university.
- Global perspective—the importance of doctoral work in relation to a global economy, sensitivity to cultural differences.
- Ability to see oneself as a scholar-citizen who will connect his or her expertise to the needs of society.
- Ability to communicate and work in teams and explain work to public audiences and to those who set policies.
- Understanding of ethical conduct as researchers, teachers, and professionals, including issues of intellectual property.

This somewhat daunting set of competencies can nonetheless provide a useful starting point for those now involved in re-envisioning doctoral education. What does it require to function as a successful professional representing a discipline in business, government, nonprofits, or in higher education in its many forms? What does it mean to "think, and practice, and become a certain kind of person," as Lee Shulman asks, to become a "steward of the discipline" within academic and many other sectors of society?

> In addition to new or revised programs and enrichment activities, many institutions are attempting to develop new policies that support the process of change.

OBSTACLES REMAIN IN THE CREATION OF THE NEW TAPESTRY

Much has been accomplished, but effecting change in doctoral education is an extremely slow process. Even with new partners engaged in new, sustainable activities, the challenge remains to make these innovative ventures integral, not merely add-ons, to traditional practices. Shorter time-to-degree, more intellectual flexibility, and broader competency must be at the core of revisions in the PhD experience.

Many mainstream research faculty who mentor graduate students have yet to become engaged in these vital issues and continue to work from previous models. Graduate schools, disciplinary societies, educational associations, and funding organizations can help by publicizing the current problems and also by developing imaginative ways to ensure that research faculty move to new models so that they can continue to make important contributions to doctoral education.

Ideas for doing this abound. For example, research faculty could take field-based sabbaticals to explore the professional lives of their graduates off campus. Mentors representing the different types of shareholders might be invited to serve on

dissertation committees, lending their expertise to the next generation of professionals. Bold, new partnerships among stakeholders can influence and craft new models. Opportunities also abound on campus to prepare PhDs to teach through giving them opportunities to share what they know with others. Faculty could systematically provide informal and formal occasions for this, instead of thinking that only teaching assistantships provide such opportunities.

Faculty also need to learn that their disciplines will benefit if reward structures enhance interdisciplinary work and if they consider what the next generation of scholars needs, rather than cloning themselves exactly. They can begin this process by listening to what studies tell us about what doctoral students require. (See Resources for a detailed list of recommendations.) Together, we must weave the new fabric through the old, capturing what is sustainable about our original design and incorporating new elements that respond to the changing society around us.

WHAT IS REQUIRED NOW?

We recognize that doctoral education is a loose, interdependent system of partnerships among groups of stakeholders. No one is in charge. A self-organizing system, doctoral education is a noble endeavor that matters. Everyone involved has a critical role to play in reaching our goal: providing promising individuals the most effective educational experience possible at the intensive level of the PhD and enabling them to perform the complex, creative work required in our new century.

What is required now is to demonstrate true courage—acting in the face of uncertainty or, as Meg Wheatley puts it, willingness to "disturb our universe." I have learned that all groups of stakeholders have amazing talent and capacity to do this. Every group is powerful, but they must work together to create a synergy that will energize and propel the effort forward. We need to seek adventures instead of safe harbors. We need to trust ourselves, to rely on our personal and collective resilience to experiment and to learn and experiment again.

Not everyone is weaving enthusiastically right now, of course, but the tapestry is emerging, brilliantly colorful in places, interesting in texture and design, and, most importantly, strong. Some are resisting the construction and will oppose the hanging of a new tapestry, but many others believe it is timely and prudent to redesign doctoral education to assure the health and future of the degree and its recipients. As each part of the fabric is examined, strengthened, and rewoven in places, what emerges is the reality that we can fashion a new design that will meet our needs in the decades to come. The weaving is under way; the overall design is evolving. Much has happened during these last few years, with visible results. This time of re-envisioning or re-inventing PhD education seems to be different from other eras, both in commitment and in scope. As always, what matters most is what happens next. ▣