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Doctoral Scholarship Examined: Dissertation Research In The Field Of Higher Education Studies

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**DOCTORAL SCHOLARSHIP EXAMINED: DISSERTATION RESEARCH IN THE
FIELD OF HIGHER EDUCATION STUDIES**

BY

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**Submitted in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
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ABSTRACT

This study examined how the theory-practice tension was reflected in doctoral dissertations within the field of higher education studies, by utilizing Ernest Boyer's (1990) scholarship model as the conceptual framework. In addition to examining the theory-practice issue this study attempted to gain insight on how dissertation research in the field of higher education studies has evolved between 1977 and 1997. A content analysis was performed on 106 dissertations written in 1977 and 86 dissertations written in 1997. These dissertations were from 14 institutions that were identified by Johnson (1982), Keim (1983) and Newell and Kuh (1989), in three distinct studies, as having exemplary higher education programs. A coding form was designed and utilized to identify the presence of a conceptual framework, disciplinary perspective, origin of the problem, implications for practice, suggestions for further research, research methodology, research techniques, dissertation topic and scholarship domain. Data was analyzed using descriptive statistics and the chi-square procedure.

This study identified several specific differences in higher education dissertations between the 1977 and 1997 cohorts studied. These changes included an increase in female recipients of doctoral degrees, an increase in dissertation page length from 199 pages to 218 pages, an increased use of a conceptual framework, an expanded use of disciplinary perspectives, and a shift in research methodology used from quantitative designs in 1977 to qualitative designs in 1997.

In regard to the theory -- practice tension, Boyer's scholarship framework showed little change over the twenty year period with discovery and integration being the dominant scholarship domains observed in both 1977 and 1997. The use of the

traditional scholarship model is apparent. However these dissertations when viewed through the other variables suggest a different conclusion. Over the twenty year period studied, higher education dissertations appeared to be reflecting less tension with regard to the theory – practice gap as demonstrated by the increased use of conceptual frameworks, the broadened use of disciplinary perspective and research methodology and the heightened awareness in relating research to practice and further research.

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Finally I will end where I started. Lucy I love you. I would be lost without your strength, wisdom, sensitivity, touch and sense of humor.

Thank you God for all your blessings!

DEDICATION

This work is dedicated to my family.

My wife, Lucy

My daughter, Olivia Belen

My son, John Celso

And all those who have touched my life

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CHAPTER I

INTRODUCTION

The doctoral dissertation represents the scholarly work of a field's most recent graduate, and it often reflects or identifies what the latest issues and developments are within a particular field. In addition, the dissertation is the beginning of one's scholarly work, not its culmination (LaPibus, 1997). Within the field of Higher Education studies, it has increasingly been accepted that a research gap exists between theory and practice. As a result, a number of higher education scholars and practitioners have voiced concern about the direction and relevance of higher education research (Kezar, 2000). This study proposes to examine how this theory-practice tension is reflected in doctoral dissertations within the field of higher education studies, by utilizing Ernest Boyer's (1990) scholarship model to examine selected dissertations over a twenty-year period.

In "Scholarship Reconsidered", Ernest Boyer (1990) introduced four dimensions of scholarship that helped spur a debate within American higher education and that challenged the traditional views of scholarship. These four classifications of scholarship: the scholarship of discovery, scholarship of integration, scholarship of application and scholarship of teaching, offered the academy the opportunity to reexamine its values and purpose within a modern context. While the focus of "Scholarship Reconsidered" was on the professoriate, Boyer's challenge for an expanded view of scholarship that targeted the graduate experience is evident in the following quote. "However, it is our conviction that

if scholarship is to be redefined, graduate study must be broadened, encompassing not only research, but integration, application, and teaching, too.”

The growth and expansion of American higher education over the past 40 years has resulted in an industry that is highly diversified, increasingly market driven and one that is intensely regulated by federal, state and private entities. These demands have contributed to the creation of higher education professional programs that produce scholars and leaders who support the higher education enterprise. Currently there are one hundred sixty programs listed in the Association for the Study of Higher Education Program Directory, compared to sixty-seven identified by Dressel and Mayhew (1974) in the 1970's and eighty-eight programs identified by Townsend and Mason (1990) in the late 1980's.

The development of higher education doctoral programs in particular has produced volumes of dissertation research activity, which have attempted to examine higher education from multiple perspectives and interests. A search of the UMI ProQuest Digital Dissertation (formerly UMI Dissertation Abstracts) online database indicated that 478 doctoral level dissertations were written in 1977 that used 'higher education' as a subject descriptor, this number expanded greatly to 1,309 doctoral level dissertations written in 1997. While the designation of this descriptor is useful in identifying the primary subject of the dissertation, students enrolled in higher education doctoral programs did not necessarily write all of them since the UMI descriptor is not based on program of study.

This study proposes to analyze dissertation characteristics over a twenty-year period at selected institutions, with higher education programs, in order to demonstrate

how dissertation research in the field of higher education has developed. Specifically, we hope to identify characteristics within these dissertations that will contribute to our understanding of doctoral research in higher education as a field of study, and help us determine how this research reflects on theory and practice. We will begin our investigation by performing a content analysis on 192 dissertations that were produced in 1977 and 1997 at the selected institutions. The dissertation authors, institutions and dissertation titles are available in Appendixes A and B.

The field of higher education has achieved a significant level of professional standing and intellectual rigor. This achievement is especially noteworthy when one considers that, although the field of higher education studies can trace its history back to the early 20th century, it has grown significantly only since the 1960's (Altbach, 1996). This growth is clearly evidenced by the increase in both the number of higher education doctoral programs that currently exists and the number of higher education dissertations that have been produced over the past twenty years.

Townsend and Wiese acknowledge the importance of professional study in higher education, as a valuable experience for success in administrative careers in higher education (Townsend & Wiese, 1991). Paradoxically, this observation is tempered somewhat by the results of a study conducted by Townsend and Mason (1990) on the career paths of graduates from 36 higher education programs, in which it was shown that over 78% of these graduates were employed in higher education or related positions prior to beginning their doctoral studies. It is these practitioner/scholars that then produce a significant amount of research activity via the dissertation phase of their studies.

Higher Education doctoral programs have been criticized for encouraging research activity, which emphasize a theoretical or scientific approach that is often incongruous with the applied nature of the field itself (Altbach, 1996; Keller, 1998; Terrenzini, 1996). This criticism appears ironic given that the major orientation of most graduate programs was to practitioners, as opposed to researchers and scholars (Fincher, 1991). The role of higher education doctoral dissertation research and its impact on the field has received little attention. In their classic work, "Higher Education as a Field of Study", Dressel and Mayhew (1974) in speaking of the doctoral dissertation observed the following:

"An unknown terrain—simply because the dimensions and quality have never been fully assessed — are doctoral theses by students in the growing number of higher education programs. A cursory glance at some of them suggests that many are not particularly useful for broad generalizations; but they represent a source which could be systematically be useful in the future."

Calleen Coorough and Jack Nelson (1997) recently echoed this observation in their study on the dissertation in higher education, "The dissertation process is considered the most vital component of the doctoral program and supposedly reflects current emphases in research in the field. Nevertheless, the dissertation in education has not been comprehensively studied."

Statement of Purpose

Over the past 25 years, the need and call for the study and examination of higher education based dissertations has echoed consistently from scholars. Thus the purpose of this study is to examine selected dissertations from a 20-year period and to systematically classify these higher education dissertations using Boyer's expanded definition of scholarship, with the express purpose of gaining a clearer understanding of how the theory-practice tension is reflected within higher education dissertations.

Significance of Study

Higher education as a field of study has long struggled with questions regarding its role and standing within the overall academic community. A field that has been described by some as still in its adolescence (Peterson, 1986), higher education strives to find a balance between scholarship that meets the intellectual test of rigor and theoretically based research with that, which informs and influences practice. Higher education as a field of study has also struggled with questions regarding its legitimacy. The applied nature of the field, along with its historical development as a multidisciplinary field of study has often resulted in questions centering on the role of theory and practice. Higher education's emergence as a field of study has as its antecedent the development of several courses by G. Stanley Hall at Clark University (Goodchild, 1991). The purpose of study envisioned by Hall was "the training of future leaders in the field of higher education...in order to profit by experiences and failure elsewhere". Thus the beginnings of this field of study are firmly rooted in the idea of the training and preparation of higher education administrators. Over the years, higher

education's expansion along with the increasingly complex nature of the higher education enterprise has challenged this foundation. The growing research needs of the higher education enterprise resulted in increased contributions from many of the social science disciplines (Altbach & Engberg, 2000). Among the many influences of these disciplines was the adoption of the scientific mode of inquiry as the prominent model for higher education research.

The role of research for any field or discipline is a critical component to the continued health and development of a particular field or discipline. Many fields and disciplines have clearly identified theories and laws associated with them, which often provides a theoretical research base for its students. These theories in fact serve as guideposts for the basis for intellectual inquiry and eventual knowledge development and growth within a particular field or discipline. Within the traditional disciplines research is expected to demonstrate a high level of rigor and relevance in terms of its theoretical focus and methodology. The scientific method of inquiry often serves as a "measuring stick" (i.e. the more difficult and complex the method the more accepted and valued) with regard to a field's legitimacy and acceptance. Patrick Terenzini (1996) suggests that higher education's struggle with the theory-practice question is based in part on the fact that many higher educationist regard higher education study as a social science discipline. The result is research that possesses many of the requirements valued by the traditional disciplines but which contributes little in the way of solving the real world problems found in higher education.

George Keller (1998) goes further and states that for the past 30 years higher education research has been dominated by the scientific method of inquiry (i.e.

positivism, quantitative research, abstract empiricism) essentially to the exclusion of action-research type methodology often associated with practice based research. He argues that the higher education research community has over emphasized the value of quantitative based research, at the expense of understanding the higher education enterprise as a uniquely human endeavor. He regards higher education as dynamic, ever changing, and not prone to easy formulaic understandings resulting from theoretical research that is often narrow and restricted in focus and methodology.

The theory-practice conflict is one that is not unique to the field of higher education studies. Other applied fields such as nursing and public administration have grappled over the integration of theory and practice within their respective fields. Undoubtedly, the relative youthfulness of these fields has influenced their desire to take on the trappings of the traditional disciplines. In addition, the academic prejudices that come with being seen as a soft science versus a hard science contribute to the dominance of theoretically driven research. Certainly within the politically charged world of academia where departments fight for dwindling resources, and tenure decisions are often made on one's publication record in peer reviewed journals, the acceptance of disciplinary based research agendas dominate. Finally, one cannot discount the extent to which the disciplinary training that faculty have received has impacted on their ability or willingness to approach research from a practice based perspective.

In recent years the higher education research community has revisited these theory-practice questions, almost always with the intent to chide those who emphasize one over the other and almost always calling for a need to find balance and harmony. The call for higher education research to influence and indeed guide practice has been a

consistent theme in many of the articles and essays produced by the likes of Marvin Peterson, Phillip Altbach, Adrienne Kezar and others.

In the final analysis the goal of research is to contribute to the knowledge base of a particular field, ultimately with the hope of contributing on some level to the improvement of the human condition. The issue is not whether theory-based research or practice-based research is better or worse. The issue is how can the field of higher education studies encourage research that helps us understand more about the higher education enterprise, which will eventually help us to improve that enterprise.

The Research Question

How has dissertation research in the field of higher education changed in reflecting the theory – practice tension between 1977 and 1997?

Subsidiary Questions

1. How many doctoral dissertations in the area of higher education studies were completed in 1977 and 1997?
2. How many doctoral dissertations were guided by an existing theory or conceptual framework in 1977 and 1997?
3. What were the disciplinary perspectives utilized by the researchers in 1977 and 1997?
4. Was the origin of the dissertation research problem based on theory or practice in 1977 and 1997?
5. What were the primary research methodologies utilized in 1977 and 1997?
6. What were the primary research techniques utilized in 1977 and 1997?
7. What were the primary dissertation topics in 1977 and 1997?

8. How did dissertation topic areas change in 1977 and 1997?
9. How were Boyer's classifications of scholarship domains distributed among these dissertations in 1977 and 1997?

Definition of Terms

Scholarship of discovery: Refers to research that contributes to the creation and pursuit of knowledge. (Investigative)

Scholarship of integration: Refers to research that seeks to interpret, draw together and bring new insight to bear on original research. (Synthesizing)

Scholarship of application: Refers to research that moves toward engagement or service.

Scholarship of teaching: Refers to research that supports the presentation of knowledge.

Content analysis: A research technique that permits the systematic organization of communication into quantitative data that can be summarized and compared.

Conceptual framework: Refers to the theory utilized to examine the research question within the dissertation.

Disciplinary perspective: The academic disciplinary viewpoint that the researcher utilizes to analyze their research.

Dissertation topic: The primary subject of the dissertation.

Research method: Refers to the qualitative or quantitative procedure utilized by the researcher.

Research technique: Refers to the specific technique(s) employed by the researcher in completing their study.

Limitation of Study

In 1977 UMI Dissertation Abstracts used one subject descriptor when classifying dissertations. In 1997 dissertations could be and often were assigned more than one subject descriptor. In identifying the 1997 cohort, only dissertations that used 'higher education' as their primary subject descriptor were selected for the study.

The author served as the only person who coded the 192 dissertations for this study. Each dissertation was coded twice and revisions made as needed, however, this study would have been improved if another coder had been available.

Organization of Study

In Chapter 1 the introduction, statement of purpose, significance of study, research question, subsidiary questions, and definition of terms have been presented. Chapter 2 will present the review of the relevant literature and theory related to dissertation research and higher education as a field of study. In Chapter 3 we review the methodology utilized in this study. Chapter 4 will report the findings and analysis of the study. Chapter 5 contains the conclusions, implications for practice and recommendations for further study.

CHAPTER II

REVIEW OF THE RELEVANT LITERATURE AND THEORY

The examination of doctoral dissertations in the field of higher education studies requires an understanding of how this field of study has developed. This understanding is critical in focusing on the research dynamics that are somewhat unique to professionally based fields of study and that often serve to accent the theory-practice dichotomy. Studying the purpose of dissertations in doctoral education also strengthens this investigation and provided the researcher with a perspective on the variety of expectations about the originality, scholarly depth, and significance of the dissertation (Bowen and Rudenstine, 1991). Finally this analysis is grounded in the assumption that dissertation research is fundamentally intertwined to the development of nascent scholars and scholarship. This investigation utilizes the research of Ernest Boyer (1990) in "Scholarship Reconsidered" to gain a better understanding of the theory – practice nexus. By using this frame to examine the theory – practice relationship it is hoped that insight is gained on the field of higher education studies and dissertation research in that field.

Thus this review of related literature is divided into six sections. Section one contains a review on the development of higher education as a field of study. Section two presents a review on the purpose of doctoral dissertations. Section three provides a review of previous studies that examined higher education dissertations. Section four provides a review that examines the redefinition of scholarship as developed by Ernest Boyer. Section five provides a review of the theory – practice gap in higher education

research that has been discussed over the past twenty years. Finally the sixth section examines the role of disciplinary perspective in dissertation research.

Higher Education as a Field of Study

Higher education studies draws on many disciplinary fields to examine and gain a better understanding of the higher education enterprise. Its primary foundation may be in the social sciences, however, other disciplinary perspective are important and often vital in contributing to our understanding of the field of higher education studies. As a field of study that exists to examine higher education as an institution, it is intimately interwoven in utilizing and accessing all the intellectual resources that reside within it. Thus historians, economist, sociologist, psychologist and others have shared in the development of this field.

The study of higher education dissertation research should begin with an attempt to understand the development of higher education as a professional field of study. As referenced in the previous chapter, higher education's emergence as a field of study is credited to G. Stanley Hall and his development and introduction of several courses at Clark University. Few psychologists have had a greater impact on American psychology than G. Stanley Hall (1991). His commitment to the discipline of psychology included his interest with all aspects of the educational process including higher education. His role in the beginnings of this field of study are demonstrated as a result of his introduction of courses in 1893 and 1894 titled "Present Status and Problems of Higher Education in This Country and Europe", and "Organization and Curricula and College".

In the early 1900's other institutions such as John Hopkins University and the University of Minnesota began offering courses in higher education (Townsend, 1990). By the end of the 1920's schools such as Ohio State University, Teachers College, the University of Chicago, the University of Pittsburgh, the University of California Berkeley, and the University of Michigan were offering programs and graduate level courses in higher education. These programs and courses had goals ranging from preparing higher education administrators to preparing students for their future roles as teachers. The focus of these programs were in many ways consistent with the early emphasis envisioned by G. Stanley Hall, in terms of preparing individuals for administrative roles in higher education. For the most part these early roots in practice served as the foundation for the expansion and creation of these pioneering programs.

The growth of higher education opportunity in America with the expansion of undergraduate opportunities and the community college movement served to spur the growth of higher education programs and thus the field of higher education studies. This expansion also contributed to the need for increased studies and research on the various aspects of the higher education enterprise. During this time the availability of federal research funding and private research funding contributed to the development of research institutes located in prominent higher education programs.

The primary text that outlines the origins, development, and major issues within the field is Dressel and Mayhew's (1974), "Higher Education as a Field of Study: The Emergence of a Profession". This book presents a critical review of the development of this field of study. While examining higher education doctoral programs from a variety of perspectives, the authors consistently question the research focus of these programs.

The controversy between pure versus applied or theoretically based versus practitioner based programs are discussed as fundamental to the definition and identification of this relatively young field. The observations and discussions presented in this book serve as a frame of reference for those who are attempting to understand how a field of study matures and grows.

In "Administration as a Profession", Fife and Goodchild (1991) build on the work of the previous authors by reexamining the state of affairs of higher education doctoral programs. Among the topics they explore is the purpose and mission of higher education doctoral programs and their contribution to the creation of the scholar-practitioner. The challenge inherent in a field of study whose primary consumer is the professional administrator is presented as having both limitations and opportunities. Certainly this reality is ultimately reflected in the dissertation research activity of these practitioner-scholars.

The Purpose of Doctoral Dissertation Research

As the focus of this study is the examination of higher education dissertation research, an understanding of the role of the dissertation within the doctoral process is fundamental. Doctoral programs did not exist in the United States until 1876, when the first such program was established at John Hopkins University (Bowen & Rudenstine, 1991). The dissertation generally serves as the capstone experience of the doctoral education process. As such, most of the course work will have been completed and the comprehensive examination requirement satisfied before the time that the actual dissertation is being written and completed. The dissertation is on occasion seen as a rite

of passage for the budding scholar. An initiation into a disciplinary community or profession, that values certain intellectual abilities and specific research skills in individuals who are deemed to possess the potential for future scholarly contributions.

In commenting on the purpose of the dissertation Bernard Berelson (1960) in "Graduate Education in the United States" states "The traditional conceptions of the dissertation is clear. It is supposed to be an original and significant contribution to knowledge." This observation is softened somewhat by the fact that the terms original and significant are relative terms left to the interpretation of the departments.

In "The Role and Nature of the Doctoral Dissertation", The Council of Graduate Schools in the U.S. (1991), described the dissertation as follows:

The Ph.D. dissertation fulfills two major purposes: (1) it is an intensive, highly professional training experience, the successful completion of which demonstrates the candidate's ability to address a major intellectual problem and arrive at a successful conclusion independently and at a high level of professional competence, and (2) its results constitute an original contribution to knowledge in the field.

In "Faculty Perceptions of the Doctoral Dissertation" a study conducted by Isaac, Quinlan and Walker (1992), they discuss the difficulty in defining what constitutes a contribution to original knowledge and the expectations of the field of study as major factors affecting the dissertation. For the doctoral candidate these challenges serve as part of the socialization process that they are required to negotiate in attaining their Ph.D.

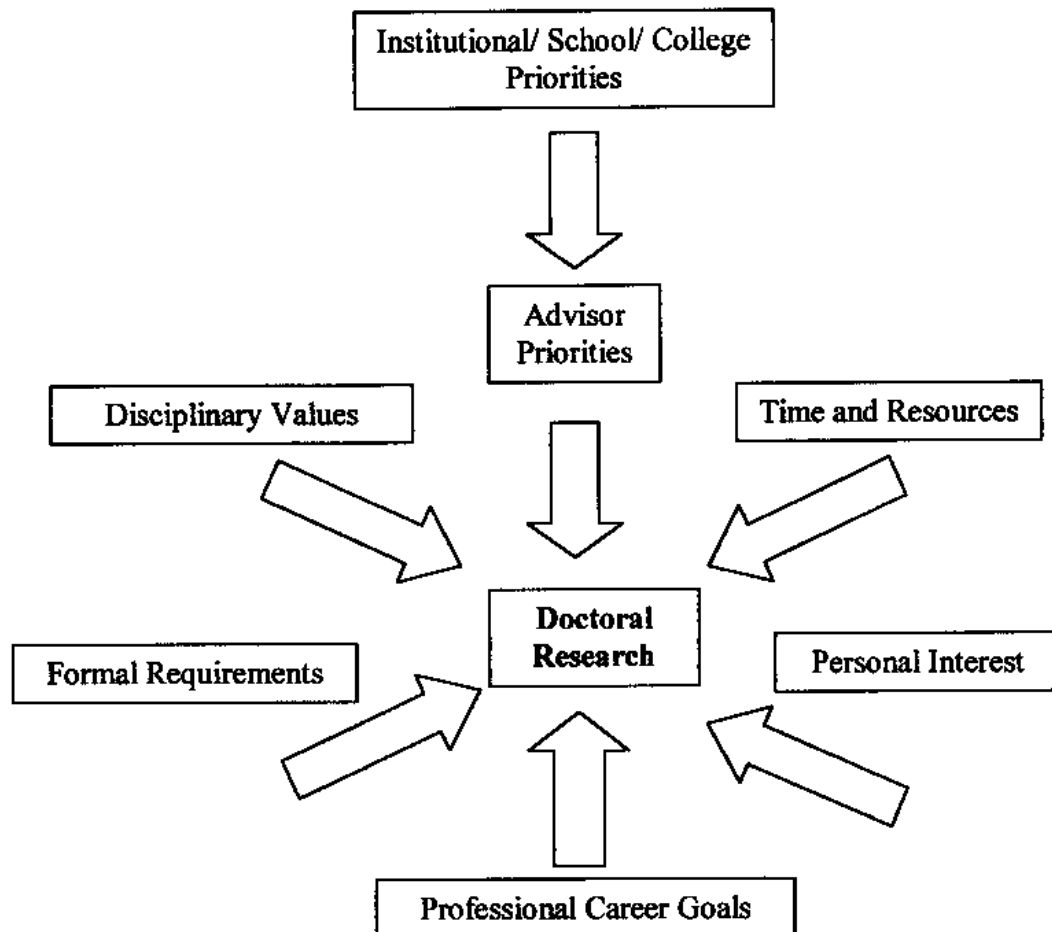
The purpose of the dissertation presented by Berelson in 1960 and the description provided by the Council of Graduate Schools over 30 years later, both identify and value

the concept of original contribution to knowledge. This commitment to original research while serving as a fundamental cornerstone of dissertation research has been balanced by the recognition that the dissertation also serves as a training experience for doctoral students. This research training experience while varying among disciplines, institutions and programs, provides the doctoral student with an opportunity to determine their level of interest in the pursuit of research.

In "The Discipline Speaks", Robert Diamond and Bronwyn Adam (1995) described five variables that influenced what faculty does in the course of their work. These included disciplinary/ professional values, department/ school/ college assignments, criteria for faculty rewards, available time and resources and personal priorities. These variables serve as the key elements that define the individual faculty agenda. Adapting from these concepts and borrowing from a diagram developed by Diamond, presented in Figure 1 are factors influencing doctoral research. These include dissertation advisor priorities, disciplinary values, formal program requirements, time and resources, personal interest and professional career goals. Each of these factors plays a critical role in influencing a range of doctoral candidate's decisions within the dissertation research process. In the context of this research study, recognition of these influences contributes to our understanding of how the doctoral dissertation process unfolds.

Figure 1.

Factors Influencing Doctoral Research



According to the Digest of Education Statistics 1999, the growth of doctoral degree recipients has gone from a total of number of 33,126 in 1976-77 to 45,394 in 1996-97. Over this 20-year period this represents an increase of 37% in doctoral degree recipients. In "Doctoral Programs in American Higher Education" Jennifer Haworth (1996) observes that the American doctoral programs play a critically important role in developing future generations of faculty, research scientists, and expert practitioners for business, industry, government, health care, educational, and cultural organizations. Despite this critical and influential role she continues that little research on American doctoral education exist.

Research on Higher Education Studies Dissertations

Notwithstanding the growth of American higher education doctoral programs, the study of dissertation research in the field of higher education has not been the focus of much scholarly activity. This lack of focus may not be surprising given the diffuse missions of higher education doctoral programs and the interdisciplinary nature of the field. In general, many scholars have debated the issue of 'higher education research' and what is good or valuable. Davis, Faith and Murrell (1991) directly frame these issues of scholarship and mission as challenges in identifying the appropriate research and scholarship focus for higher education doctoral programs. More recently the ERIC Clearinghouse on Higher Education conducted a study on the quality and content of higher education literature and clearly identified a concern regarding the gap between research and practice (Kezar, 1998).

An examination of the ERIC and EBSCO databases found relatively few studies that address the issue of dissertation research in the field of Higher Education. However several studies were found that did address this question within the field of Public Administration. Among those found the work of McCurdy and Cleary (1984) and Cleary (1992) provide an examination of the quality of the doctoral dissertation in public administration. The latter work examined 165 abstracts of public administration dissertations produced in 1990 using the following six criteria: methodological validity, the testing theory, causal relationships, importance of topic and topic on the cutting edge. Comparing the results to the earlier study revealed that the field of public administration 'is changing in nature and in emphasis.' These studies in particular are useful to this study, as they have contributed to the design approach for the coding instrument that was developed for the content analysis.

In addition, other studies that examined doctoral education and research in Public Administration have helped to provide analogous trends that apply to the field of Higher Education studies. Felbinger, Holzer and White (1999) in "The Doctorate in Public Administration: Some Unresolved Questions and Recommendations", present findings that study the quality of dissertation research based on the preparation, ability to conduct research, student-faculty ratio, acculturation-socialization differences and standards. These issues while not central to our research question contribute to a further understanding of the challenges in examining dissertation research.

A search of the UMI ProQuest Digital Dissertation Abstract database, for studies examining dissertation research in the field of higher education resulted in identifying only four dissertations in this area since 1970. These included a study by W. Kirk Avery

(1970), in which he piloted an instrument for the evaluation of education doctoral dissertations, within the context of examining one particular aspect of a department. Using a content analysis methodology the foci of the study was substance (subject matter) and form of the dissertation. In his study Avery examined 13 dissertations from the Department of Higher Education at Indiana University.

In a study by Aubrey Dean Sharpe (1993), 280 dissertations were analyzed from the Higher Education Administration Program at the University of North Texas. Using abstracts as the primary source, a form of content analysis was used to determine a dissertation's topic of study, research design, and data collection techniques, in addition to collecting other descriptive data.

Mary Calleen Coorough (1993) performed a content analysis on 10,612 dissertation abstracts of selected categories of education. The categories included educational administration, guidance and counseling, higher education, history, physical education, educational psychology and teacher training. The abstracts were examined to detect differences and trends in topic, design, statistical analysis and other attributes. Among her findings were that the primary focus of these dissertations was academic administration, and that the use of descriptive design dominated.

Efrem Chayin Rone (1998) also performed a content analysis on 115 dissertations to determine the characteristics of higher education doctoral theses completed in the Higher Education Group and the Ontario Institute for Studies in Education of the University of Toronto. He went on to compare specific dissertation properties with corresponding ones from the Canadian Journal of Higher Education.

Each of these studies provide a valuable insight into the examination of education dissertation research and they also help to provide a frame of reference from which this current investigation can springboard. While the research cited above either examined dissertations from a particular institution or used dissertation abstracts as their primary source, this study will examine the full dissertation from 14 nationally recognized Higher Education Programs in the United States. The works cited above helped guide this research effort in gaining an appreciation for the dearth of dissertation research in higher education to date.

Scholarship Defined

It has been over a decade since Ernest Boyer (1990) published "Scholarship Reconsidered". Over the past 12 years this work has served as a primary source document for the academic world in examining the conceptualization of scholarship. In this work, Boyer (1990) challenged the existing focus of scholarship by questioning the academy's disproportionate emphasis on the traditional ideals of research and introduced a framework that recognized the stature of teaching, practice and integration, as critical components of scholarship. While the emphasis of much of the work is on how faculty scholarship is defined and rewarded, his conceptual representation of scholarship need not be limited to its impact on faculty. This expanded definition has an appropriate province in the sphere of graduate preparation and more specifically in dissertation scholarship. The four dimensions of scholarship, which he describes as interrelated and overlapping, provide young scholars with the essential toolbox for successful careers inside and outside the academy. Boyer calls for extending an expanded view of

scholarship within the graduate school experience when he states, "But it is in graduate education where professional attitudes and values for the professoriate are most firmly shaped; it is here that changes are most urgent if the new scholarship is to become a reality."

Ernest A. Lynton (1995) described this broadened representation of scholarship and its relationship to knowledge flow an "eco-system". In his view scholarship is an interconnected, multi-faceted system in which knowledge moves across the boundaries of creation and integration, teaching and application. He also warns that a misconception in the academy is that knowledge only flows from scholar to practitioner, or from teacher to learner. He goes on to state "Wherever knowledge emerges, scholarship can exist".

In "Scholarship Assessed" (Glassick, Huber, & Maeroff, 1997) we are presented with six characteristics that are recognized as a common sequence of themes that all works of scholarship should possess be they discovery, integration, application or teaching. Each piece of work should demonstrate clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique. These six themes are presented as a conceptual framework to guide the evaluation of scholarship and as such contribute to the essential toolbox alluded to earlier for successful young scholars to possess.

Within the context of this research study, both the expanded definitions of scholarship presented by Boyer (1990) and the qualitative standards outlined by Glassick et al. (1997), provide the necessary range of vision to approach the study of doctoral research. While "Scholarship Reconsidered" and "Scholarship Assessed" have as their principal audience the evaluation of faculty research endeavors, the appropriateness of

adopting the language, criteria, and methods described therein are critical to maximize the graduate school research experience.

The Theory – Practice Gap in Higher Education

The theory – practice tension in higher education is one that is based on the disagreement by scholars and practitioners regarding the relevancy and direction of higher education research (Kezar, 2000). The desire for higher education research to have meaning and purpose within the world of practice versus the need for higher education research to provide a theoretical foundation for examining and understanding higher education issues and related phenomena serve as the counterpoints in the argument about this relationship. This theory – practice continuum is shaped and influenced by four major constituent groups that include the academic disciplines, the larger profession of education, the professional arena of policy and practice and funding sources (Peterson, 2000). This varied constituency's background and preferences undoubtedly contribute significantly to the theory – practice tension. The value, motivation, and evaluation of what represents appropriate research, in large measure is determined on where one falls among these groups.

The question of higher education's status as a discipline or a professional field of study has certainly played a role within the theory – practice tension. If one desires to view higher education as a maturing discipline, their inclination will be to see research that contributes to defining a basic set of principles, theories and systemized method of inquiry. While those who view higher education, as a professional field of study will tend to prefer research that has relevance or applicability to higher education enterprise.

Not to be minimized in understanding the theory – practice tension is the influence of doctoral student's background prior to beginning their studies on their research efforts. A practitioner-based focus is not surprising when greater than three-fourths of the graduates of higher education doctoral programs having worked at colleges, universities, or related agencies before starting their doctoral study (Townsend & Weise, 1991). For many of these students the higher education doctorate serves as a necessary credential for upward mobility in their administrative careers.

Disciplinary Perspectives

As mentioned earlier, the dissertation research effort serves as the final test that a doctoral student must negotiate in order to complete their academic studies. Within the field of higher education studies these students enter programs that are multidisciplinary based and as a result expose students to issues in higher education from disciplines as distinct as history, economics, sociology, psychology and so forth. This multidisciplinary approach to the study of higher education will consequently manifest itself to some degree in the dissertation.

Higher education studies borrow heavily from the various disciplines to examine and explain phenomena related to that enterprise. A discipline has been described as a community of individuals who share, a specialized area of study, a tradition, a method of inquiry, a language, and conceptual structure (King & Brownell, 1976). An examination of the curricular offerings of a higher education doctoral program will undoubtedly include courses on the financing of higher education (economics), the history of higher education (history), student development (psychology), organization and governance

(political science), philosophy of education (philosophy), and others that have a particular disciplinary focus. As a field of study that relies heavily on other disciplines it is not surprising that it is often pulled in different directions, and as a result students are challenged to find the appropriate lens with which to frame their research work.

In "Higher Education and High Anxiety: Objectivism, Relativism, and Irony", Harland G. Bloland (1989) summarizes this as change in the following manner:

Higher education as a field of study and practice is in a state of agitation and ferment. Concern is expressed in journal articles and learned society meeting about what conceptualization should be used, what approaches should be employed, how to determine excellence when a variety of approaches are used; indeed, basically "what questions we should ask.

The push and pull that is experienced in the field of higher education studies occurs not only with regard to "what questions we should ask" but also to "how should we examine them". The disciplinary or multidisciplinary perspective chosen by higher educational researchers serves to provide a somewhat stable basis for their studies.

CHAPTER III

METHODOLOGY

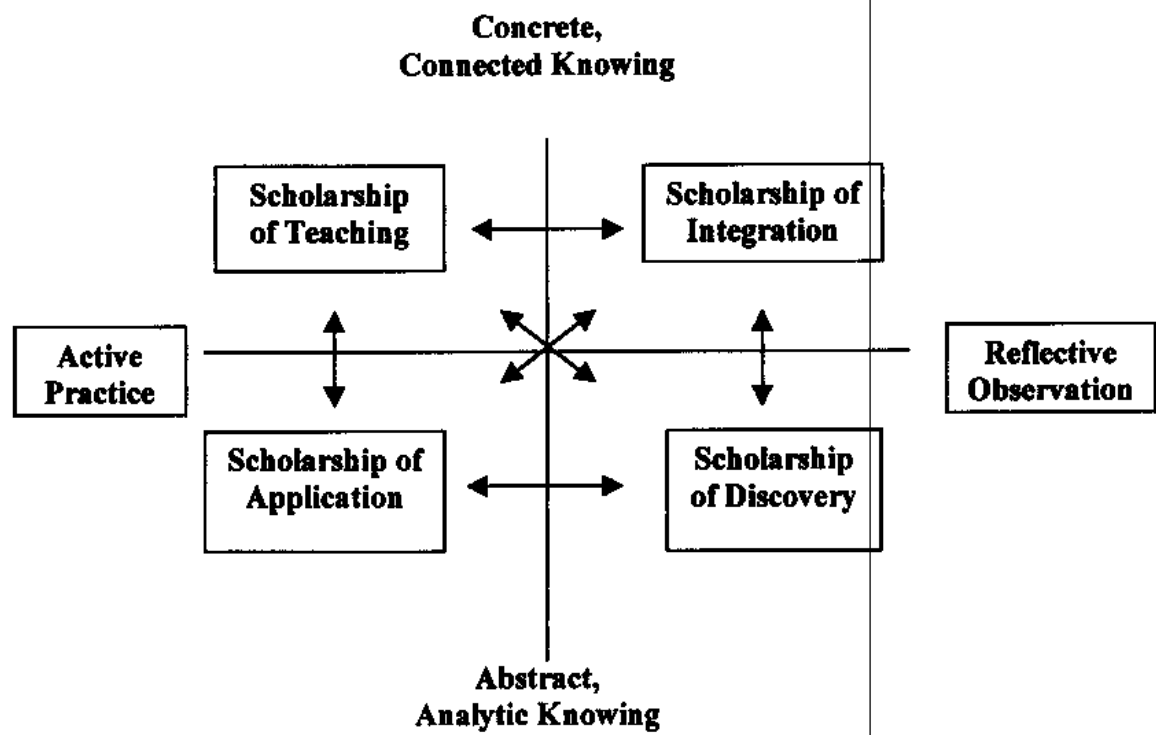
Theoretical Framework

In “Scholarship Reconsidered” (1990) Ernest Boyer both lamented and challenged the existing graduate experience that required doctoral students to subvert impulses to introduce creative integrative thinking into their dissertations. He observed that doctoral students are encouraged to write dissertations resulting in original research devoid of any connections between thought and action. The theoretical framework for this study will utilize Boyer’s multiple definitions of scholarship to examine how higher education dissertation research has developed from 1977 to 1997. By utilizing his concepts of scholarship of discovery, integration, application, and teaching we will attempt to determine to what extent the theory – practice tension described earlier is evident within higher education dissertation research.

The illustration below uses Eugene Rice’s (1996) adaptation of David Kolb’s (1984) work on the basic dimensions of learning to frame Boyer’s multidimensional view of scholarship. Essentially the figure below reinforces the interconnectedness of each form of scholarship, and permits us to visualize where each form of scholarship falls within the vertical continuum of “concrete, connected knowing” (practice) and “abstract, analytic knowing” (theory) and the horizontal continuum of “active practice” (practice) and “reflective observation” (theory).

Figure 2.

Eugene Rice's Adaptation of David Kolb's Basic Dimensions of Learning



It is important to understand that Boyer's expanded view of scholarship does not imply discrete scopes of purpose for each domain but recognizes their interdependence in complementing each other. That is these domains are not be viewed in a linear fashion and should be viewed conceptually as interrelated elements that can be used by the researcher to approach and guide their inquiry or investigation.

The adoption of this theoretical framework is based on the assumption that examination of dissertation research in the field of higher education over specific time periods will yield information about the overall development of the field itself. This research will build on previous studies that have examined doctoral research produced within specific institutions, programs and fields of studies.

Sampling and Source Data

The period of analysis for this study is 1977 and 1997. These years were chosen because they provide two specific "bookend" points in a twenty-year span that are deemed appropriate for this analysis. These years represent points in time both before and after the publication of "Scholarship Reconsidered" that support the utilization of Boyer's four scholarship dimensions as the basis for our conceptual framework. For the purposes of this study the scholarships of application and teaching assume the identification of practice-based research while the scholarships of discovery and integration assume the identification of theory-based research.

In addition to examining the theory-practice question we will also be attempting to gain insight on how dissertation research in the field of higher education has evolved, thus the span of twenty year was chosen.

This study will examine dissertations that are available from UMI ProQuest Digital Dissertation and have higher education (subject code 0745) as their primary subject code descriptor. A purposeful sample has been selected for the years of 1977 and 1997. The purposeful sample included only dissertations from 14 institutions that were identified by Johnson (1982), Keim (1983) and Newel and Kuh (1989), in three distinct studies, as having exemplary higher education programs. The schools to be included are: Columbia University-Teachers College, Florida State University, Harvard University, Indiana University, Michigan State University, Ohio State University, Pennsylvania State University, Stanford University, SUNY-Buffalo, UC-Berkeley, UCLA, University of Chicago, University of Michigan and University of Texas.

Based on the criteria stated above 192 dissertations have been identified for inclusion in the study. The sample includes 106 dissertations that were written in 1977, and 86 dissertations that were written in 1997. This study proposes to exam all 192 dissertations that qualified to be included in the purposeful sample and to compare specific dissertation characteristics, such as primary topic, secondary topic (if any), research methodology, and research techniques utilized in the study.

Sample

Dissertations served as the primary source data for analysis in this study. Of the 1977 sample selected for this study a total of 88 of the 106 dissertations, representing 83% of the sample, were obtained and reviewed. It was decided that the dissertation abstract would be substituted for the remaining 18 dissertations that were not available to the researcher. Of the 1997 sample selected for this study a total of 86 dissertations,

representing 100% of the sample, were obtained and reviewed. In addition the dissertation abstracts were consulted for 100% of the 1977 and 1997 cohorts.

Method of Analysis

Content analysis is the research tool utilized in this study to examine how dissertation research in the field of higher education has developed from 1977 to 1997. Specifically content analysis provided a methodology for the collection, identification and classification of dissertations based on a predefined coding form. According to Robert Philip Weber (1990) content analysis is a research methodology that uses a set of procedures to make valid inferences from text. Content analysis is one of the most important research techniques in the social sciences; it seeks to understand data not as a collection of physical events but as symbolic phenomena and to approach their analysis unobtrusively (Krippendorff, 1980).

The content analysis of the 192 dissertations occurred over a two-month period. Of the 1977 dissertations 74 were obtained with the assistance of the Seton Hall University Interlibrary Loan Office. The author traveled to Columbia University Teachers College and performed the content analysis on 14 dissertations at the Milbank Library. The remaining 18 dissertations were unavailable via the interlibrary loan system and this resulted in a content analysis being performed on their dissertation abstracts. Of the 1997 dissertations all 86 were obtained from UMI ProQuest Digital Dissertations in electronic format and a full review of the dissertations were completed.

Independent and Dependent Variables

A coding form (Appendix C) was developed to collect information from the abstracts and dissertations selected for the study. The coding categories were selected to assist in the identification of demographic characteristics and specific dissertation characteristics that would contribute to determining the placement of the dissertation within the theory-practice continuum. The initial version was tested by the author on a sample of ten dissertations and revised due to problems with ambiguous coding categories and identified data collection needs. A continued review of the literature and deliberations with the dissertation advisor contributed to further development and revisions of the coding form. A second set of ten dissertations were selected and coded by the author and a second coder, a doctoral candidate in Higher Education Administration at Seton Hall University. The percentage of agreement between the two coded groups was determined to be 82% and the form was determined to be valid for use. The author served as the only person who coded the 192 dissertations for this study. In order to minimize coding errors each dissertation was coded twice and revisions made as needed. Refer to Appendix D to review the coding procedures form.

The coding form designed for this study collected the following descriptive demographic information from each abstract and dissertation:

1. Author's name – This was recorded to assist in the determination of the author's gender, if no gender reference was present in the acknowledgement or dedication section of the dissertation.
2. Degree year – This was recorded and allowed for the comparison of dissertations between 1977 and 1997.

3. Gender – This was recorded for descriptive purposes.
4. Degree conferred – This was recorded and used for comparison as a major category.
5. Number of pages –: This was recorded based on the abstract descriptor and included all appendices and other related material.
6. Institution name – This was recorded and served as a primary variable for the selection of the dissertation in the sample.

This study examined how the theory-practice tension was reflected in doctoral dissertations, and was supported by a coding form designed to collect and identify nine dependent variables that were deemed to reflect specific dissertation characteristics that would contribute to answering the research and subsidiary questions. The independent variable used for the study was the year of dissertation publication.

The rationale for selecting each of the variables is presented followed by the operational criteria for coding them.

Conceptual or Theoretical Framework

Dissertation research is expected to be guided by a particular framework, which often serves as the theoretical underpinning of the investigation. The presence of a conceptual or theoretical framework has the potential to provide insight into the extent to which a study is intended to contribute to a “body of knowledge”. In addition, the presence of a conceptual or theoretical framework contributes to the determination of the scholarly focus of the study and assists in the placement of the dissertation among Boyer’s four scholarship domains.

Disciplinary Perspective

Higher education studies as a field began based on several disciplinary footings and from one point of view, the academic disciplines provide the basic building blocks of higher education. (Clark & Neave, 1992) Within this study, this variable seeks to determine if the dissertation was guided by a particular academic disciplinary point of view. For the most part the field of higher education studies is not viewed as a discipline. Disciplines are those academic fields that are unified by existing body of knowledge and theories. Higher education studies are seen by many as a field of study, one that draws from many disciplines, primarily from the social sciences. The identification of the disciplinary orientation of doctoral dissertation contributes to our understanding of trends in higher education research.

Origin of the Problem

The classification of the dissertation problem statement as either primarily based on theory or practice is fundamental to the overall focus of this study. This variable also serves to support the placement of the dissertation among Boyer's four scholarship domains.

Implications for Practice

This variable was designed to determine if the dissertation resulted in any recommendations in the service of practice or action. This variable also serves, as an indicator of the researcher's perspective on how their analysis can influence policy, program development or increased program effectiveness.

Suggestions for Further Study

This variable was designed to determine if the dissertation resulted in any suggestions for further study or research. The identification of areas for additional study is an indicator that the research conducted has raised further questions that require investigation. The potential for future theoretical developments is implicit in this question.

Research Methods

Information was gathered that identified the mode of inquiry utilized by the researcher. Research methods refers to the range of approaches used by the researcher in gathering data which are to be used as a basis for inference and interpretation, for explanation and prediction (Cohen & Manion, 1994). Given the 20-year span between the two cohorts examined in this study, this variable provided an opportunity to examine how the research method orientation in higher education dissertations has evolved over this period. The designation of a study as quantitative indicates that the researcher approached the research using a positivist paradigm. The designation of a study as qualitative indicates that the researcher adopted an anti-positivist approach (i.e. phenomenological, interpretive, etc.). Dissertations were coded as both when a mixed methodology approach was explicitly referenced in the study.

Research Techniques

The specific techniques utilized by the researcher in gathering, analyzing and interpreting data for the study were collected in order to determine research trends over the 20-year period. In most cases the researcher used multiple research techniques. The use of this variable in the study assisted in confirming the research methodology used in the dissertation. For the purposes of this study case studies, observation, interviews, content

analysis, and historical research were identified as qualitative studies. While inferential and descriptive statistics, survey research, and experimental research designs were identified as quantitative studies.

Dissertation Topics

The determination of dissertation topics was a major component of this study with regard to supporting our examination of how the field of higher education studies has evolved over the 20-year period. In helping us to examine the theory – practice tension this variable in concert with the other variables help us to understand both higher education studies dissertation topic trends and how these trends are reflected within the theory – practice continuum.

Scholarship Domain

This study attempts to extend Ernest Boyer's call for a broader conceptualization of scholarship to doctoral dissertation research. In this regard the four scholarship domains serve as a lens or frame of reference from which to view the theory – practice continuum. In general terms the scholarships of discovery and integration were identified with theory-based research while the scholarships of practice and teaching were identified with practice-based research. Within this study, this variable served to make operational the theoretical framework that guided this study.

Operational Criteria for Coding of Variables

1. Conceptual or theoretical framework (yes vs. no) – We determined if the study was based or guided on an existing conceptual or theoretical framework if a reference was

made in either the abstract, table of contents, the review of literature chapter, the methodology chapter, or the final chapter of the dissertation.

2. **Disciplinary perspective** – The abstract, the conceptual/ theoretical framework, the literature review chapter, and the secondary subject descriptors in the 1997 sample were examined to determine placement within one of the 10 categories identified by Finkelstein (1984). The categories are sociology, social psychology, psychology, political science, economics, management/business administration, higher education, other education (for example, educational psychology), other, and do not know.
3. **Origin of the problem (theory vs. practice)** – We determined if the origin of the problem was based on theory or practice by examining Chapter One of the dissertation. Problems were classified as primarily based on practice if they focused on informing, describing and explaining in the service of practice or action. This includes problems that address public policy and increased program effectiveness. Problems were classified as primarily based on theory if they focused on informing, describing and explaining without regard to practice or action. This includes problems that attempt to explore conceptual issues that may contribute to theoretical developments.
4. **Implications for practice (yes vs. no)** – We determined if the dissertation contained any references to implications for practice by examining the concluding or summary chapter of the dissertation.
5. **Suggestions for further study (yes vs. no)** – We determined if the dissertation contained any references to suggestions for further study by examining the concluding or summary chapter of the dissertation.

6. Research method (qualitative vs. quantitative or both) – We determined if a dissertation used a particular method by examining the abstract or the methodology chapter for any explicit reference.
7. Research technique(s) – We identified the particular research technique by examining the abstract or the methodology chapter for any explicit reference. The techniques to be coded were case study, content analysis, descriptive statistics, experimental research, historical research, inferential statistics, interviews, observation, survey research, secondary source data, and other. As a result of many dissertations using multiple research techniques, they added up to more than the total sample size.
8. Dissertation topic (primary and secondary if present) – The abstract was examined to determine placement within one of the six topic classifications developed by Silverman (1987). The six classifications used were academic and research, personnel, institutions, state and national, discipline approach, and sector. Within each of these topics are lists of subtopics that assisted the coder in determining placement. In developing the classification procedures for the ‘dissertation topic’ category the recording units used in previous content analysis higher education studies were examined to determine their appropriateness for the current study. The Silverman typology follows, while three other typologies that were consulted are listed in Appendix E.

Silverman Topic Classification Scheme (1987)

Academic and Research

Teaching and learning
 Curriculum (the disciplines)
 Educational Communication and Technology

Personnel

Faculty
 Student Characteristics and Development
 Administrators and Support Staff
 Other

Institutions

Institutional Roles and Mission
 Recruitment, Admissions and
 Articulation
 Leadership and the Presidency
 Management
 Institutional Advancement

Business Administration
 Planning Studies and Analysis
 Financing and Budgeting
 Computing Services
 Physical Plant Management

State and National

National Policy and General Reference
 Comparative National Systems
 Statewide Issues
 Governance and Coordination
 Finance

Resource Allocation
 Productivity and Cost Benefit Analysis
 Educational Opportunity
 Student Financial Assistance
 Work and Education

Discipline Approach

Demography
 Economics
 Anthropology
 Sociology
 Philosophy

History
 Law
 Psychology
 Geography
 Other

Sectors

Independent Higher Ed
 Private School Careers
 Libraries
 Athletics
 Public Services
 Associations
 Unions

Community Colleges
 Lifelong Learning
 Student Affairs
 Health Science Ed
 Other Inst. Settings
 Accrediting Agencies
 Black Higher Education

9. Boyer's four scholarship domains – We examined the abstract, along with the introduction, literature review, and results chapters to determine placement among the four Boyer scholarship domains or twelve scholarship pairings that were developed. Figure 3 illustrates the matrix used for the coding of this variable.

Figure 3.

Boyer Scholarship Coding Matrix

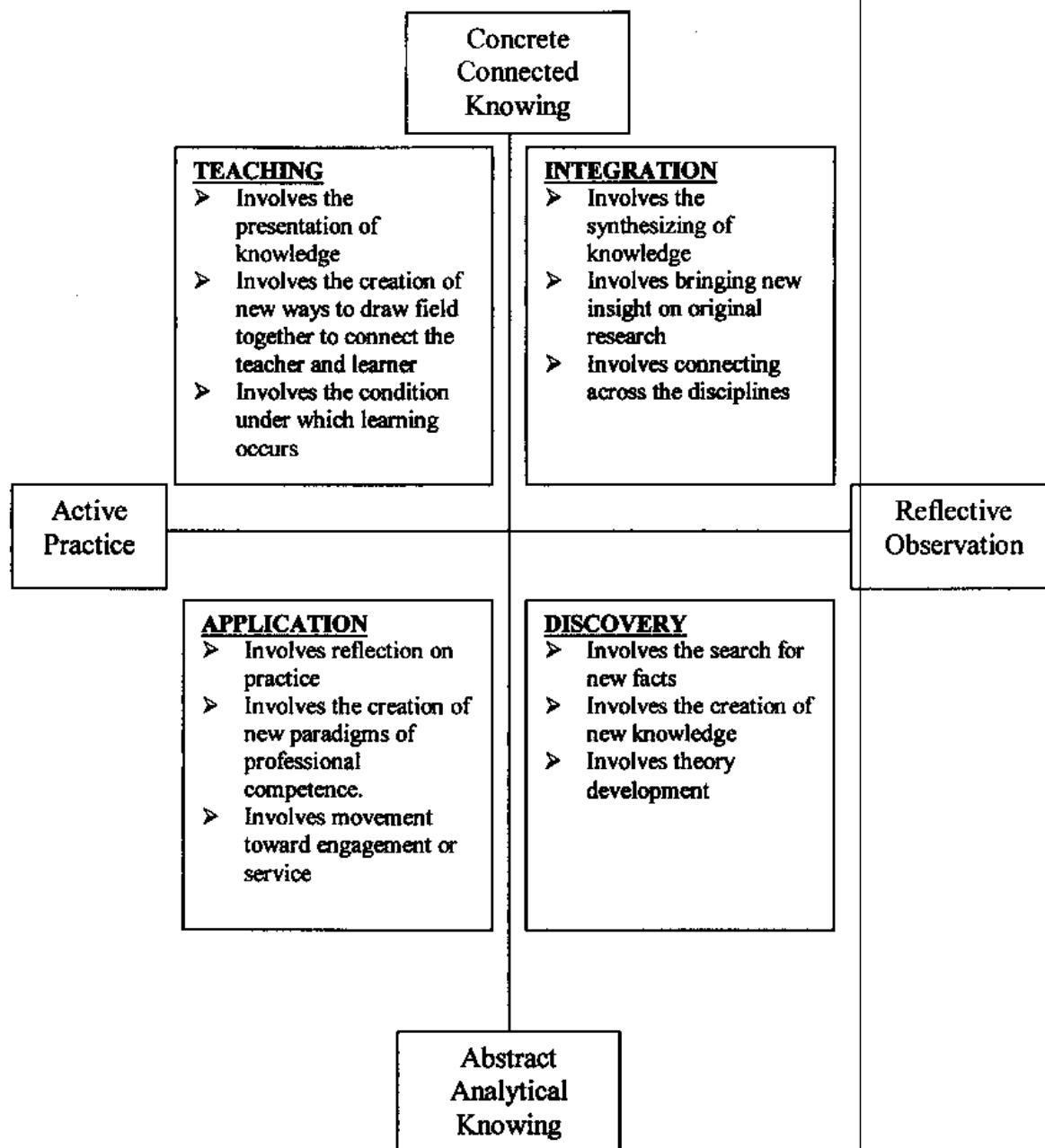
Teaching	Discovery	Application	Integration
Teaching-Discovery	Discovery-Teaching	Application-Teaching	Integration-Teaching
Teaching-Integration	Discovery-Integration	Application-Integration	Integration-Discovery
Teaching-Application	Discovery-Application	Application-Discovery	Integration-Application

Two coding questions were used to complete the assignment of this variable. The first question asked, "After reviewing the abstract and dissertation listed above please review the following checklist and mark the appropriate boxes to indicate which descriptors are representative of the dissertation." This item required the coder to choose 3 of 12 descriptive statements that were presented as checklist items. Each of the four scholarship domains was assigned three of these descriptive statements. The second question asked, "Based on your responses in the checklist above which of the following best categorizes the individual scholarship or if appropriate the scholarship pairing that are representative of the dissertation." To facilitate the identification of scholarship pairings the coder was limited to choosing two scholarship domains from which to assign three descriptive statements. Based on this rule the dissertation was assigned a primary scholarship designation and a pairing designation.

The decision rules for the classification of dissertations among the four scholarship domains are illustrated in Figure 4. As illustrated the scholarship of discovery refers to research that contributes to the creation and pursuit of knowledge, while the scholarship of integration refers to research that seeks to interpret, draw together and bring new insight to bear on original research. The scholarship of application refers to research that moves toward engagement or service (Atkinson, 2001) and scholarship of teaching refers to research that supports the presentation of knowledge.

Figure 4.

Decision Rules for Boyer's Scholarship Domains



Data Analysis

Data was first analyzed using descriptive statistics. Changes over time were then analyzed with inferential statistics, exclusively by the chi-squared procedure. A content analysis was performed on 192 dissertations and quantitative and qualitative data were collected. The data was analyzed utilizing percentages and frequencies. As a descriptive study the use of percentages and frequencies is assumed to provide the appropriate frame to examine and compare the data collected. Cross tabulations and chi-square was also utilized to determine differences among and within groups. Table 1 details the approach utilized for analysis of the data obtained for each of the subsidiary research questions.

Table 1.

Data Analysis Plan

<u>Subsidiary Questions</u>	<u>Variable</u>	<u>Analysis Plan</u>
1. How many doctoral dissertations in the area of higher education studies were completed in 1977 and 1997?	Degree conferred Gender Degree year	Percentage and frequency distribution by degree conferred (Phd or EdD), gender, and degree year Chi-square for differences among and within groups
2. How many doctoral dissertations were guided by an existing theory or conceptual framework in 1977 and 1997?	Conceptual or theoretical framework Degree year	Percentage and frequency distribution of coding (yes or no) Chi-square for differences among and within group

Table 1. Continued

Data Analysis Plan

<u>Subsidiary Questions</u>	<u>Variable</u>	<u>Analysis Plan</u>
3. What were the disciplinary perspectives utilized by the researchers in 1977 and 1997?	Disciplinary perspective Degree year	Percentage and frequency distribution of coding (sociology, social psych., psychology, political science, economics, management/ business administration, higher education, other education, other, and do not know) Chi-square for differences among and within group
4. Was the origin of the dissertation research problem based on theory or practice in 1977 and 1997?	Origin of the problem Implications for practice Suggestions for further research Degree year	Percentage and frequency distribution of coding (theory or practice, yes or no, yes or no) Chi-square for differences among and within group
5. What were the primary dissertation topics in 1977 and 1997?	Dissertation topics Degree year	Percentage and frequency distribution of coding (academic and research, personnel, institutions, state and national, discipline approach, and sector Chi-square for differences among and within group)
6. How did dissertation topic areas change in 1977 and 1997 intervals?	Dissertation topics Degree year	Percentage and frequency distribution of coding (academic and research, personnel, institutions, state and national, discipline approach, and sector) Chi-square for differences among and within group)

Table 1. Continued

Data Analysis Plan

<u>Subsidiary Questions</u>	<u>Variable</u>	<u>Analysis Plan</u>
7. What were the primary research methodologies utilized in 1977 and 1997?	Research methods Degree year	Percentage and frequency distribution of coding (qualitative, quantitative or both) Chi-square for differences among and within group
8. What were the primary research techniques utilized on 1977 and 1997?	Research techniques Degree year	Percentage and frequency distribution of coding (case study, content analysis, descriptive statistics, experimental research, historical research, inferential statistics, interviews, observation, survey research, secondary source data, and other) Chi-square for differences among and within group
9. How were Boyer's scholarship domains distributed among these dissertations in 1977 and 1997?	Scholarship domain Degree year	Percentage and frequency distribution of coding Chi-square for differences among and within group

Summary

This study used content analysis as the methodology for the examination and coding of 192 dissertations. A coding form was developed that captured a range of dissertation characteristics and variables designed to work within the theoretical framework chosen for this study. Ernest Boyer's multiple definition of scholarship served as the theoretical framework for this investigation. This chapter described how the data was selected, obtained, organized and coded. Chapter IV will report and discuss the findings.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A total of 192 doctoral dissertations and abstracts were evaluated for this study. These dissertations were chosen for the study based on institutional affiliation, year published and having a primary subject descriptor designation of higher education in the UMI ProQuest Digital Dissertation on-line data system. The first section of this chapter will provide the results of the descriptive demographic data collected from the dissertations and abstracts. The second section of this chapter will present data collected on the previously described dependent variables used to respond to the nine subsidiary questions that were developed to guide this study.

Demographic Variables

This study began with the identification of the individual dissertations that would make up the sample for each cohort year. The distribution of the 192 dissertations among the 14 institutions is presented in Table 2 on the following page. The total production of dissertations that were coded with higher education as their primary subject descriptor fell by almost 19% between 1977 and 1997 at the 14 institutions. No evaluation was conducted regarding the current status of the doctoral programs at these institutions.

Table 2

Completed Dissertations by Institutions, 1977 and 1997

Institutions	Time period	
	1977 n	1997 n
Columbia University-Teachers College	14	10
Harvard University	03	09
Florida State University	13	04
Indiana University	16	07
Michigan State University	15	04
Ohio State University	07	05
Pennsylvania State University	01	11
Stanford University	03	01
SUNY-Buffalo	05	06
UC-Berkeley	06	02
UCLA	06	13
University of Chicago	01	00
University of Michigan	14	11
University of Texas	02	03
Total	106	86

Degree Type

The distribution of degree type between 1977 and 1997 is illustrated in Table 3. The data reveals relatively little change in the percentage distribution of EdD and PhD degrees over the twenty-year period examined in this study. There were no statistically significant differences between the sample years. The distribution illustrated for our sample cohorts is consistent with the total distribution between EdD and PhD degrees coded with a higher education descriptor (0745) for both years. A query of the UMI ProQuest Digital Dissertation database for 1977 identified 478 doctoral dissertations coded with a subject descriptor of higher education. Specifically the distribution was 179 EdD degrees and 299 PhD degrees representing a distribution of 37.4% and 62.5% respectively. A similar analysis was repeated for the 1997 cohort with a total of 1,303 doctoral dissertations being identified. The distribution for this cohort was 464 EdD degrees and 839 PhD degrees representing a distribution of 35.6% and 64.5%.

Based on this analysis, our 1977 PhD cohort represents 23.7% of those awarded for that year and 19% of the EdD degrees awarded. Our 1997 sample represented 17.9% of the PhD degrees awarded for that year and 11.9% of the EdD degrees awarded. While the overall number of doctoral degrees awarded based on the subject code descriptor fell from 106 to 86, these institutions as a whole continue to be well represented in this field.

Table 3

Degree Type Distribution, 1977 and 1997

Degree Type	Time period			
	1977		1997	
	n	%	n	%
EdD	35	33.0	31	36.0
PhD	71	67.0	55	64.0
Total	106	100.0	86	100%

$\chi^2 > .05$, NS* (NS = Not significant for all tables)

Gender and Degree

The gender of the authors and the degree attained at the 14 institutions is depicted in Table 4 by frequency and percentage. There were statistically significant differences between the two years ($\chi^2 = 22.8$, $p < 0.001$). Females experienced an overall percentage increase in the doctoral degrees received from these institutions. In 1977 females received 27.4% of the degrees compared to 61.6% of the total in 1997. At the same time males experienced an overall decrease dropping from 72.6% in 1977 to 38.4% in 1997. According to the NCES Digest of Education Statistics 1999, in 1976-77 a total of 7,338 doctoral degrees in Education were conferred. The distribution was 4,832 (65.8%) for men and 2,506 (34.2%) for women. In 1996-97 a total of 6,751 doctoral degrees in Education were conferred, with a distribution of 2,512 (37.2%) for men and 4,239 (62.8%) for women. Thus the growth rate experienced by women at these 14 institutions very closely mirrors the national rates for women over this similar period.

Table 4

Gender Distribution, 1977 and 1997

Gender	Time period			
	1977		1997	
	n	%	n	%
Male	77	72.6	33	38.4
Female	29	27.4	53	61.6
Total	106	100.0	86	100.0

$$\chi^2 (1, N = 192) = 22.8, p < 0.001$$

Table 5 presents detailed degree distribution data by gender. An inverse trend between genders is observed, as the percentage rate of PhD and EdD degree attainment increased for women while decreasing for men. There were statistically significant differences between the two years ($\chi^2 = 24.6, p < 0.001$).

Table 5

Gender by Author and Degree Type, 1977 and 1997

Gender and Degree Type	Time period			
	1977		1997	
	n	%	n	%
Female				
EdD	05	4.7	16	18.6
PhD	24	22.6	37	43.0
Male				
EdD	30	28.3	15	17.4
PhD	47	44.3	18	20.9
Total	106	100.0	86	100.0

$$\chi^2 (3, N = 192) = 24.6, p < 0.001$$

Page Length of Dissertation

The page length of the dissertations used in the study was recorded and grouped within six intervals for descriptive purposes only and is shown on the following page in Table 6. In addition, Table 7 shows the results of a t test for independent samples that determined that no statistically significant differences between sample years was present. For the 1977 cohort the number of pages ranged from a low of 71 pages to a high of 471 pages, with an average of 199 pages. Quantitative dissertations averaged 192 pages and qualitative dissertations averaged 218 pages. The 1997 cohort had a range from a low of 79 pages to a high of 625 pages, with an average of 218 pages per dissertation. Quantitative dissertations averaged 174 pages and qualitative dissertations averaged 261

pages. Finally of the dissertations written in 1977, 62.9% had page lengths less than 200 pages compared to 46.5% in 1997 with less than 200 pages.

Table 6

Distribution of Dissertation Page Length, 1977 and 1997

Dissertation Page Length	Time period			
	1977		1997	
	n	%	n	%
50 – 99 pages	03	2.9	03	3.5
100 – 199 pages	63	60.0	37	43.0
200 – 299 pages	29	27.6	38	44.2
300 – 399 pages	06	5.7	07	8.1
400 – 499 pages	04	3.8	00	0.0
500 + pages	00	0.0	01	1.2
Total	105	100.0	86	100.0

Note: The page length was not available for one dissertation in 1977 cohort.

Table 7

T-test for Differences Between Dissertation Year and Page Length

	Group	n	M	SD	t	p
Dissertation Page Length	1977	105	198.8	74.3	-1.70	.091
	1997	86	218.1	82.3		

Dissertation Characteristics Analysis

The section that follows reviews the results of the coding instrument based on specific dissertation characteristics. Tables 8 to 19 compare results by year and provide the foundation for the analysis that will follow in Chapter 5.

Conceptual Framework

The conceptual framework is selected by the researcher and provides the theoretical approach that is used in the study. The data in Table 8 responds to the subsidiary question "How many doctoral dissertations were guided by an existing theory or conceptual framework in 1977 and 1997?" We determined if the study was based or guided on an existing conceptual or theoretical framework if a reference was made in either the abstract, table of contents, the literature review chapter, the methodology chapter, or in the final chapter of the dissertation. It was possible to determine the presence of a conceptual framework in 47.2% of the 1977 dissertations and 69.8% of the

1997 dissertations. The findings showed a statistically significant increase in the presence of a conceptual framework between the two years ($\chi^2 = 9.91, p < 0.01$).

Table 8

Presence of Conceptual Framework, 1977 and 1997

Conceptual Framework	Time period			
	1977		1997	
	n	%	n	%
Yes	50	47.2	60	69.8
No	56	52.8	26	30.2
Total	106	100.0	86	100.0

$\chi^2 (1, N = 192) = 9.91, p < 0.01$

Disciplinary Perspective

The abstract, the conceptual/ theoretical framework, the literature review chapter, and the secondary subject descriptors in the 1997 sample were examined to determine placement within one of the 10 categories identified by Finkelstein (1984). The disciplinary categories are sociology, social psychology, psychology, political science, economics, management/business administration, higher education, other education (for example, educational psychology), other, and do not know. Table 9 responds to the subsidiary question "What were the disciplinary perspectives utilized by the researchers in 1977 and 1997?"

A disciplinary perspective was observable in 75.5% of the 1977 dissertations and 79.1% of the 1997 dissertations. In the 1977 cohort, higher education was identified in 48.1% of the dissertation sample followed by the categories do not know at 23.5% and sociology and psychology at 5.7% each. This differed substantially for the 1997 cohort in which only 22.1% of the dissertations were identified with a disciplinary perspective of higher education, followed by do not know at 20.9% and other at 18.6%.

The 1997 cohort also differed from the 1977 cohort in that the disciplines of sociology, psychology and social psychology were represented in 30.3% of the dissertations compared to only 15.2% of the dissertations in 1977. The findings for the disciplinary perspective variable were statistically significant between the two years ($\chi^2 = 27.2, p < 0.01$).

Table 9

Distribution of Disciplinary Perspective, 1977 and 1997

Disciplinary Perspective	Time period			
	1977		1997	
	n	%	n	%
Sociology	06	5.7	09	10.5
Social Psychology	04	3.8	09	10.5
Psychology	06	5.7	08	9.3
Political Science	02	1.9	00	0.0
Economics	02	1.9	04	4.7
Management	03	2.8	03	3.5
Higher Education	51	48.1	19	22.1
Other Education	02	1.9	00	0.0
Other	05	4.7	16	18.6
Do not know	25	23.5	18	20.9
Total	106	100.0	86	100.0

$$\chi^2 (9, N = 192) = 27.2, p < 0.01$$

Note: In most cases the category "do not know" was chosen to reflect a multidisciplinary approach that was identified by the coder.

Origin of the Problem

We determined if the origin of the problem was based on theory or practice by examining the abstract and Chapter One of the dissertation. Table 10 responds to the subsidiary question "Was the origin of the dissertation research problem based on theory or practice in 1977 and 1997?" Problems were classified as primarily based on practice if they focused on informing, describing and explaining in the service of practice or action. This includes problems that address public policy and increased program effectiveness. Two sample titles of dissertations coded as practice-based are "Designing a New Landscape in Higher Education Service-Learning at Florida State University" and "Access to Higher Education, 1976 to 1994: New Evidence from an Analysis of the States".

Problems were classified as primarily based on theory if they focused on informing, describing and explaining without regard to practice or action. This includes problems that attempt to explore conceptual issues that may contribute to theoretical developments. Two sample titles of dissertations coded as theory-based are "The Masters of the Blue Room: An Investigation of the Relationship Between the Environment and the Ideology of the Faculty of the College of William and Mary, 1836-1846" and "Creating Culture at a New University: Expectations and Realities".

A review of our coding shows that 55.7% of the 1977 dissertations had their origin of the problem based on practice and 44.3% based on theory. This closely matched our 1997 cohort coding which indicated that 53.5% and 46.5% were based on practice and theory respectively. This relatively small difference in percentage

distributions for each year of 11.4% and 7% is reflected in the chi-square calculation where no statistically significant differences were found between the two years.

Table 10

Origin of Problem, 1977 and 1997

Origin of Problem	Time period			
	1977		1997	
	N	%	N	%
Practice	59	55.7	46	53.5
Theory	47	44.3	40	46.5
Total	106	100.0	86	100.0

$\chi^2 > .05$, NS

Implications for Practice

We determined if the dissertation contained any references of implications for practice by examining the concluding or summary chapter in the dissertation. This question was included on the coding form to provide insight on the thoughts of the dissertation author on the use of this research in the sphere of application and utility. There was a statistically significant increase in stated implication for practice ($\chi^2 = 5.90$, $p < 0.025$). Of the 1977 dissertations studied 53.8% included implications for practice and of the 1997 dissertations reviewed 70.9% included implications for practice.

When compared to dissertations that were coded as having the origin of their problem based on practice 81% of the dissertations for 1977 and 80.4% of the

dissertations for 1977 included implications for practice in their final chapters. The theory based dissertations included implications for practice in only 25.5% of the 1977 cohort and in 60% of the 1997 cohort.

Table 11

Stated Implications for Practice, 1977 and 1997

Implications for Practice	Time period			
	1977		1997	
	n	%	n	%
Yes	57	53.8	61	70.9
No	49	46.2	25	29.1
Total	106	100.0	86	100.0

$$\chi^2 (1, N = 192) = 5.90, p < 0.025$$

Suggestions for Further Research

We determined if the dissertation contained any references to suggestions for further study by examining the concluding or summary chapter of the dissertation. This question was included on the coding form to provide insight on the thoughts of the dissertation author on the use of this research for further study. Once again there was a statistically significant increase in stated suggestions for further research differences ($\chi^2 = 18.74, p < 0.001$). Of the 1977 dissertations studied 52.8% included suggestions for further research or study and of the 1997 dissertations reviewed 82.6% included suggestions for further research or study.

When compared to dissertations that were coded as having the origin of their research problem based on theory, only 48.9% of the 1977 dissertations included suggestions for further research in their final chapters. This contrasted with 55.9% of the 1977 cohort that had the origin of their problems coded as practice including suggestions for further research. A similar pattern existed in the results of the 1997 cohort, with 75% of the theory based problem dissertations including suggestions for further research and 89.1% of the practice based problem dissertations including suggestions for further research.

Table 12

Stated Suggestions for Further Research, 1977 and 1997

Suggestions for Further Research	Time period			
	1977		1997	
	n	%	n	%
Yes	56	52.8	71	82.6
No	50	47.2	15	17.4
Total	106	100.0	86	100.0

$$\chi^2 (1, N = 192) = 18.74, p < 0.001$$

Research Methodology

We determined if a dissertation used a particular method by examining the abstract or the methodology chapter for any explicit reference. Table 13 responds to the subsidiary question "What was the primary research methodology utilized in 1977 and 1997?" Statistically significant differences were obtained from the results for this variable ($\chi^2 = 18.17, p < 0.001$). A review of the coding results for this item reveal that in 1977, 18.9% of the dissertations utilized a qualitative research method, 61.3% a quantitative method and 19.8% a mixed method. The 1997 group results differed in that the qualitative method was used in 47.7% of the dissertations, the quantitative method was used in 38.4% and both were used in 14%.

Table 13

Distribution of Research Methodology, 1977 and 1997

Research Methodology	Time period			
	1977		1997	
	n	%	n	%
Qualitative	20	18.9	41	47.7
Quantitative	65	61.3	34	38.4
Both	21	19.8	11	14.0
Total	106	100.0	86	100.0

$$\chi^2 (2, N = 192) = 18.17, p < 0.001$$

Research Techniques

We identified the particular research technique by examining the abstract, the list of tables, and the methodology chapter for all references to techniques. Table 14 responds to the subsidiary question "What were the primary research techniques utilized in 1977 and 1997?"

Because most dissertations utilized multiple techniques, these add up to more than the total of the sample size for each cohort year. The data presented in Table 14 reflects the total percentage in which a particular research technique was used for each cohort year. In the 1977 cohort, survey research was used in 59.4% of the dissertations, followed by inferential statistics in 39.6%, descriptive statistics in 37.7%, the use of secondary source data in 34.9%, and interviews in 28.3% of the 1977 dissertations. The 1997 cohort demonstrates a different pattern with interview technique used in 52.3% of the dissertations, followed by descriptive statistics in 51.2% of them. Inferential statistics, survey research, and secondary source data were used in 40.7%, 33.7% and 30.2% of the dissertations. The substantial changes between the 1977 and 1997 samples suggest a movement toward an acceptance of a wider use of techniques to conduct research.

Table 14

Distribution of Research Techniques by Frequency and Percentage, 1977 and 1997

Research Techniques	Time period			
	1977		1997	
	n	%	n	%
Case Study	09	8.5	14	16.3
Content Analysis	02	1.9	04	4.7
Descriptive Statistics	40	37.7	44	51.2
Experimental Research	07	6.6	02	2.3
Historical Research	05	4.7	07	8.1
Inferential Statistics	42	39.6	35	40.7
Interviews	30	28.3	45	52.3
Observation	05	4.7	12	14.0
Survey Research	63	59.4	29	33.7
Secondary Data Source	37	34.9	26	30.2
Other	04	3.8	07	8.1

Dissertation Topics

Tables 15, 16, and 17 respond to the subsidiary questions "What were the primary dissertation topics in 1977 and 1997?" and "How did dissertation topic areas change in 1977 and 1997 intervals?"

Table 15 shows the distribution of the primary dissertation topic designation from the choice of six classifications. There were no statistically significant differences determined among the primary dissertation topics between the two years. Within each classification a range of 3 to 14 subtopics were identified for each category and used to assist the coder in assigning the appropriate category. In both samples the leading topic was Personnel. Of the 1977 sample 27.4% of the dissertations were coded with this topic. From the 4 subtopics for this category, 14 were identified as focusing on "Student Characteristics and Development", followed by 8 dissertations that focused on "Faculty". The 1997 sample had 39.5% of the dissertations coded as Personnel with 21 identified as focusing on "Student Characteristics and Development", followed by 6 dissertations that focused on "Faculty". For both samples, the category Institutions was the second most identified. Of the 1977 sample 24.5% of the dissertations were coded with this topic. From the 10 subtopics for this category, 8 were identified as focusing on "Management", followed by 7 dissertations that focused on "Institutional Role and Mission". The 1997 sample had 24.4% of the dissertations coded as Institutions with 8 identified as focusing on "Institutional Role and Mission", followed by 7 dissertations that focused on "Management".

Table 15

Distribution of Primary Dissertation Topic, 1977 and 1997

Primary Topic	Time period			
	1977		1997	
	n	%	n	%
Academics & Research	18	17.0	14	16.3
Personnel	30	28.3	34	39.5
Institutions	26	24.5	21	24.4
State & National	21	19.8	11	12.8
Discipline Approach	01	0.9	02	2.3
Sectors	10	9.4	04	4.7
Total	106	100.0	86	100.0

$\chi^2 > .05$, NS

Table 16 provides the distribution of the secondary dissertation topic designation from the choice of the same six classifications used for the primary topic. The secondary topic designation was used to help the coder avoid having to choose only one topic designation, in instances when more than one topic was identified. In only 16.7% of the 1977 sample and 9.3% of the 1997 sample was no secondary topic identified by the coder. Unlike the primary dissertation topic statistically significant differences were noted in this category between the two years ($\chi^2 = 15.4$, $p < 0.025$).

The most frequent secondary dissertation topic designation for the 1977 sample was Sectors, appearing 33.4% of the dissertations. Among the 14 subtopics available for

this category "Other Institutional Settings" was chosen for 10 dissertations, followed by 8 for "Community Colleges". For the 1997 sample Personnel again was the leading designation for 36% of the dissertations, also with "Student Characteristics and Development", as the most frequent subtopic in 17 dissertations.

Table 16

Distribution of Secondary Dissertation Topic, 1977 and 1997

Secondary Topic	Time period			
	1977		1997	
	n	%	n	%
Academics & Research	04	3.8	08	9.3
Personnel	21	19.8	31	36.0
Institutions	15	14.2	13	15.1
State & National	08	7.5	05	5.8
Discipline Approach	05	4.7	07	8.1
Sectors	36	33.4	14	16.3
None	17	16.0	08	9.3
Total	106	100.0	86	100.0

$$\chi^2 (6, N = 192) = 15.4, p < 0.025$$

Table 17 represents the total distribution of primary and secondary dissertation topic designations for each cohort year. The percentages presented are based on the total number of topics for each cohort of 212 for the 1977 sample and 172 for the 1997 sample. Once again statistical differences were observed for this category ($\chi^2 = 18.7$, $p < 0.01$). In this table we are able to see that for the 1977 sample the leading topics were Personnel at 24.4%, Sectors at 21.7% and, Institutions at 19.3%. The distribution among the 4 subtopics for Personnel included 21 dissertations coded as "Student Characteristics and Development" and of the 14 subtopics for Institution 17 dissertations were coded as "Other Institutional Settings". For the 1997 sample the leading topic categories were Personnel at 38.4%, Institutions at 19.8% followed by Academic and Research at 12.8%. The most frequently occurring subtopic for Personnel was again "Student Characteristics and Development" at 38 dissertations and for Institutions 14 were coded as "Institutional Role and Mission."

Table 17

Distribution of Primary and Secondary Dissertation Topics, 1977 and 1997

Total Topics	Time period			
	1977		1997	
	n	%	n	%
Academics & Research	22	10.4	22	12.8
Personnel	51	24.1	66	38.4
Institutions	41	19.3	33	19.2
State & National	29	13.7	16	9.3
Discipline Approach	06	2.8	09	5.2
Sectors	46	21.7	18	10.5
None	17	8.0	08	4.7
Total	212	100.0	172	100.0

$$\chi^2 (6, N = 384) = 18.7, p < 0.01$$

Note: The totals in this table reflect the selection of a primary and secondary topic for each dissertation.

Scholarship Domains

Tables 18 and 19 provide data that assists us in responding to the subsidiary question "How were Boyer's classifications of scholarship distributed among these dissertations in 1977 and 1997?"

Table 18 shows the distribution of the scholarship coding of each dissertation. There were no statistically significant differences observed based on this variable for the two years. Based on scholarship domain, the 1977 sample is shown to have 50.9% of the

dissertations within the Discovery domain, 24.5% within the Application domain, 16.9% within the Integration domain and 7.5% in the Teaching domain. A more detailed examination shows that by pairing Discovery-Integration at 23.6% and Discovery-Application at 15% represented the major domains used in 1977. Conversely, no dissertations were coded as solely representative of Teaching scholarship or of Integration-Teaching.

The 1997 distribution differed slightly from the 1977 cohort in that 45.3% of the dissertations were classified as Discovery, 23.2% were classified as Integration, 20.9% as Application, and 10.5% as Teaching. With regard to the most frequently coded pairings Discovery-Integration at 30.2% and Integration-Discovery at 13.9% were the primary domains used. Within this cohort none of the dissertations were categorized as Discovery-Teaching, Integration, or Teaching.

Table 19 attempts to illustrate how often each of the four scholarship domains was sited within each cohort after cross tabulation of the coding results. The data clearly demonstrate that Scholarship of Discovery dominated in both samples, with this domain being present in either a primary or secondary role in 76.4% of the 1977 cohort and 74.4% of the 1997 cohort. Similarly for both samples the Scholarship of Teaching was identified in only 10.4% of the 1977 cohort and 12.8% of the 1997 cohort.

Table 18

Distribution of Scholarship Domains, 1977 and 1997

Scholarship Pairings	Time period			
	1977		1997	
	n	%	n	%
Discovery	10	9.4	02	2.4
Discovery-Teaching	02	1.9	00	0.0
Discovery-Application	16	15.1	11	12.7
Discovery-Integration	25	23.6	26	30.2
Discovery Total	53	50.0	39	45.3
Integration	02	1.9	00	0.0
Integration-Teaching	00	0.0	01	1.2
Integration-Application	08	7.5	07	8.1
Integration-Discovery	08	7.5	12	13.9
Integration-Total	18	17.0	20	23.2
Teaching	00	0.0	00	0.0
Teaching-Application	04	3.8	06	6.9
Teaching-Discovery	02	1.9	02	2.4
Teaching-Integration	02	1.9	01	1.2
Teaching Total	08	7.5	09	10.5
Application	01	0.9	01	1.2
Application-Discovery	18	17.0	11	12.7
Application-Integration	07	6.6	05	5.8
Application-Teaching	01	0.9	01	1.2
Application-Total	27	25.5	18	20.9
Total	106	100.0	86	100%

 $\chi^2 > .05, NS$

Table 19

Scholarship Domains Combined Totals, 1977 and 1997

Scholarship Totals	Time period			
	1977		1997	
	n	%	n	%
Discovery	10	9.4	02	2.4
Discovery-Teaching	02	1.9	00	0.0
Teaching-Discovery	02	1.9	02	2.4
Discovery-Application	16	15.0	11	12.7
Application-Discovery	18	17.0	11	12.7
Discovery-Integration	25	23.6	26	30.2
Integration-Discovery	08	7.5	12	13.9
Discovery Total	81	76.4	64	74.4
Integration	02	1.9	00	0.0
Integration-Teaching	00	0.0	01	1.2
Teaching-Integration	02	1.9	01	1.2
Integration-Application	08	7.5	07	8.1
Application-Integration	07	6.6	05	5.8
Integration-Discovery	08	7.5	12	13.9
Discovery-Integration	25	23.6	26	30.2
Integration-Total	46	43.3	52	60.5
Teaching	00	0.0	00	0.0
Teaching-Application	04	3.8	06	6.9
Application-Teaching	01	0.9	01	1.2
Teaching-Discovery	02	1.9	02	2.4
Discovery-Teaching	02	1.9	00	0.0
Teaching-Integration	02	1.9	01	1.2
Integration-Teaching	00	0.0	01	1.2
Teaching Total	11	10.4	11	12.8
Application	01	0.9	01	1.2
Application-Discovery	18	17.0	11	12.7
Discovery-Application	16	15.0	11	12.7
Application-Integration	07	6.6	05	5.8
Integration-Application	08	7.5	07	8.1
Application-Teaching	01	0.9	01	1.2
Teaching-Application	04	3.8	06	6.9
Application-Total	55	51.9	42	48.8
Total	106	100.0	86	100%

Additional Analysis

The tables that follow provide additional insight into higher education dissertation research by examining several variables within each year. Tables 20 and 21 compare the origin of the problem based on gender for 1977 and 1997. In 1977 for both men and women the majority of the dissertations were coded as practice based problems. For the 1997 sample practice based problems dominated for men at 60.6%, while theory based problems were the slight majority for women. For both years there were no statistically significant differences noted.

Table 20

Origin of Problem and Gender, 1977

Origin of Problem	Gender			
	Male		Female	
	n	%	n	%
Practice	44	57.1	15	51.7
Theory	33	42.9	14	48.3
Total	77	100.0	29	100.0

$\chi^2 > .05$, NS

Table 21

Origin of Problem and Gender, 1997

Origin of Problem	Gender			
	Male		Female	
	n	%	n	%
Practice	20	60.6	25	47.2
Theory	13	39.4	28	52.8
Total	33	100.0	53	100.0

$\chi^2 > .05$, NS

Tables 22 through Table 29 examine the distribution of the primary scholarship domain against various variables by year. Tables 22 and 23 look at the origin of the problem and primary scholarship domain. Within the 1977 sample there were statistically significant differences between the origin of the problem and primary scholarship domain ($\chi^2 = 32.3$, $p < .001$). Problems identified as theory based were almost exclusively coded as scholarship of discovery or integration, while for practice based problems the two major domains coded were scholarship of application at 42.3% and scholarship of discovery at 30.5% of the sample.

In the 1997 sample there was also statistically significant differences between the origin of the problem and primary scholarship domain noted ($\chi^2 = 26.5$, $p < .001$). Again similar to the 1977 sample, the scholarships of discovery and integration were used in 95% of the theory based problem dissertations and the scholarships of application and discovery served as the two major domains for the practice based problem dissertations.

Table 22

Origin of Problem and Scholarship Domain, 1977

Scholarship Domain	Origin of Problem			
	Theory		Practice	
	N	%	N	%
Discovery	35	74.5	18	30.5
Integration	10	21.3	08	13.6
Teaching	00	0.0	08	13.6
Application	02	4.2	25	42.3
Total	47	100.0	59	100.0

$$\chi^2 (3, N = 106) = 32.3, p < .001$$

Table 23

Origin of Problem and Scholarship Domain, 1997

Scholarship Domain	Origin of Problem			
	Theory		Practice	
	n	%	n	%
Discovery	27	67.5	12	26.1
Integration	11	27.5	09	19.6
Teaching	02	5.0	07	15.2
Application	00	0.0	18	39.1
Total	40	100.0	46	100.0

$$\chi^2 (3, N = 86) = 26.5, p < .001$$

Tables 24 and 25 compared the distribution between research methodology and primary scholarship domain for each year studied. In the 1977 sample statistically significant differences between the research methodology and primary scholarship domain was established. ($\chi^2 = 20.1, p < .01$). In examining this distribution one notes the dominance of the quantitative approach within the scholarships of discovery and application, while the qualitative approach was used greatest with the scholarship of integration. For the 1997 cohort there were no statistically significant differences noted between the research methodology and primary scholarship domain. This is evidenced by the more even distribution of methodological approaches among the four scholarship domains.

Table 24

Research Methodology and Scholarship Domain, 1977

Scholarship Domain	Research Methodology					
	Qualitative		Quantitative		Both	
	n	%	n	%	n	%
Discovery	03	15.0	39	60.0	11	52.4
Integration	09	45.0	05	7.7	04	19.0
Teaching	01	5.0	05	7.7	02	9.5
Application	07	35.0	16	24.6	04	19.0
Total	20	100.0	65	100.0	21	100.0

$$\chi^2 (6, N = 106) = 20.1, p < 0.01$$

Table 25

Research Methodology and Scholarship Domain, 1997

Scholarship Domain	Research Methodology					
	Qualitative		Quantitative		Both	
	N	%	N	%	N	%
Discovery	16	39.0	19	57.6	04	33.3
Integration	13	31.7	06	18.2	01	8.3
Teaching	03	7.5	03	9.1	03	35.0
Application	09	21.8	05	15.1	04	33.3
Total	41	100.0	33	100.0	12	100.0

$\chi^2 > .05$, NS

Tables 26 and 27 present the coding distribution between the primary dissertation topic and primary scholarship domain for each year studied. In the 1977 sample statistically significant differences between the research methodology and primary scholarship domain was determined. ($\chi^2 = 54.7$, $p < .001$). The scholarship of discovery was dominant in the personnel, institutions and discipline approach topics, and along with the scholarship of integration in the state and national topics. The scholarship of teaching was identified in the academics and research topics and was not present as the primary scholarship domain in any of the other five topic groupings. Finally the scholarship of application had a slight edge within the category of sectors.

The distribution of primary scholarship domains identified in the 1977 sample almost repeated itself in the 1997 sample with the exception of the category of sectors

where integration had the slight edge. Once again statistically significant differences between the research methodology and primary scholarship domain were determined ($\chi^2 = 27.5, p < .025$) within the 1997 sample.

Table 26

Primary Topic and Scholarship Domain, 1977

Primary Topic	Scholarship Domain							
	Discovery		Integration		Teaching		Application	
	n	%	n	%	n	%	n	%
Academics & Research	06	11.3	02	11.1	08	100	02	7.4
Personnel	19	35.8	02	11.1	00	0.0	08	29.6
Institutions	15	28.3	04	22.2	00	0.0	07	25.9
State & National	08	15.1	08	44.4	00	0.0	05	18.5
Discipline Approach	01	1.9	00	0.0	00	0.0	00	0.0
Sectors	04	7.5	02	11.1	00	0.0	05	18.5
Total	53	100	18	100	08	100	27	100

$\chi^2 (15, N = 106) = 54.7, p < .001$

Table 27

Primary Topic and Scholarship Domain, 1997

Primary Topic	Scholarship Domain							
	Discovery		Integration		Teaching		Application	
	n	%	n	%	n	%	n	%
Academics & Research	02	5.1	03	15.0	06	66.7	03	16.7
Personnel	18	46.2	07	35.0	03	33.3	06	33.3
Institutions	12	30.8	04	20.0	00	0.0	05	27.8
State & National	04	10.3	04	20.0	00	0.0	03	16.7
Discipline Approach	02	5.1	00	0.0	00	0.0	00	0.0
Sectors	01	2.6	02	10.0	00	0.0	01	5.6
Total	39	100	20	100	09	100	18	100

$$\chi^2 (15, N = 86) = 27.7, p < .025$$

Tables 28 and 29 present the distribution between the degree type and primary scholarship domain for each year studied. In the 1977 cohort both for the PhD and EdD degree the scholarships of discovery and application were the two dominant domains identified. There were statistically significant differences among these variables ($\chi^2 = 10.8, p < .025$). In the 1997 cohort there were no statistically significant differences.

Table 28

Degree Type and Scholarship Domain, 1977

Scholarship Domain	Degree Type			
	PhD		EdD	
	n	%	n	%
Discovery	40	56.3	13	37.1
Integration	09	12.7	09	25.7
Teaching	08	11.3	00	0.0
Application	14	19.7	13	37.1
Total	71	100.0	35	100.0

$\chi^2 (3, N = 106) = 10.8, p < .025$

Table 29

Degree Type and Scholarship Domain, 1997

Scholarship Domain	Degree Type			
	PhD		EdD	
	n	%	n	%
Discovery	23	41.8	16	51.6
Integration	13	23.6	07	22.6
Teaching	06	10.9	03	9.7
Application	13	23.6	05	16.1
Total	55	100.0	31	100.0

$\chi^2 > .05, NS$

Summary

A content analysis was performed on a total of 192 dissertations that were written in 1977 and 1997. These dissertations were selected based on having a subject descriptor of higher education within the UMI ProQuest Digital Dissertation database and having been produced at one of the 14 institutions identified for this study.

In 1977 males wrote 72.6% of the dissertations and females wrote 27.4%. Males authored 66.1% of the PhD dissertations and 85.7% of the EdD dissertations. In 1997 females wrote 61.6% of the dissertation and males wrote 38.4%. Females authored 67.2% of the PhD dissertations and 51.6% of the EdD dissertations. For both cohorts the majority of the dissertations were written for the PhD degree.

The majority of the 1977 dissertations (52.8%) did not have a conceptual framework, while nearly 70% of the 1997 dissertations did have a conceptual framework identified. Higher education was the most frequently identified disciplinary perspective in both years, utilized in 47.2% of the 1977 dissertations and 22.1% of the 1997 dissertations.

The distribution of dissertations between theory and practice, based on the origin of the problem, resulted in the majority of dissertations being coded as practice for both years. When identifying if any reference to implications for practice existed in the dissertations it was determined affirmatively in 53.8% of the 1977 sample and in 70.9% of the 1997 sample. A similar pattern was determined when identifying if suggestion for further research was referenced in the dissertations, with a positive response in 52.8% of the 1977 sample and 82.6% of the 1997 sample.

Research orientation by time periods studied demonstrated some significant changes between cohorts. In 1977 the majority of dissertations (61.3%) employed a quantitative research methodology and only 18.9% utilized a qualitative orientation. Over the 20 year period studied a shift in research orientation resulted in 47.7% of the dissertations using a qualitative research approach and 38.4% a quantitative approach. This shift in research orientation is reflected even more dramatically when comparing the use of specific research techniques between the two samples. In 1977 interviews were used in 28.3% of the dissertations compared to 52.3% in 1997. This trend is also evidenced by increases in the utilization of case studies, which increased from 8.5% to 16.3%, and the use of observations, which increased from 4.7% to 14%.

In 1977 and 1997 the two most frequent primary dissertation topic areas were Personnel and Institutions. For each of the samples, the leading subtopic descriptors included Student Characteristics and Development, Faculty, Management, and Institutional Role and Mission.

The scholarship domain that dominated in both samples was scholarship of discovery. In 1977, discovery was used as the primary approach in 50.9% of the dissertations and in 1997 it was utilized in 45.3% of the dissertations. The scholarship of teaching was the least utilized domain in either year.

Table 30

Summary Distribution of Dissertation Characteristics, 1977 and 1997

Variables 1 - 9	Time period		
	1977 %	1997 %	Difference %
Conceptual Framework			
Yes	47.2	69.8	22.6
No	52.8	30.2	(22.6)
Disciplinary Perspective			
Sociology	5.7	10.5	4.8
Social Psychology	3.8	10.5	6.7
Psychology	5.7	9.3	3.6
Political Science	1.9	0.0	(1.9)
Economics	1.9	4.7	2.8
Management	2.8	3.5	0.7
Higher Education	47.2	22.1	(25.1)
Other Education	1.9	0.0	(1.9)
Other	4.7	18.6	13.9
Do not know	24.5	20.9	(3.6)
Origin of Problem			
Practice	55.7	53.5	(2.2)
Theory	44.3	46.5	2.2
Implications for Practice			
Yes	53.8	70.9	17.1
No	46.2	29.1	(17.1)
Suggestion for Research			
Yes	52.8	82.6	29.8
No	47.2	17.4	(29.8)
Research Methods			
Qualitative	18.9	47.7	28.8
Quantitative	61.3	38.4	(22.9)
Both	19.8	14.0	(5.8)

Table 30 continued

Summary Distribution of Dissertation Characteristics, 1977 and 1997

Variables 1 – 9	Time period		
	1977 %	1997 %	Difference %
Research Technique			
Case Study	8.5	16.3	7.8
Content Analysis	1.9	4.7	2.8
Descriptive Statistics	37.7	51.2	13.5
Experimental Research	6.6	2.3	(4.3)
Historical Research	4.7	8.1	3.4
Inferential Statistics	39.6	40.7	1.1
Interviews	28.3	52.3	24.0
Observation	4.7	14.0	9.3
Survey Research	59.4	33.7	(25.7)
Secondary Data Source	34.9	30.2	(4.7)
Other	3.8	8.1	4.3
Primary and Secondary Topic Totals			
Academics & Research	10.4	12.8	2.4
Personnel	24.1	38.4	14.3
Institutions	19.3	19.2	(0.1)
State & National	13.7	9.3	(4.4)
Discipline Approach	2.8	5.2	2.4
Sectors	21.7	10.5	(11.2)
None	8.0	4.7	(3.3)
Scholarship Domains			
Discovery	9.4	2.4	(7.0)
Discovery-Teaching	1.9	0.0	(1.9)
Discovery-Application	15.0	12.7	2.3
Discovery-Integration	23.6	30.2	6.6
Discovery Total	50.9	45.3	5.6
Integration	1.9	0.0	(1.9)
Integration-Teaching	0.0	1.2	1.2
Integration-Application	7.5	8.1	0.6
Integration-Discovery	7.5	13.9	6.4
Integration-Total	16.9	23.2	6.3

Table 30 continued

Summary Distribution of Dissertation Characteristics, 1977 and 1997

Variables 1 – 9	Time period		
	1977 %	1997 %	Difference %
Scholarship Domains			
Teaching	0.0	0.0	0.0
Teaching-Application	3.8	6.9	3.1
Teaching-Discovery	1.9	2.4	0.5
Teaching-Integration	1.9	1.2	(0.7)
Teaching Total	7.5	10.5	3.0
Application	0.9	1.2	0.3
Application-Discovery	16.0	12.7	(3.3)
Application-Integration	6.6	5.8	(0.8)
Application-Teaching	0.9	1.2	0.3
Application-Total	24.5	20.9	(3.6)

CHAPTER V

DISCUSSION AND SUMMARY

This final chapter provides a review of the purpose and nature of this study. It will also include a discussion on the findings for the research question and each of the subsidiary questions. A summary of the findings for each sample is also presented in distinct sections as “portraits”. The last sections of this chapter include conclusions, implications for practice and suggestions for further research.

Purpose and Nature of the Study

The purpose of this study was to examine dissertation research in the field of higher education studies over a twenty year period and to determine how the theory – practice gap is reflected in that research. A high percentage of students enrolled in higher education doctoral programs are already employed in some aspect of the higher education enterprise. Through this study we attempt to examine dissertation research to determine if these practitioner scholars approach higher education’s subject matter predominantly either from a theoretical or practical orientation. A recent meeting sponsored by the American Council on Education titled “Seeking a Common Agenda: Priorities for Research on Higher Education” was organized specifically to “identify ways in which the needs of institutions, the interests of foundations and the talents of scholars can be better aligned” (American Council on Education, 2001). This research supports this examination and initiative by looking at dissertation research as a significant source of

scholarly activity. An intellectual activity that is often overlooked despite the fact that many higher education scholars have served as dissertation advisors or have themselves completed higher education dissertations.

While the focus of this investigation was on examining doctoral dissertation research based on a number of variables that provide critical insight into this issue, the research also resulted in providing descriptive data on several dissertation characteristics. These descriptive characteristics provide us with information about some of the changes that have occurred in the field of higher education studies over this 20-year period.

In addition, this research by using Ernest Boyer's conceptualization of scholarship as its theoretical framework attempted to establish operational definitions for the classification of dissertation research among his four scholarship domains. In doing so we are able to identify trends in doctoral dissertation research in higher education studies based on Boyer's model. By applying Boyer's framework to dissertation research we are attempting to extend the value of his work well beyond its focus on the professoriate. In some way, this research serves as a challenge to finding new ways of applying Boyer's concepts to a wider audience.

Major Findings and Implications

This section first presents responses to the nine subsidiary questions that were used to guide this investigation. Each question contributes to examining how the theory – practice issue is reflected in higher education dissertation research. This is followed by our response and analysis to the research question "How has dissertation research in the

field of higher education changed in reflecting the theory – practice tension between 1977 and 1997?”

Subsidiary Questions

1. How many doctoral dissertations in the area of higher education studies were completed in 1977 and 1997?

In 1977 according to the UMI ProQuest Digital Dissertation online database there were 478 doctoral level dissertations that used ‘higher education’ as a subject descriptor, this number increased to 1,309 doctoral level dissertations in 1997. It should be noted that in 1977 UMI Dissertation Abstracts only permitted the assigning of one subject descriptor to each dissertation. In 1997, UMI ProQuest Digital Dissertations allowed the dissertation author to select up to four subject descriptors. For the purposes of this study, the 1997 sample only included those dissertations that had identified higher education as the primary subject descriptor. Utilizing these rules for the 14 institutions selected for our study resulted in the 1977 sample having a total of 106 dissertations and the 1997 sample a total of 86 dissertations.

2. How many doctoral dissertations were guided by an existing theory or conceptual framework in 1977 and 1997?

The majority of the 1977 dissertations or 52.8% did not utilize an existing theory or conceptual framework. This contrasted with the 1997 sample in which a theoretical or conceptual framework was identified in 69.8% of the dissertations. The findings for the presence of a conceptual framework were statistically significant. (χ^2

= 9.91, $p < 0.01$). This increase, in dissertations guided by a conceptual framework, may be indicative of a trend toward more rigorously designed research efforts in higher education studies. It may also be reflective of a trend within higher education studies to assume the traditional inquiry paradigm that exists in mainstream social science research.

A conceptual framework provides the researcher with a reference point from which to begin their inquiry. As stated by Bruce Berg (2001) "Concepts may communicate ideas or introduce particular perspectives, or they may be a means for casting a broad generalization. Concepts are symbolic or abstract elements representing objects, properties or features of objects, processes, or phenomenon." A researchers decision to chose or identify a particular framework to guide the study is indicative of their understanding and acceptance of traditional social science research orthodoxy. Thus the increased presence of conceptual frameworks that is noted within the study would support the notion that higher education dissertation research has begun to take on this characteristic.

3. What were the disciplinary perspectives utilized by the researchers in 1977 and 1997?

In the 1977 cohort, higher education was the leading disciplinary perspective identified followed by the categories do not know, sociology and psychology. In the 1997 cohort, higher education was also the leading disciplinary perspective utilized, followed by the categories do not know and other. The difference between the two cohorts is most noticeable in the decreased presence of higher education as the

disciplinary perspective between 1977 and 1997. However, as a percentage, increases were also demonstrated in sociology, social psychology, psychology, economics, management, and other. As noted earlier there were statistically significant differences between the cohorts ($\chi^2 = 27.2, p < 0.01$).

The differences observed in this category demonstrate higher education dissertation research's movement toward a wider complement of disciplinary perspective and a trend away from a predominantly higher education perspective. This may be indicative of the fields' acceptance of and increasing influence of theoretical developments that have emerged from the various disciplines. In "Perspectives on Higher Education" Burton Clarke's (1984) states the following:

In pursuing selectively the complex realities of higher education, there is considerable gain at the present time in turning to the most relevant disciplines and the perspectives that they cultivate and bring to bear. The various analytical specialties are selective ways of knowing, tunnels of vision that make analysts simultaneously more knowledgeable and more ignorant. An illuminating perspective is like a spotlight in the theatre, concentrating attention as it highlights certain actions at the front of the stage while relegating other features to background periphery. No one view can reveal all; broad accounts are necessarily multidisciplinary, with all the lights turned up and the eye wandering back and forth across the broad stage. But the disciplinary view is compellingly necessary, since it is in the power of approaches and ideas developed by specialist that we find the cutting edge. And so it is in the study of higher education. If we did not have at hand different analytical visions for that study, the ways of looking

provided by history and political science and economics and organizational theory and so on, we would have to invent them.

The increased use of disciplinary perspectives, other than higher education, within the 1997 sample appears to indicate a trend in dissertation research toward utilizing established theoretical foundations in other fields. The significance of this trend may be indicative of a movement in the field of higher education studies to assume the values and traditions of conventional social science research.

4. Was the origin of the dissertation research problem based on theory or practice in 1977 and 1997?

In 1977 the distribution of this variable resulted in 55.7% being classified as practice based and 44.3% as theory based. This pattern was essentially replicated in the 1997 sample where 52.5% were coded as practice and 46.5% were coded as theory. Based on this fairly even distribution of the responses to this variable it would appear that a theory – practice gap or tension does not overtly present itself in terms of the origin of the problem in either sample.

By definition this subsidiary question on ‘the origin of the problem’, examines dissertation research at the “front end” of the inquiry process by determining if the research question was either theoretically based or practice based. However, two other questions used in the coding instrument attempted to look at the “backend” of the investigative process by examining the final chapter and deciphering both the researchers intentions and interpretation of how their research could be utilized either to influence practice or to spur further research.

In the 1977 cohort, 53.8% of the dissertations were found to include implications for practice, which was appreciably less than the 1997 cohort where greater than 70% attempted to bridge the gap between their research focus and the world of practice. Similarly this pattern was repeated with regard to stated suggestions for further research, as 52.8% of the 1977 cohort, included this reference in their dissertations, compared to 82.6% of the 1997 dissertations.

The coding of these two variables does demonstrate an identifiable pattern in higher education dissertations between 1977 and 1997. This pattern suggests a trend in 1997 doctoral students to include interpretations that extend their research findings to world of practice, yet also provide a context for the continued investigation of their research interest. This observation further suggests that 1997 doctoral students are more cognizant of the need to balance the world of inquiry and scientific pursuit with that of the world of practice.

5. What were the primary research methodologies utilized in 1977 and 1997?

In 1977 the distribution for the coding of this variable resulted in 61.3% of the dissertation being identified as utilizing primarily a quantitative approach, 19.3% used both quantitative and qualitative methods in their investigation and 18.9% used a qualitative method. This compared very differently with the 1997 sample in which 47.7% of the dissertations were coded as qualitative, 38.4% as quantitative and 14% as both.

In "Research Methodologies and the Doctoral Process" John Creswell and Gary Miller (1997) write:

By the time doctoral students in the social sciences and education reach the dissertation phase of their program, they have brought a methodological perspective to their research. This perspective-gained through socialization within a field of study, mentoring by advisers, or their own initiative- shapes the direction of their scholarly research.

By examining the methodological approach utilized by the two cohorts we hope to identify if there has been a shift in the methodological perspective employed by higher education studies doctoral students. This investigation does not address the degree to which the methodological perspective utilized by the dissertation author is attributable to socialization within the field, advisor influence or personal preference. However, our results show that between 1977 and 1997 the qualitative approach went from the least preferred method to the most used method. This movement marks a clear shift in higher education dissertation research from a positivist orientation to an interpretive or action-research orientation.

6. What were the primary research techniques utilized in 1977 and 1997?

In 1977 the most frequently used research techniques included survey research at 59.4%, inferential statistics at 39.6%, descriptive statistics at 37.7%, secondary source data at 34.9% and interviews at 28.3%. In 1997 the leading techniques were interviews at 52.3%, descriptive statistics at 51.2%, inferential statistics in 40.7%, survey research at 33.7% and secondary source data at 30.2%.

Consistent with the trend from a quantitative to qualitative research orientation, a more detailed examination of specific research techniques utilized, show percentage

increases in those associated with the qualitative method. With the largest percentage increase evidenced in the use of interviews by 24%, followed by descriptive statistics at 13.5%, observation at 9.3% and cases studies at 7.8%. The trend suggested earlier from a positivist orientation is more clearly manifested when examining specific research techniques.

7. What were the primary dissertation topics in 1977 and 1997?

The primary dissertation topics identified within the 1977 sample were Personnel, Institutions, and State and National, as a total they represented almost 70% of the sample. The primary dissertation topics within the 1997 sample were Personnel, Institutions, and Academics and Research, combined this group represented greater than 80% of that sample. The largest change between the two samples was the percentage increase of 11.2% in the Personnel category.

The topmost distribution of secondary topics coded for the 1977 sample resulted in the identification of Sectors, Personnel and Institutions, while the topmost secondary topics for the 1997 sample were Personnel, Sectors and Institutions. Approximately 16% of the 1977 and 9% of the 1997 sample were not coded with a secondary topic.

8. How did dissertation topic areas change in 1977 and 1997 intervals?

Because higher education research is not easily partitioned or compartmentalized, the coding of some dissertation topics as either primary or secondary resulted in a forced choice due to the overlapping of more than one topic within the dissertation.

As a result, our analysis also included an examination of the combined distribution of the primary and secondary topics for each sample. The coding for the 1977 sample resulted in the topics of Personnel, Sectors and Institutions being identified most frequently. While Personnel, Institutions, and Academics and Research were the most frequently identified topics in 1997. For both samples the greatest focus of higher education dissertation research was on students, faculty and staff. Over the twenty-year period studied a greater percentage of the total dissertations looking at the topic of Personnel increased from 24.1% in 1977 to 38.4% in 1997.

9. How were Boyer's classifications of scholarship domains distributed among these dissertations in 1977 and 1997?

Dissertations were coded based on a primary scholarship domain designation, and when appropriate a secondary designation, which resulted in a scholarship pairing. The distribution of the coding for the 1977 sample resulted in 50% of the dissertation being classified within the scholarship of discovery, 25.5% within the scholarship of application, 17% within the scholarship of integration and 7.3% within the scholarship of teaching. The 1997 sample distribution included 45.3% of the dissertations being classified within the scholarship of discovery, 23.2% within the scholarship of integration, 20.9% within the scholarship of application and 10.5% within the scholarship of teaching.

The distribution in both samples resulted in the identification of the scholarship of discovery as the most frequently coded domain and the scholarship of teaching as the least coded. This dichotomy in the distribution between the scholarships of discovery

and teaching was even more dramatic as a result of an analysis that counted the number of times a particular domain was present as part of a scholarship pairing. This analysis revealed that within both samples the scholarship of discovery was present as a part of a pairing in 76.4% of the 1977 sample and 74.4% of the 1997 sample. Conversely the scholarship of teaching was determined to be present in only 10.4% of the 1977 sample and 12.8% of the 1997 sample.

The Research Question

How has dissertation research in the field of higher education reflected the theory – practice tension between 1977 and 1997?

The theory – practice dichotomy assumes that a gap exists between theory or knowledge development and practice-based research. In higher education research literature this relationship is defined as a gap and as a result implies that a bridge or span is needed or preferred to the current chasm that exists between those who define themselves as researchers or practitioners. This investigation focused on examining if the theory – practice tension can be identified in higher education dissertation research.

The theory – practice tension in mainstream higher education research is often discussed in terms of the needs and desires of researchers, policymakers, or practitioners (Kezar, 2000, Fincher, 1991, Conrad, 1989, Peterson, 1986). The role of students in this debate is absent from the literature despite the fact that doctoral students produce a significant body of research in the field of higher education studies. Furthermore, many of the graduates from higher education doctoral program go on to assume positions of influence throughout the higher education enterprise. These facts point to the value of

examining dissertation research as a means to more fully understanding the theory – practice debate. By examining the status of the theory – practice gap in higher education dissertation research, we may be better prepared to evaluate the legitimacy of this assumption within other higher education research activity.

The results of our research suggest that there are identifiable trends regarding various elements in higher education dissertation research. The relationship of these trends to the theory – practice relationship are clear in some cases and tenuous at best in others. Furthermore, the results of this research suggest that the assumption that a theory – practice gap exists in higher education research is not reflected in current higher education doctoral research to the same degree as 20 years ago.

A Portrait of 1977 Higher Education Dissertations

In 1977, two-thirds of higher education doctoral degrees awarded in our sample were PhD degrees. The gender distribution was greater than two to one, with males dominating in both PhD and EdD degrees earned. The average dissertation in 1977 was 199 pages in length.

Higher Education dissertations written in 1977 were less likely to have an explicit reference to an existing conceptual framework to guide their study. On the surface the implication would be that as a whole this cohort was not overly concerned with theory development. The presence of a conceptual framework implies that the researcher has established a relationship with their research question to a specific theory that will aid in explaining a particular phenomenon. This association can result in helping to explain the outcomes of a research endeavor or lead to the further development or understanding of a

theory. The absence of a conceptual framework minimizes the opportunity for the research effort to impact or further theory development.

Identifying 1977 dissertations with a particular disciplinary perspective resulted in almost half of them being coded as higher education. The importance of this observation is the apparent lack of disciplinary breadth that marked this cohort. As a field of study higher education is identified as having a professional orientation. The overall implication of this observation is that in 1977 dissertation research concentrated on examining issues through a lens that minimized an appreciation of other disciplinary views and their potential for contributing to the solving of higher education research problems. In "Higher Education and High Anxiety" Harland G. Bloland (1989) observes

Higher education scholars must pay close attention to changes that are taking place in such fields as sociology, anthropology, literary criticism, and philosophy, disciplines which take seriously the implications of more relativistically conceived universes of inquiry. To ignore the direction in which these disciplines are moving is to endanger higher education's' legitimacy as an intellectual enterprise and to risk being left behind as other fields move on to encompass multiple ways of understanding the worlds they research.

The lack of disciplinary range observed within the 1977 sample may not be surprising given that higher education as a field of study was still in its early stages of development during this time period.

It was determined that for the 1977 sample that 55.7% had the origin of their dissertation problem coded as practice. As a professional field of study this outcome should not be surprising. Conventional wisdom would expect that doctoral students who

overwhelmingly are already employed in the field of higher education would select research questions that are related to their professional experience. However when juxtaposed with 53.8% of the dissertation including implications for practice and 52.8% including suggestions for further research, a pattern emerges of students not extending or envisioning their research beyond the purposes of completing their doctoral studies. The final chapter of a dissertation provides the doctoral candidate with the opportunity to connect their findings not only to the world of practice but also to that of further research. The results of these variables suggest that with almost half of these dissertations failing to make a connection that a theory – practice gap is beginning to emerge in these dissertations.

In examining the 1977 dissertations from a research methods perspective it was determined that 61.3% of them were designed as quantitative studies. The use of survey research, inferential statistics, descriptive statistics and secondary data sources dominated as specific research techniques. The emphasis on data gathering that is evident within the 1977 sample, along with its orientation to downplaying the role of theory indicates a trend toward emphasizing a scientific approach without a fully developed theory to fortify the study. Fred N. Kerlinger's (1977) theory regarding research myths that pervade educational research appropriately frames this concern in the 1977 sample, "When technique alone assumes paramount importance, it is an easy (but not inevitable) next step to omit a framework, or to fail to address theory building, among other pitfalls". With the number of dissertations that did not reference a conceptual framework and the inconsistent presence of suggestions for further research, it appears that Kerlinger's observations may adequately describe the 1977 sample.

The examination of dissertation topics in this study provided the opportunity to determine if any trends in this area existed. While the relationship between topic selection and the theory – practice tension is not addressed in this study; by including topic selection in this study we were able to establish the areas of research interest over time in the field of higher education studies. A study by Isaac, Koenigsnecht, Malaney and Karras (1989), examined in detail factors related to topic selection among several fields. In their study, the top three factors influencing topic selection in the field of education were a student's own preference, their own life experiences and trends in field. In our 1977 sample the leading topic categories were Personnel, Sectors, and Institutions.

The distribution of 1977 dissertations among Boyer's four scholarship domains allows us to analyze dissertations through a lens not previously utilized in earlier research efforts. This analysis revealed that 50% of the 1977 dissertations were coded as predominantly belonging to the scholarship of discovery and only 7.5% as the scholarship of teaching. Earlier we stated that in broad terms the scholarships of discovery and integration were identified with theoretically based research, while the scholarships of application and teaching tended to fall within the sphere of practice. The result of assigning a primary scholarship domain to each dissertation was intended to assist in determining where a particular dissertation fell within the theory – practice continuum. From a purely theoretical point of view the majority of the 1977 dissertations contained elements primarily associated with Boyer's conceptualization of discovery. The coding of these dissertations as discovery indicate that they met at least two of the decision rules for this domain, which included the search for new facts, creation of new knowledge and theory development. Based on the distribution of scholarship domains

among the 1977 dissertations it appears that a theoretical orientation dominated in the sample with slightly over two-thirds of the total being coded as primarily discovery or integration. Among the conclusions that can be inferred is that these dissertations are reflective of the dominantly accepted construct related to the purpose of the dissertation, which includes "constituting an original contribution to knowledge in the field".

This portrait of 1977 dissertations suggests that a traditional approach to dissertation research is the preferred pattern, as demonstrated by the dominance of the scholarship of discovery and integration. This traditional approach is also consistent with a time-honored conceptualization of scholarship that emphasizes theoretically driven research and an inquiry paradigm based on a positivist approach. However, 1977 dissertations also demonstrated contradictions to this conclusion, as the majority lacked a conceptual framework, used higher education as their disciplinary perspective and developed research problems that were practice based in origin.

A Portrait of 1997 Higher Education Dissertations

In our 1997 sample, the PhD was awarded at a rate of almost two to one compared to the EdD degree, which was fairly consistent with the results of the 1977 sample. However, in 1997 females were the most likely recipients of a higher education doctoral degree, a trend that is increasingly seen in the awarding of doctorates in other fields and disciplines throughout education. The average page length of 1997 dissertation was 218.

Higher education dissertations written in 1997 were more likely to have an explicit reference to an existing conceptual framework to guide their study compared to

those written in 1977. As discussed earlier the presence of a conceptual framework implies that the researcher has established a relationship with their research question to a specific theory that will aid in explaining a particular phenomenon. The presence of a conceptual framework takes full advantage of the opportunity for the research effort to impact or influence theory.

THE DISTRIBUTION OF 1997 dissertations among disciplinary perspective resulted in 22.1% of them being coded as higher education, followed by the categories do not know at 20.0% and other at 18.6%. As a whole the 1997 dissertation was more diversified in terms of disciplinary perspectives than the 1977 group. This suggest a greater appreciation for examining higher education issues utilizing concepts and theories that will contribute to the analysis of the research question. In addition, this broader use of other disciplinary fields may be related to the growing maturity of higher education as a field of study.

The distribution for the origin of the problem was very similar in 1997 to the results for 1977, with a slight majority of dissertations being coded as practice based. However significant differences followed from the 1977 sample in that over 70% of the 1997 dissertations included stated implications for practice and over 80% included suggestions for further research. These results suggest a greater appreciation and awareness to relating research finding to both practice and theory by doctoral students. Implicit in this finding is that dissertation advisors may have become more demanding in this regard.

From a research methods perspective the 1997 dissertations demonstrated a significant shift in their orientation from 1977 as qualitative methodologies became more

prevalent. The increased use of qualitative modes of inquiry suggests that the field of higher education studies has become more open to broadened ways of knowing and more accepting of alternative research methods. This movement toward a broader methodological approach within higher education studies has been echoed over the years by the likes of Clifford Conrad (1989), Yvonna S. Lincoln (1986), George Keller (1986) and others. This trends impact on research techniques used in 1997 is confirmed by the increased use of interviews, observations, case studies, historical research and other qualitative techniques compared to their use in 1977.

In regard to the distribution of 1997 dissertation topics in our sample, the leading categories were Personnel, Institutions and Academics and Research. The largest percentage increase over time was in Personnel, with a 14.3% increase. For both the 1977 and 1997 samples within the Personnel category "Students Characteristics and Development" was the leading topic researched.

The distribution of 1997 dissertations among Boyer's four scholarship domains showed relatively little change from 1977 results in regard to discovery and teaching. Both continued as the most and least coded scholarship designations for the 1997 sample respectively. The overall distribution of scholarship domains remained fairly consistent in 1997 compared to the 1977 dissertations with over two-thirds of the total being coded as primarily discovery or integration, thus it appears that a theoretical orientation also dominated this sample.

This "portrait" of 1997 dissertations suggests that a traditional scholarship approach within higher education dissertation research has continued over time, as demonstrated by the dominance of the scholarships of discovery and integration. It also

suggests that other elements of dissertation research have taken on more prominence in higher education dissertations as demonstrated by the increased use of conceptual frameworks, and references to implications for practice, and suggestions for further research compared to 1977. It also appears there was an increased willingness to use other disciplinary perspectives in the study of higher education issues in these dissertations, along with a movement to assuming more diverse methodological approaches. Less clear is the significance of assigning a "scholarship domain" to a dissertation and its relevance to clarifying the theory – practice tension.

Conclusions

This study identified several specific changes in higher education dissertations between the 1977 and 1997 cohorts studied. These included the increase in female recipients of doctoral degrees with a concomitant decline in male recipients. In addition, the research methodology of choice shifted from a quantitative design in 1977 to qualitative design in 1997. Finally, over the time period studied dissertations increased by an average of 19 pages in length, from 199 pages to 218 pages.

An analysis of the results for the coding of the 1977 sample supports an interpretation that in general, the dissertations in this cohort was more practice oriented than theory oriented. In essence the theory – practice gap was more noticeable in 1977 dissertations than in 1997. This conclusion is based on the following observations:

1. The lack of a conceptual or theoretical framework to guide the majority of 1977 dissertations implies that the focuses of the studies were not on discovering theoretically based solutions but discovering practice based solutions.

2. In 1977, 48.1% of the dissertations were coded with a disciplinary perspective of higher education. These dissertations were overwhelmingly coded with no conceptual framework (62.7%), and with the research problem coded as practice based in origin (66.6%). In addition, this inference is also based on the greater use of higher education as the disciplinary perspective for the 1977 dissertations compared to 1997.
3. The dissertation's origin of the problem was coded as practice based in 55.7% of the 1977 sample.
4. In 1977, only 52.8% of the dissertations included stated suggestions for further research compared to 82.6% in 1997. This finding supports the interpretation presented in item number one above.

In sum, 1977 dissertations in relationship to 1997 dissertations, tended to approach their research efforts with a more narrowly constructed methodology that resulted in research that had a propensity to be practice focused, with minimal regard for theoretical implications.

The examination of the 1997 dissertations indicates a movement toward more theoretically oriented research over the twenty-year period studied. This observation is based in part on the following:

1. The marked increased use of conceptual frameworks in nearly 70% of 1997 dissertations.
2. A specific disciplinary perspective, other than higher education or do not know, was used in 57% of the 1997 sample versus only 28% in 1977. The broader use

of disciplinary perspectives in 1997 was indicative of dissertations that tended to base their research on the theoretical foundations of a specific discipline.

3. This interpretation is also supported by the large increase in 1997 of dissertations that included suggestions for further research in their final chapters. However we also observed an increase in the inclusion of implications for practice in 1997 dissertations. Together these two variables are indicative of a conscious effort on the part of their authors to relate their results to the areas of practice and theory development.
4. Other trends that support the view that the theory – practice tension was less pronounced in 1997 included the movement from research that was dominated by a quantitative approach in 1977 to more qualitative methods in 1997. This trend is indicative of a willingness to utilize a variety of methods and techniques to examine research problems.

This research proposed to examine how the theory – practice tension was reflected in doctoral dissertation research within the field of higher education. The theoretical framework used was Boyer's conceptualization of scholarship. In regard to the theory – practice tension Boyer's scholarship framework showed relatively little change over the twenty year period with discovery and integration being the dominant scholarship domains observed in 67% of the dissertations in 1977 and 68.5% in 1997. The use of the traditional scholarship model is apparent based on this distribution. It is clear that based on Boyer's scholarship model little change was evidenced in the theory – practice gap, however these dissertation when viewed through the lenses of conceptual framework, disciplinary perspective, stated implications for practice, stated suggestions

for further researcher and research methodology suggest a different conclusion. Over the 20 year period studied higher education dissertations appeared to be reflecting less tension with regard to the theory – practice gap as demonstrated by the increased use of conceptual frameworks, the broadened use of disciplinary perspective and research methodology and the heightened awareness in relating research to practice and further research. These results suggest that within the confines of the higher education doctoral dissertations examined that the theory – practice gap was narrowed between 1977 and 1997.

Implications for Practice

The findings and conclusions of this study suggests the following implications for practice:

1. Dissertation advisors should discuss the theory – practice issue with doctoral candidates early in the development of the research question. Students should be challenged at the proposal stage of their research efforts to address both theoretical and practical implications of their studies.
2. Higher education doctoral programs should respond to the lack of dissertation research in the area of teaching and learning. The small number of doctoral dissertation in teaching and learning assumes that research efforts are to be addressed by other disciplinary interest.
3. Just as the diversity of research orientation has increased over the past 20 years, doctoral programs should encourage a greater diversity in scholarly approach to doctoral dissertations. The continued dominance of the discovery and integration

inquiry paradigms possibly serves as a limiting restraint to finding new ways of knowing and knowledge development.

4. This study can be used by doctoral candidates for purposes of examining the various elements that comprise a dissertation, and can serve as guide in the evaluation and designing of their proposed scholarly endeavor.

Suggestions for Further Research

The findings and conclusions of this study suggests the following areas for further research activity:

1. The present study, which extends Ernest Boyer's conceptualization of scholarship to dissertation research, serves as a framework for the continued exploration and development of his scholarship paradigm. It is recommended that future investigations concentrate on exploring the application of Boyer's model in other academic environs in addition to the professoriate.
2. A continued research focus on doctoral dissertations across disciplines and fields of study is recommended. The diversity of style, structure, and purpose found within the higher education dissertations, along with the paucity of research activity on the dissertations results in this call for continued examination of dissertations. Implicit in this suggestion is to determine if the dissertation as the capstone experience serves more than as an exercise to demonstrate research skills and as an initiation rite of passage.
3. A study that examines the theory – practice focus within higher education doctoral programs is recommended. The mission statements, curricular offerings and their

faculty's disciplinary background all contribute to the doctoral candidates development and their scholarship focus. A study that was designed to evaluate and examine the various factors that influence and contribute to the theory – practice tension would further our understanding of this occurrence.

4. Replicate that present study in other professionally based fields to determine how the theory – practice tension is reflected in the doctoral dissertations of those fields.

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APPENDIX A

1977 DISSERTATIONS**Columbia University Teachers College****Bender, Barbara Allen - EdD****The Purpose and Functions of Contemporary Student Government: A Descriptive Analysis****Bolman, Susan Olson - EdD****Influences on the Career Development and Life Plans of Undergraduates At A Woman's College****Bryan, James Thomas - EdD****The Social & Educational Backgrounds of Student Affairs Workers & Their Perceptions of Professional Reward & Bureaucratic Structures****Buchanan, Peter McEachin - EdD****Open Admissions At The City University of New York & Student Demand for Private Undergraduate Education in the City of New York in 1970 & 1971****Dirvan, Kevin Michael - EdD****Human Acceptance of Management Information Systems in Colleges & Universities: A Case Study****Downs, Richard Michael - EdD****A Study of Factors Associated With Spending for Community Colleges****Fialkoff, Steven Alan - EdD****Two American Yeshivot Gedolot: A Character Study of Their Organizations & Functions****Graves, Fred Charles - EdD****Corporate Financial Support of Higher Education- Analysis of Status & Trends of Philosophy & Practice****Kotsonis, Helen Hoch - EdD****The Effects of the Anesthetic Halothane on Chick & Nerve Tissue****Mosha, Pius F. - EdD****Training Institutes in Tanzania: The Need for Reorganization****Norton, John David - EdD****Widner College- Minimizing Conflict in Accomplishing Change****Raber, Roger William - EdD****Before the First Day of Classes Perceptions of Nontraditional Students**

Sanders, Lois W. - EdD
Academic Mobility & Institutional Quality

Schrader, Lee Arthur - EdD
The Characteristics, Problems & Activities of Upper-Division Transfer Students & the Recommendations for Selected Upper-Division Student Affairs Services & Programs

Florida State University

Aghazadeh, Ahmad - PhD
Higher Education & Investment in Human Capital: The Case Study of Iran

Brownlee, Patricia Ann - PhD
A Study of Freshmen Satisfaction with Academic Advising in Selected Private Liberal Arts Colleges in the State of Minnesota

Carroll, Robert David - PhD
A Study of Administrator Attitudes at the Nine State Universities of Florida Toward Faculty Collective Bargaining & their Relationship to Selected Demographic Variables

Fendley, William Ray Jr. - PhD
A Descriptive Analysis & Follow-up Profile of Doctoral Students of the Department of Higher Education at the Florida State University from 1958 to 1976

Furlong, Thomas Edward Jr. - PhD
The Perceptions of Selected Groups of University & Community College Administrators of the College Level Examination Program & Its Implications for the State Universities & Community Colleges of Florida

Garlichs, Ethlyn Ann - PhD
Analysis of Incentives for Adoption of Instructional Technology in Higher Education

Kaplan, Joseph Edwards - PhD
The Role of Students in the Inception of Chapter 74-312(3), Laws of Florida (Student Activity Fee), 1974 to 1976

Law, William D., Jr. - PhD
The Effects of Systemwide Instructional Cost Policies on Selected Undergraduate Curricula

Nettles, William Robert, III - PhD
An Investigation of Environmental Press & Its Association with Special Studies Student Achievement

Scott, Robert Lorne - PhD

A Study of the Sources of Legislative Perceptions & Attitudes Toward Higher Education in the State of Florida

Turner, Nancy Ann - PhD

An Analysis of the Organizational Behavior of the Chaplaincy at The Florida State University, 1952-1976, Applying Perrow's Concepts to the Perception of the Chaplains & Selected Records

Wittenberg, Dennis Portman - PhD

A Study of Credit by Examination & The Perceived Effects on Admission to Dental, Law, & Medical Schools

Woodard, Blenda Ann - PhD

An Analysis of the Expectations & Achievements of the Virginia Community College System After Its First Decade of Operations 1966-67 to 1975-76

Harvard University

Aboites Aguilar, Vicente Hugo - EdD

A Program of Social Service for Higher Education Students in Mexico

Jackson, Gregory Anthony - EdD

Financial Aid to Students And The Demand for Postsecondary Education

Pinto Salvatierra, Miguel A. - EdD

The Establishment of Graduate Studies in Institutions Dependent of Education in Venezuela: A Project

Indiana University

Bishop, Richard Eric - EdD

Limited Access at Madison: A New Wisconsin Idea

Cohen, Habiba S. - PhD

Decade of Change & Crisis: The New French Universities Since 1968

Darby, MacArthur - EdD

The Origin & Development of the Campus Ombudsman Service at Indiana University-Bloomington

Grabb, Larry Edward - EdD

Career Patterns of Chief Admissions Officers

Howison, David Lee - EdD

Attitudes Revealed by Student Newspaper Editorials at Five Liberal Arts Colleges, 1963 to 1973

Hurt, Steven Tye - EdD

The Closing of a College: An Analysis

Morton, Linda Ann - PhD

Effecting Attitudinal Change Toward Physically Disabled Students in Higher Education

Nelms, Charlie - EdD

Academic Performance of Students on Financial Aid Following Imposition of Minimum Enrollment and Reasonable Progress Standards

Norman, Herman Harold - EdD

Perceptions of Black Students Concerning the Impact of Merger of Racially Disparate State Universities in Common Settings

Payind, Mohammad Alam - PhD

Academic, Personal & Social Problems of Afghan & Iranian Students in the United States

Stoddard, Hilda Anna - EdD

Characteristics, Attitudes, Aspirations & Problems of Women Doctoral Students at Indiana University, Bloomington

Wakefield, Donald Paul - EdD

Services and Resources for the Physically Handicapped in Higher Education

Waterman, Byron Eddy - EdD

A Study of the Purpose of a Private Liberal Arts College: Franklin College of Indiana

Williams, Frederick Burch - EdD

The Feasibility of Lifelong Learning Residential Centers at Bloomington for Indiana University Retired Alumni & Emeritus Faculty

Williams, Robert Sparks - EdD

High School Counselors Attitudes Toward Two- and Four-Year Colleges

Yunker, James David - EdD

Factors Influencing Corporate Support of Higher Education

Michigan State University**Aatish, Swaran - PhD****The Role of Deans & Chairpersons in Graduate Education in Selected Colleges at Michigan State University****Bakker, Welcome Harold - PhD****The Development of Liberal Arts Competencies: a Study of Student Perceptions of Academic Experience at Hope College****Bryan, M. Edward - PhD****An Analysis of Relationships Between Academic Achievement & Five Dimensions of Satisfaction With The College Environment****Domeier, Patricia Eileen - PhD****A Study to Examine the Training of Student Affairs Administrators for Specified Competency Tasks****Halverson, Jerome F.E. - PhD****Department Chairpersons: Information Storage & Retrieval Systems & the Use of Presently Available & Potentially Available Faculty Data****Hugine, Andrew, Jr. - PhD****The Relationship Between Selected Departmental Variable & Publication Productivity in Three Academic Areas at Michigan State University****Johnston, Thomas Earl - PhD****An Assessment of Attitudes of State & institutional Association Policy-Makers on the Coordination & Planning of Higher Education in Michigan****Lanski, Mauricio - PhD****A Chronological Descriptive Analysis & Assessment of a Technical Assistance Program Developed for the Brazilian Higher Education****Minetti, Robert Hugo - PhD****An Analytical Description of the Relationship Between the Academic Training & Assistantship Experiences of Master's Degree Programs in Student Personnel Administration****Patterson, Dawn Marie - PhD****A Descriptive Study of Expressed Functions & Functional Relationships of Principal University Continuing Education Administrators in Michigan Public Universities**

Stonewater, Barbara Bradley - PhD
Faculty & Administrator Perceptions of Power & Influence in University Decision Making

Stonewater, Jerry K - PhD
Instruction in Problem-Solving & Piaget's Theory of Cognitive Development

Svoren, Donald Stephen - PhD
Significant Areas of Behavior Resulting From The Interaction of Chief Student Personnel Officers & Chief Executive Officers on Three Tasks in Michigan Colleges & Universities

Tulardilok, Arkon - PhD
Assessment of the College Level Educational Program at the State Prison of Southern Michigan

Young, Wanda Ena - PhD
Family Studies Program Development at the College Level: A Delphi Study

Ohio State University

Ebro, Lea Luisa - PhD
Instructional Behavior Patterns of Distinguished University Teachers

Head, Alfred Floyd - PhD
Decision-Making & The Community College Board of Trustees

Horton, Joann - PhD
An Analysis of the Decision-Making Processes of Trustees in Public Two-Year Colleges

Irwin, William Archibald - PhD
A Study of the Historical Development of On-Campus Housing at The Ohio State University

Kuehnert, Elizabeth Jean - PhD
The Effects of Tutoring & Social Modeling Upon Student Performance in a Contingency-Managed Course

Lee, Barbara Anne - PhD
The Effect of Faculty Collective Bargaining on Academic Governance in Four-Year Colleges & Universities

Olivas, Michael Albert - PhD
Public Policy Dimensions of Statewide Coordination in Higher Education: Agenda Building & The Establishment of the Ohio Board of Regents

Pennsylvania State University

Geisinger, Kurt Francis - PhD
 An Investigation Into the Correlates of Faculty Grading

Stanford University

Bell, David Paul - EdD
 An Analysis of Undergraduate Curricular Innovation at the University of Houston
 Central Campus Since 1960

Mannis, Curtis Lyman - PhD
 Environmental Stress, Departmental Competition, & Curricular Change in an American
 University

Reyes, Amelia Lourdes Benitez - PhD
 Impact of Centralized Political Authority on Higher Educational Organizations: The
 Philippine Case

State University of New York at Buffalo

Becker, Jane Eleanor - PhD
 Analysis & Descriptive Follow-up Study of the Graduates of a Time Shortened
 Baccalaureate Program in New York State

Dunnett, Stephen Charles - PhD
 The Effects of an English Language Training Orientation Program on Foreign Student
 Adaptation at the State University of New York at Buffalo

Mann, William Charles - PhD
 Reliability of Evaluative Interviews for Admission Into Health Professional Training

Trusz, Andrew Richard - EdD
 The Activities of Governmental Education Bodies in Defining The Role of Post-
 Secondary Education Since 1945: A Comparative Case Study of the State of New York
 & The Province of Ontario, 1945-1972

Wilson, Stephen - PhD
 The Influence of Allied Health Deans on Their Academic Organizations

University of California at Berkeley

Dagenais, Ferdinand - PhD
 I. Ethnicity & Attitude Changes During Adolescence II. The Effect of Factor Scores,
 Guttman Scores & Simple Sum Scores on the Size of F Ratios in an Analysis of Variance
 Design

Hardt, James Roland - PhD
Impact of Collective Bargaining on Governance in Community Colleges

Herring, George Surrey - EdD
A Study of an Inter-Institutional Effort for Preparing Minority Trade Union Leaders: A Programmatic Alternative for Higher Education

Jones, Larry Robert - PhD
Praxis & Context of University & College Academic Planning

Mixer, Joseph Redding - PhD
Corporate Support of Higher Education

Schuster, Jack Herman - PhD
Faculty Unions & Academic Decision-Making: The Governance Experience on Six Campuses

University of California at Los Angeles

Chait, Arlene Louise - PhD
The Mobility of the Experienced PHD: A Study of Humanists, Physicists, & Economists Who Have Been Employed in College Teaching & Who Have Changed Jobs, Employers, or Occupations Within the Last Three Years

Cruz-Cardona, Victor Euler - PhD
Faculty & Administrator Perceptions of the English as a Foreign Language Curriculum in Colombian Universities

Overall, Jesse Ulin, IV - PhD
Student's Evaluations of Instructional Effectiveness: Validity & Utility

Salter, Maurice Michael - EdD
Employment Characteristics of the English PHD

Schuerger, Richard Francis - EdD
A Study of the Predictive Validity of NROTC Selection Criteria

Tierney, Michael Lloyd - PhD
The Impact of Management Information Systems on the Resource Allocation Decisions of Selected Private Liberal Arts Colleges

University of Chicago

Moran, Dolores Huber - PhD
The Effects of Decentralization on Instruction & Counseling in the Community College

University of Michigan

Catlin, Jamie Beth - PhD

The Impact of Interracial Living On The Racial Attitudes & Interaction Patterns Of White College Students (Volume I & II)

Cross, Cynthia Loise Sahagian - PhD

The Guaranteed Student Loan Program: Access To Loans In Michigan, 1971-72 TO 1974-75

Cudaback, Jack Lee Roy - PhD

Verbal & Nonverbal Reasoning in Community College Students & Relationships With Course Selection & Success & The Interaction Theory Of Cognitive Development

Hamilton, Bette Everett - PhD

Federal Policy Networks For Postsecondary Education

Hanania, Agnes Damian - PhD

Curricular Choices As Related To Occupational Aspirations & Expectations of College Students

Holmes, Robert Bradford - PhD

An Examination & Analysis of Selected Aspects of the Allocation Procedures For The Campus-Based Federal Student Financial Aid Programs

Josaitis, Marvin - PhD

The Professionals in North American Higher Education Governing & Coordinating Agencies

Lanning, Alan Walter - PhD

Some Correlates of Paid Faculty Consultants At Major Universities: An Analysis of Their Cosmopolitan-Local Orientations

Mangelson, Wayne Leon - PhD

Attitudes of Academic Department Chairpersons & Faculty About The Importance of Various Formal Abilities For Chairpersons

Meeker, John Charles - PhD

An Evaluation of Faculty Support Programs at Three Research Universities

Moore, William Edgar - PhD

The Process of Accentuation in College Settings

Noor, Saad Sheikh Osman - PhD

The Relationship Between African Identification & Black Student's Cultural, Political & Community Action Orientations

Perigo, Donald James - PhD
Experimental Study of Orientation Program Designs Based on Need of Transfer Student
From Two- & four-Year Backgrounds

Vargas, Quintin III PhD
Affirmative Action: Vehicle of a New Progressivism

University of Texas

Saunders, Nancy Adele - PhD
The Role of the Sociology Department Chairperson in Three Selected Texas Universities

Vattankul, Patcharee - PhD
Strategies for the Development of an Individualized Instruction Program for the Teaching
of English in a Thai University

APPENDIX B

1997 DISSERTATIONS

Columbia University Teachers College

Christensen, Monica Coen - EdD

Campus Identity and Development of White Racial Identity (Race Relations)

Kao, Wang-Chieb - EdD

Financial Analysis of Private Higher Educational Institutions in Taiwan

Leonard, Charles Randolph - EdD

The Black Male Experience in Graduate Education: Declining Participation

Li, Yaling - EdD

Women Instructors in Higher Education in China (Faculty)

Makosana, I. Nokuzola Zola - EdD

Social Factors in the Positioning of Black Women in So. African Universities

McDonough, Marjorie Frances - EdD

An Assessment of Critical Thinking at the Community College Level

Moumouris, Toni Thomas - EdD

Successful Community College Transfer Students: Academic Performance

Nathan, Yvonne H. - EdD

Critical Thinking: Impact on Two Classes of Nursing Students in an Academic Year

Petit, Francis Charles - EdD

Men's Intercollegiate Basketball and Its Impact on Undergraduate Admission Application Rates: An Examination of Division I-AAA Institutions From 1987-1993 (Recruitment, Enrollment, Sports)

Tolliver, Joseph - EdD

Administratively Mandated Change at Amherst College: Student Reaction and Its Effect on Student Personnel Administrators (Massachusetts, Fraternities)

Florida State University

Smith, Clayton A. - EdD

The Perceptions of College & University Enrollment Managers on the Relationship Between Institutional Enrollment Performance & Enrollment Management Effectiveness

Conn, Marie Akers - PhD

The Relationship of Age-Related Stressors & Addictive Behaviors for Female Administrators in Higher Education in Florida (Women Administrators)

Martineau, Leonard Peter - PhD
The Relationship Between College Involvement & Student Wellness (Military Science Students, Physical Fitness, Religious Activities)

Munter, Judith Hope - PhD
Designing a New Landscape in Higher Education Service-Learning at Florida State University

Harvard University

Dowling, Nadine Valery - EdD
College Presidential Searches: Does the Presence of the Interim President Have an Impact?

Gonzalez, Jose Marie - EdD
Factors That Make for Success in Latino Student Persistence: A Case Study

Heller, Donald Eric - EdD
Access to Public Higher Education, 1976 to 1994: New Evidence From an Analysis of the States

Huntington, Robert H. -EdD
The Role of the President in Shaping Curriculum: A Case Study of the 4-1-4 Program at Middlebury College

Moody, Barbara C. - EdD
The Question of Fit: How Candidates Assess Individual-Institutional Fit Before Accepting a College or University Presidency

Parro, Jon G. - EdD
The Quality of Student Financial Aid and Persistence in College: An Analysis of Scholarship Recipients From the Boston Plan for Excellence in the Public Schools

Rodino, Ana Maria - EdD
Determinants of Writing Performance and Performance Difficulties in Costa Rican Adults with High Levels of Schooling

Taylor, Ellen M. - EdD
More Than Words: The Roles of Personal Narrative Writing in the College Composition Classroom

Yang, Dong-Liang - EdD
Changing Access to Higher Education: Enrollment Effects of the Private Tuition Policy in China

Indiana University

Altman, Lois Anne - EdD

A Study of the Efficacy of Using Noncognitive Factors to Predict Persistence of Adult Students at a Residential University

Campaigne, David A. - PhD

An Academic Catalyst: The Life & Work of George Wells Beadle

Dodge, Randall Eugene - PhD

Twenty-First Century Scholars & Commitment for College: Beyond High Hopes & Great Expectations

Douglas, Katherine Branch - PhD

Pictures & Perceptions: First Year, African American Students' Impression of a Predominantly White University

Gibboney, Roberta Kimble - PhD

Knowing What I Know, How Do I live With Myself? Or Service-Learning & Commitment to Community: Exploring the Implications of Honors Students' Perceptions of the Process Two Years Later

Kalish, Alan L. - PhD

Learning to Profess: The Enculturation of New Faculty Members in English

Lorenzano-Obergfell, Nancy PhD

A Study of the Factors Which Lead to College Success For First Generation Female College Students Who Are of Italian-American Descent: A Conceptual Model

Michigan State University

Cooper, Mary-Beth Ann - PhD

The Relationship of Student Perceptions & Behaviors Regarding Personal Safety: A Comparative Study of Two Small, Private Colleges

Larson, R. Sam - PhD

Organizational Change From The 'Inside': A Study of University Outreach

Russell, Ann - PhD

The University of Michigan-Flint Writing Center: A Case Study & A History

Zawacki, Kathleen G. PhD

Personal & Family Factors Related to Service-Learning in an Undergraduate Course on Diversity

Ohio State University**Bell, Janice Lester PhD****A Status Study of the Recruitment & Retention of African-American Students in Agricultural Education Baccalaureate Programs****Riley, Denise Ann - PhD****The Masters of the Blue Room: An investigation of the Relationship Between the Environment & the Ideology of the Faculty of the College of William & Mary, 1836-1846****Sicard, Kenneth Richard - PhD****The Existence of Gender Disparity in Teacher-Student Interaction in the College Classroom****Tomsen, Jennifer L. - PhD****Persistence of Affective, Cognitive, & Behavioral Outcomes of Their Undergraduate Programs Among School of Natural Resources Alumni****Woods-Tucker, Thomas Stanley - PhD****Assessing the Impact of the Internet On A Group of Education Faculty Members: A Qualitative Study****Pennsylvania State University****Broido, Ellen Melissa - EdD****The Development of Social Justice Allies During College: A Phenomenological Investigation****Resides, Diane Louise - EdD****The Thing Not Named: How Do Lesbians Experience Graduate School****Schultz, Marian Brennan - EdD****Major Matters: How Adult Undergraduate Students Select Their Academic Majors****Abraham-Ramirez, H. Doris - PhD****Sources of Influence on Faculty Members' Receptivity to Continuous Quality Improvement Initiatives****Bohl-Fabian, Louis-James - PhD****An Experimental Study of the Effects of Participating in a Collaborative Learning Community on New Student Outcomes****Brown, M. Christopher, II - PhD****Defining Collegiate Desegregation: The Quest for a Legal Standard of Compliance After Adams**

Dow, Ronald F. - PhD
Gatekeeper Attitudes Toward Supplanting Paper Journals with Electronic Alternatives

Nazario-Barrera, Maria Del Los A. - PhD
Barriers Experienced by Five Puerto Rican Women On Reentering College in Mayaguez, Puerto Rico

Parks, Sara Clemen - PhD
A Study of the Importance of Customer Satisfaction on Students' Intent to Remain in a Distance Education Degree Program

Schwarz, Stefanie - PhD
Students' Perceptions of the Role of the Dissertation Chair in Time to Complete Doctoral Dissertation

Serra, Antonio - PhD
Perceptions of the Graduate School Experience: Phenomenological Interviews of Puerto Rican Graduate Students

Stanford University

Strath, Annelie Gunborg Anne-Marie - PhD
Scientization and Economic Development: A Cross-National Comparative Analysis

State University of New York at Buffalo

Walsh, Timothy Arthur - EdD
Developing a Postsecondary Education Taxonomy for Inter-Institutional Graduation Rate Comparisons

Campbell, Jill Frost - PhD
On the Road to SUNY Management Flexibility: A Narrative, Descriptive, Historical Case Study

Revelle, Kathleen Jutsum - PhD
Cause I Been Out of School for a While...': A Qualitative Study of the Decision to Enroll in Postsecondary Proprietary School

Ryan, Daniel John - PhD
Attitudes Toward & Interactions with Students with Visible Disabilities

Shircliffe, Barbara Joseph - PhD
The History of a Student-Run Women's Studies Program, 1971-1985

Sweeltand, Scott Rodger - PhD
Human Capital Investment & Earnings of Post-Secondary Faculty in the U.S.

University of California at Berkeley**Garbriner, Robert Stephen - EdD****Strategic Responses to Conditions of Decline in California Community Colleges****Thomsen, Peggy Jean Levora - PhD****The Relationship Between Work Experience During College & Subsequent Employment in High-Technology Firms****University of California at Los Angeles****Epps, William Darryl - EdD****Understanding & Overcoming Barriers to the Use of Computers in Classroom Instruction at UCLA****Mayer, Lanney - EdD****Making Sense of the Institutional Mission: Student Cultures at an Evangelical University****McCarthy, John Christopher - EdD****Images of Higher Education in Poetry, 1955-1995****Wadsworth, Mari Biehle - EdD****A Proposal for a Service Learning Program at Mount St. Mary's College****Bauer, Wendy Catherine - PhD****"Pursuing the PhD: Importance of Structure, Goal Setting and Advising Practices in the Completion of the Doctoral Dissertation****Goldsmith, Sharon Sweeney - PhD****Creating Culture at a New University: Expectations & Realities****Langdon, Emily Anne - PhD****A Study of the Persistence of Affective Outcomes of Women's College Alumnae"****McEvans, Audrey Easton - PhD****Attributions in a Model of College Achievement for African-American, Asian, Hispanic, & White Students****McGhee, Raymond Jr. - PhD****Organizational Culture in Private Higher Education: A Look at a New Private University in Post-Soviet Azerbaijan****Ortiz, Anna Marie - PhD****Defining Oneself in a Multicultural World: Ethnic Identity in College Students**

Powell, Jane - PhD

A Neglected Majority: The Adult Student in Graduate & Professional School & the Relationship Between Institutional Prestige, Access & Student Satisfaction

Suarez, Michael Phillip - PhD

First Generation College Students: The Major Factors That Influence Their Recruitment & Retention

Vanderkelen, Barry Lee - PhD

Institutional Conditions Fostering Corporate Development Officer's Advocacy of Corporate interests

University of Michigan

Lum, Karen Demes - EdD

Determinants of Institutional Commitment Among Black & White Faculty at Traditionally White State-Owned & State-Related Universities in Pennsylvania

Baily, Ingrid Elizabeth - PhD

The Place of Higher Education in the Arts: The Example of The University Musical Society of the University of Michigan

Barrett, Martha Cohen - PhD

Science and Engineering Students' Classroom Experiences: An Analysis by Gender & Discipline

Carter, Deborah - PhD

A Dream Deferred? Examining the Degree Aspirations of African-American & White College Students

Genthon, Michele Lorient - PhD

"Organizational Learning in Financial Decision Processes of Small, Independent Colleges"

Jenkins, Sharon Yvette - PhD

Ethnic Identification, Racial Climate & African-American Undergraduate Educational Outcomes in a Predominantly White University

Perna, Laura Walter - PhD

Does Financial Aid Help Students Choose to Attend Higher Priced Colleges & Universities?

Samaha, Khalil Saleh - PhD

History of the International Program at the University of Michigan, 1847-1995: Demographics, Services, & Contemporary Perspectives

Spencer, Melinda Gay - PhD
Non-Instructional Staff Perceptions of a Quality-Oriented Work Environment

Swager, Sarah Lee - PhD
Faculty/Student Interaction in an Undergraduate Research Program: Task & Interpersonal Elements

Tumblin, Thomas Frederick - PhD
Image Theory & Decision Making in Higher Education

University of Texas

Loudermilk, Susan Gale Burns - PhD
The Affective Dimension of the Writing Process: An Ethnographic Study of the Freshman Writing Experience

McQueary, Kelly Jean - PhD
Relationship Between Head Coach Turnovers & Team Performance in NCAA Division I-A Football Programs From 1978 to 1995

Olivia, Maricela - PhD
Zones of Influence & Discourses of Preference in North American Higher Education Cooperation

Priebe, Roger Louis - PhD
The Effects of Cooperative Learning on a Content Comprehension & Logical in a Second-Semester University Computer Science Course"

APPENDIX C

Seton Hall University Dissertation Research Project - Coding Form

Dissertation Title:

Author:

Degree:

Gender:

Institution:

Year: 1977

Pages:

Chapters:

1. Was the abstract or dissertation based on or guided by an existing theory or conceptual framework?
 - Yes
 - No

2. Which of the following best describes the disciplinary perspective utilized by the researcher:
 - Sociology
 - Social Psychology
 - Psychology
 - Political Science
 - Economics
 - Management/business administration
 - Higher education
 - Other education
 - Other
 - Do not know

3. The origin of the research problem is based on:
 - Theory
 - Practice

4. Did the abstract or dissertation contain any reference to "implications for practice"?
 - Yes
 - No

5. Did the abstract or dissertation contain any reference to "suggestions for further study"?
 - Yes
 - No

6. After reviewing the abstract and dissertation listed above please mark the appropriate box to indicate which descriptor is representative of the research methodology used.
 - Qualitative Research
 - Quantitative Research
 - Both

7. Research technique(s) referred to in methods section: _____

8. Please choose the category, which describes the “primary” research topic for the dissertation, listed above by marking the appropriate topic with the letter “P”. If a “secondary” topic is identified please mark the appropriate topic with the letter “S”:

Academics & Research

- Teaching & Learning
- Curriculum (The disciplines)
- Educational Communication & Technology

Personnel

- Faculty
- Student Characteristics & Development
- Administrators & Support Staff
- Other

Institutions

- | | |
|---|--|
| <input type="checkbox"/> Institutional Roles & Mission | <input type="checkbox"/> Business Administration |
| <input type="checkbox"/> Recruitment, Admissions & Articulation | <input type="checkbox"/> Planning Studies & Analysis |
| <input type="checkbox"/> Leadership & the Presidency | <input type="checkbox"/> Financing & Budgeting |
| <input type="checkbox"/> Management | <input type="checkbox"/> Computing Services |
| <input type="checkbox"/> Institutional Advancement | <input type="checkbox"/> Physical Plant Management |

State and National

- | | |
|--|---|
| <input type="checkbox"/> National Policy & General Reference | <input type="checkbox"/> Resource Allocation |
| <input type="checkbox"/> Comparative National Systems | <input type="checkbox"/> Productivity & Cost Benefit Analysis |
| <input type="checkbox"/> Statewide Issues | <input type="checkbox"/> Educational Opportunity |
| <input type="checkbox"/> Governance & Coordination | <input type="checkbox"/> Student Financial Assistance |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Work & Education |

Discipline Approach

- | | |
|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Demography | <input type="checkbox"/> History |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Law |
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Sociology | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Philosophy | <input type="checkbox"/> Other |

Sectors

- | | |
|---|---|
| <input type="checkbox"/> Independent Higher Ed | <input type="checkbox"/> Community Colleges |
| <input type="checkbox"/> Private School Careers | <input type="checkbox"/> Lifelong Learning |
| <input type="checkbox"/> Libraries | <input type="checkbox"/> Student Affairs |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Health Science Ed |
| <input type="checkbox"/> Public Services | <input type="checkbox"/> Other Inst. Settings |
| <input type="checkbox"/> Associations | <input type="checkbox"/> Accrediting Agencies |
| <input type="checkbox"/> Unions | <input type="checkbox"/> Black Higher Education |

9. After reviewing the abstract and dissertation listed above please review the following checklist and mark the appropriate boxes to indicate which descriptors are representative of the dissertation:

Indicators for the demonstration of teaching scholarship

- Involves the presentation of knowledge
- Involves the condition under which learning occurs
- Involves the creation of new ways to draw fields together to connect teacher and learner

Indicators for the demonstration of application scholarship

- Involves reflection on practice
- Involves the creation of new paradigms of professional competence.
- Involves movement toward engagement or service

Indicators for the demonstration of discovery scholarship

- Involves the search for new facts
- Involves the creation of new knowledge
- Involves theory development

Indicators for the demonstration of integration scholarship

- Involves the synthesizing of knowledge
- Involves bringing new insight on original research
- Involves connecting across disciplines

10. Based on your responses in the checklist above which of the following best categorizes the individual scholarship or if appropriate the scholarship pairing that are representative of the dissertation.

Teaching	Discovery	Application	Integration
Teaching-Discovery	Discovery-Teaching	Application-Teaching	Integration-Teaching
Teaching-Integration	Discovery-Integration	Application-Integration	Integration-Discovery
Teaching-Application	Discovery-Application	Application-Discovery	Integration-Application

11. Notes and observations:

APPENDIX D

Content Analysis Procedures Form

1. Degree: This was determined based on degree listed in the Dissertation Abstracts database.
2. Gender: This was determined by the first and second names of the authors.
3. Year: This was determined by the year listed in the Dissertation Abstracts database
4. Institution: This was determined based on the institution listed in the Dissertation Abstracts database.
5. Pages: This was determined by the final page count of the dissertation inclusive of the reference section and any appendices.
6. Conceptual or theoretical framework (yes vs. no): We determined if the study was based or guided on an existing conceptual or theoretical framework if an explicit reference was made in either the abstract, table of contents or in the methodology chapter of the dissertation.
7. Disciplinary perspective: The abstract, the conceptual/ theoretical framework and the secondary subject descriptors were examined to determine placement within one of the 10 categories identified by Finkelstein (1984).

<input type="checkbox"/> Sociology <input type="checkbox"/> Social Psychology <input type="checkbox"/> Psychology <input type="checkbox"/> Political Science <input type="checkbox"/> Economics <input type="checkbox"/> Management/business administration	<input type="checkbox"/> Higher education <input type="checkbox"/> Other education (for example, educational psychology) <input type="checkbox"/> Other <input type="checkbox"/> Do not know
--	---
8. Origin of the problem (theory vs. practice): We determined if the origin of the problem was based on theory or practice by examining Chapter One of the dissertation.
 - a. Problems were classified as primarily based on practice if they focused on informing, describing and explaining in the service of practice or action. This includes problems that address public policy and increased program effectiveness.
 - b. Problems were classified as primarily based on theory if they focused on informing, describing and explaining without regard to practice or action. This includes problems that attempt to explore conceptual issues that may contribute to theoretical developments.

9. Implications for practice (yes vs. no): We determined if the dissertation contained any references to implications for practice by examining the concluding or summary chapter of the dissertation.
10. Suggestions for further study (yes vs. no): We determined if the dissertation contained any references to suggestions for further study by examining the concluding or summary chapter of the dissertation.
11. Research method (qualitative vs. quantitative vs. both): We determined if a dissertation used a particular method by examining the abstract or the methodology chapter for any explicit reference.
12. Research technique(s): We identified the particular research technique by examining the abstract or the methodology chapter for any explicit reference.

Qualitative Techniques

- | | |
|---|---|
| <input type="checkbox"/> Qualitative logic of inquiry | <input type="checkbox"/> Fieldwork |
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Action research |
| <input type="checkbox"/> Participant observation | <input type="checkbox"/> Content analysis |

Quantitative Techniques

- | | |
|---|--|
| <input type="checkbox"/> Survey research: | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Experimental design | <input type="checkbox"/> Forecasting |
| <input type="checkbox"/> Descriptive statistics | <input type="checkbox"/> Meta analysis |
| <input type="checkbox"/> Inferential statistics | <input type="checkbox"/> Secondary data |
| <input type="checkbox"/> Mathematical modeling | <input type="checkbox"/> Secondary sources |
| <input type="checkbox"/> Economic/ financial analysis | |

13. Dissertation topic: The abstract was examined to determine placement within one of the six classifications developed by Silverman (1987).

Academics & Research

- | | |
|---|---|
| <input type="checkbox"/> Teaching & Learning | <input type="checkbox"/> Educational Communication & Technology |
| <input type="checkbox"/> Curriculum (The disciplines) | |

Personnel

- | | |
|--|---|
| <input type="checkbox"/> Faculty | <input type="checkbox"/> Administrators & Support Staff |
| <input type="checkbox"/> Student Characteristics & Development | <input type="checkbox"/> Other |

Institutions

- | | |
|---|--|
| <input type="checkbox"/> Institutional Roles & Mission | <input type="checkbox"/> Business Administration |
| <input type="checkbox"/> Recruitment, Admissions & Articulation | <input type="checkbox"/> Planning Studies & Analysis |
| <input type="checkbox"/> Leadership & the Presidency | <input type="checkbox"/> Financing & Budgeting |
| <input type="checkbox"/> Management | <input type="checkbox"/> Computing Services |
| <input type="checkbox"/> Institutional Advancement | <input type="checkbox"/> Physical Plant Management |

State and National

- | | |
|--|---|
| <input type="checkbox"/> National Policy & General Reference | <input type="checkbox"/> Finance |
| <input type="checkbox"/> Comparative National Systems | <input type="checkbox"/> Resource Allocation |
| <input type="checkbox"/> Statewide Issues | <input type="checkbox"/> Productivity & Cost Benefit Analysis |
| <input type="checkbox"/> Governance & Coordination | <input type="checkbox"/> Educational Opportunity |
| | <input type="checkbox"/> Student Financial Assistance |
| | <input type="checkbox"/> Work & Education |

Discipline Approach

- | | |
|---------------------------------------|-------------------------------------|
| <input type="checkbox"/> Demography | <input type="checkbox"/> History |
| <input type="checkbox"/> Economics | <input type="checkbox"/> Law |
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Sociology | <input type="checkbox"/> Geography |
| <input type="checkbox"/> Philosophy | <input type="checkbox"/> Other |

Sectors

- | | |
|---|---|
| <input type="checkbox"/> Independent Higher Ed | <input type="checkbox"/> Community Colleges |
| <input type="checkbox"/> Private School Careers | <input type="checkbox"/> Lifelong Learning |
| <input type="checkbox"/> Libraries | <input type="checkbox"/> Student Affairs |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> Health Science Ed |
| <input type="checkbox"/> Public Services | <input type="checkbox"/> Other Inst. Settings |
| <input type="checkbox"/> Associations | <input type="checkbox"/> Accrediting Agencies |
| <input type="checkbox"/> Unions | <input type="checkbox"/> Black Higher Education |

14. Boyer's four scholarship domains: We examined the abstract, along with the introduction and results chapters and identified which descriptors were observed.

Indicators for the demonstration of teaching scholarship

- Involves the presentation of knowledge
- Involves the condition under which learning occurs
- Involves the creation of new ways to draw fields together to connect teacher and learner

Indicators for the demonstration of application scholarship

- Involves reflection on practice
- Involves the creation of new paradigms of professional competence.
- Involves movement toward engagement or service

Indicators for the demonstration of discovery scholarship

- Involves the search for new facts
- Involves the creation of new knowledge
- Involves theory development

Indicators for the demonstration of integration scholarship

- Involves the synthesizing of knowledge

- Involves bringing new insight on original research
- Involves connecting across disciplines

15. Boyer's four scholarship domains: We examined the abstract, along with the introduction and results chapters and based on the characteristics above assigned a primary scholarship domain to the dissertation either singly or in a pair.

Teaching	Discovery	Application	Integration
Teaching-Discovery	Discovery-Teaching	Application-Teaching	Integration-Teaching
Teaching-Integration	Discovery-Integration	Application-Integration	Integration-Discovery
Teaching-Application	Discovery-Application	Application-Discovery	Integration-Application

APPENDIX E

Coorough Topic Classification Scheme

Accreditation
 Administration
 Climate
 Finance
 Gender Issues
 Graduate Education
 Higher Education Reform
 Institution
 Legal
 Multicultural
 Personnel
 Programs
 Progress
 Religion
 Research
 Student Services
 Students
 Other

Sharpe Topic Classification Scheme

Academic Administration
 Curriculum and Instruction
 General Administration
 Governmental Issues
 Student Services
 Other

Rone Topic Classification Scheme

Administration Planning & Management
 Comparative & International Education
 History & Philosophy
 Professional Education
 Teaching & Learning
 Other