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Chapter 1 : Graduate School USA | Graduate School

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Zickar Bowling Green State University The task of identifying the best doctoral programs in various psychological disciplines has received a great deal of attention over the past 2 decades. In the area of industrial-organizational I-O psychology alone, several studies have attempted to rank graduate programs based on three main criteria: Of course, much like Division I-A football polls, ranking of I-O psychology programs is not without controversy. In particular, reputational rankings may be based on outdated perceptions of faculty prestige rather than productivity, biased by general perceptions of the university as a whole rather than the program in question, and rely on raters who are unlikely to be fully informed of the intricacies of each program. Because of these reasons, program reputations are usually considered a deficient index of a programs quality Winter et al. Rankings based on faculty membership on the editorial boards of academic-based journals present an alternative method devoid of many of the problems associated with reputation-based rankings. However, this method is not without fault, either. Such an index gauges the productivity of the faculty member only indirectly, and does not fully gauge the faculty members contribution to the program. In fact, involvement on editorial boards may take away time otherwise spent engaged with graduate students and the institution. Further, this method penalizes programs with younger faculty who may be more productive but less well-established. Although this method of ranking captures some appropriate criterion space, it is clearly not sufficient. Considering the limitations and types of information provided by reputational and editorial board rankings, and based on the assumption that the primary purpose of a doctoral program is research, others have offered rankings of I-O graduate program quality based on research productivity. The advantage to this method is that it is somewhat more objective than the prior two criteria. Publications are seen as the direct result of research productivity and offer some control for the quality of research assuming low-quality research will not make it through the peer-review process; an assumption that is not always appropriate. Prior studies using this method, however, have restricted their investigation to only a few outlets. For example, Levine counted articles published only in the Journal of Applied Psychology. Howard, Maxwell, Berra, and Sternitzke and Winter, et al. Both of these studies offered rankings based on published articles in 5 top I-O-related journals. Additionally, the Winter et al. The presumption being that a sole-authorship reflects more work by an individual than a person who was 5th author out of The purpose of the present study is to update and extend previous investigations of program research productivity. The last investigation of research productivity based on journal publications ended with the year As much can change in 6 years. Secondly, the current study extends prior work by using a more comprehensive assessment of research productivity. Whereas previous work relied on a limited time frame and set of publication outlets, we provide program rankings based on two time frames last 5 years and total career and two sets of publication outlets Top 10 I-O journals and total publications. Method The present study sought first to update the ranking system used by Winter et al. The rankings reported by Winter et al. Therefore, the same 5 journals¹ were consulted for the years through to obtain indices of research productivity for each I-O program. Within these journals, each article was checked for the authors institutional and departmental affiliation. Points were awarded only to faculty and graduate students of psychology programs and not to those of business schools or other disciplines. Points for each article were assigned to the authors within graduate psychology programs according to Howard, Cole, and Maxwells formula: Therefore, according to the formula, a second author on an article consisting of a total of three authors was awarded 0. To obtain a ranking of the graduate program, the point totals of faculty and students according to their institutional affiliation were summed. The second goal was to provide a ranking of programs based on a broader set of publication outlets. The rationale being that articles are published occasionally by I-O psychologists in other I-O journals, as well as non-I-O-related

journals, such as *American Psychologist* or *Journal of Personality and Social Psychology*. In addition, book chapters, books, and edited books are an important component of research productivity within departments. As such, we calculated four indices of institutional productivity. The first two indices were based on publications in the top 10 I-O journals as indexed by Zickar and Highhouse. Rankings for the top ten journals were determined for both the past 5 years, and for the entire career of the faculty member regardless of whether or not the faculty member had resided at another institution prior to their current institutional status. The third and fourth indices ranked programs based on total publications for the time periods and total career. Therefore, each institution received a rank in four different categories: 2 time periods x 2 productivity indices. Finally, these four ranks were then summed and divided by four, yielding an average rank for the institution across the four indices. To correct for differences in the number of faculty, the resulting average rank was then divided by the number of faculty at the institution to provide an average per capita productivity rank of the graduate program. Although this may seem like a lot of rankings, we felt it was better to look at programs from multiple perspectives. Each index provides a different type of information about the program.

To calculate the indices, the Web sites of 19 of the top 20 graduate programs, according to the results of the top five journal rankings, and the Georgia Institute of Technology which received inclusion based on its 10th-place ranking in the U. News index were consulted for a listing of current faculty members. Columbia University, which was in the top 20, was excluded from the present investigation because of the lack of a PhD program in I-O psychology. All faculty listed as members of the I-O department were entered into PsychInfo and Historical PsychInfo where necessary to obtain a comprehensive listing of publications including journal articles, book chapters, books, and edited books for each faculty member. Errata, obituaries, letters to editors, dissertations, and comments were not included. Emeritus faculty were not included in the determination of point totals. Once this list was generated, research productivity point totals based on Howard et al. Results Productivity ratings from the top 5 I-O-related journals are provided in Table 1 alongside the rankings provided by U. News and World Report. As can be seen in Table 1, there is a disagreement in the rank ordering between the current top 5 journal rankings and the U. News list. In addition, two institutions in the U. News list are not in the top 10 based on publication rates in the top 5 journals. Of important note, however, is the fact that the top five journal rankings were the only rankings that captured student involvement in research, as they were not focused on faculty but on departmental affiliation.

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Chapter 2 : About UNC Graduate School

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Marketing significance[edit] Business school rankings are important to the various business schools because they are an important marketing tool used to recruit top students, and lure recruiters from the top companies. Business schools attempt to achieve higher rankings in order that they may obtain the top students who will over the course of their careers most likely benefit the school by achieving high ranking positions, attaining great influence, and accumulating great wealth. Such students often are able to help other students attain better higher paying, more respected and more influential jobs. Students use the rankings to choose their school, [2] and creators of the rankings produce them to aid in this decision. Some of the most renowned schools, such as Harvard and Stanford, do not rank as highly as their stature might suggest. Recruiters complain that they often find graduates of some of the most famous institutions more arrogant and less collegial than the MBAs they meet at other schools. For instance, the Forbes and Financial Times results are based on long-term graduate career progress concerns, the Bloomberg Businessweek and Economist polls evaluate short-term experiences of the students with their program, U. The statistical data combines measures of the qualities of the incoming students and as well as the faculty with measures of post graduate success as related to their degrees. The intellectual capital is determined based on a formula incorporating academic publications in journals, books written, and faculty size. Forbes surveyed 18, alumni of MBA programs and used their pre-enrollment and post-graduate business school salary information as a basis for comparing post-MBA compensation with the cost of attending the programs. Factors in the evaluation included faculty: The organization used strict data provision thresholds, with the result that some highly regarded schools were omitted from the list of ranked schools. The survey began in July and all internationally accredited programs that are at least five years old and that have produced at least 30 graduates in each of the last three years were solicited. The questionnaire used twenty criteria in three main areas. The poll actually presents all twenty criteria to the reader. Eight criteria are based on alumni responses; eleven criteria are based on business school responses, and the final criterion is based on a research index produced by the Financial Times. The summary is based on underlying polls in which a school placed in the top ten using an average of the ordinal placements. The summary excludes the U. The Beyond Grey Pinstripes ranking, compiled by the Aspen Institute and published biannually, is based entirely on the integration of social and environmental stewardship into university curriculum and faculty research. Data for this survey is solicited from university administrators at accredited colleges, and audited by teams of Ph. Rankings use no objective measures of program quality. The same list of schools appears in each ranking with some variation in ranks, so a school ranked as number 1 in one list may be number 17 in another list. Rankings tend to concentrate on representing MBA schools themselves, but some schools offer MBA programs of different qualities and yet the ranking will only rely upon information from the full-time program e. A high rank in a national publication tends to become a self-fulfilling prophecy. Some leading business schools including Harvard, INSEAD , Wharton and Sloan provide limited cooperation with certain ranking publications due to their perception that rankings are misused. The following abbreviations are used in the column headings:

Chapter 3 : Graduate School USA | Certificate of Accomplishment Programs

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