

INNOVATION NATION: EVIDENCE FROM BROADENING ACCESS TO PH.D. TRAINING IN THE U.S.

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Abstract

The United States rose to become a global leader in scientific research in the early 20th Century. Matching the universe of ProQuest Ph.D. recipients to the full count decennial US Censuses (1850-1940), this paper investigates how access to Ph.D. training developed research manpower in the US during this critical period. We use an event study design to study how the opening of Ph.D. programs during the peak ages of graduate study affects degree receipt of people born in each state. Furthermore, we explore whether there are differential effects of the expansion of Ph.D. programs on access for minority, immigrant, rural, and lower socioeconomic status families. We also study how the location and field of study of the Ph.D. program openings affects the institution and research area of doctoral recipients.

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