Excellence \iff Assessment (Evaluation, Intervention, Closing the Loop)

Excellence begins with a program doing its P.A.R.T.
P. Purposeful

A. Assessment of the status quo

R. Reflective

T. Transparent
• Involvement of Graduate Students in guiding and interpreting baseline assessment is crucial.

• Future Stewards of their Discipline
• **Steward of the Discipline**

a) Generation

b) Conservation

c) Transformation
• The Carnegie Initiative on the Doctorate (CID) was a five-year partnership with 106 doctoral-granting departments/programs, encompassing six disciplines: chemistry, education, English, history, mathematics and neuroscience.
The CID team included:
- George E. Walker, Project Director
- Chris M. Golde, Research Director
- Laura Jones
- Andrea Conklin Bueschel
- Pat Hutchings
• Motivation
  – Cross purposes
  – Uneven mentoring
  – Attrition
  – Time to degree
  – Diversity
  – Pedagogy of research
  – Multidisciplinary experiences
• **Approach**
  
  – Engage departments in a process of self-discovery about their doctoral program
  
  – A true partnership, no foundation grants or particular agenda (“their work”)—Carnegie convenes and facilitates, local administration provides needed support
Approach (continued)

- Work at the department (program) level
- Graduate student and critical mass of faculty engaged for 3 to 5 years—departmental and university engagement
- RFP—document resources and readiness for sustained effort
The Road to Purposeful (Reflection, Discussion, Consensus)
The Road to Assessment

1) Baseline data (convenings, surveys, focus groups)
2) Initiatives for Improvement (short term, intermediate term, long term)
The Road to Excellence

1) Execution of Initiatives
2) Evaluation of Initiatives
3) New Initiatives for Improvement
• Main Recurring Themes
  – Scholarly Integration
  – Intellectual Community
  – Stewardship

Scholarship segregated is scholarship impoverished
Scholarly Integration

• Principles of student formation:
  – Progressive development
  – Integrative learning
  – Collaborative learning
Intellectual Community

• What is intellectual community?
• How to foster intellectual community?
• What is the relationship between intellectual community and the formation of scholars?
Stewardship

• Students should not be apprenticed to a faculty mentor; they should apprentice with several mentors
• Multiple relationships are important
• Requires respect, trust, reciprocity
The Habits of Mind of Scholarly Behavior:

Learn to Learn
Passion to Learn
Confidence to Learn
A Call to Action

• In general, departments do not have a clear nuanced set of purposes

• The aims of doctoral programs are often not transparent to either faculty or students

• Result—difficult to evaluate program progress
A Call to Action

• Students do not gain the judgment or experience to think critically, write and speak professionally, to ask good research questions, become effective teachers or mentors

• As a result, assessment evidence and remedial action regarding the areas above are often lacking
A Call to Action

What can be done? (Local program review and assessment)

There is a clear need for scholarly formation evidence

University of Puerto Rico, Rio Piedras Campus
A Call to Action

• Combination of disciplinary leadership and the Graduate School can be very helpful
• The apprenticeship model should be imbedded in a robust, responsible, and purposeful intellectual community