

**Excellence \rightleftarrows 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

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