

# Learning from Prior Initiatives in Graduate Education: 25 Years of Effort, including the Carnegie Initiative on the Doctorate

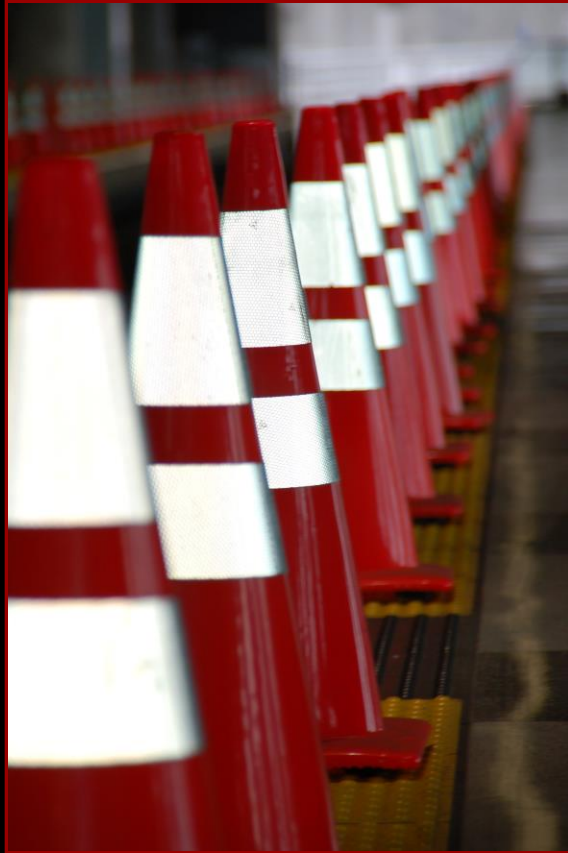
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# Change Over 25 Years

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- We face persistent and stubborn problems
- Progress on them is slow
- Impact of deliberate change efforts is uneven and modest

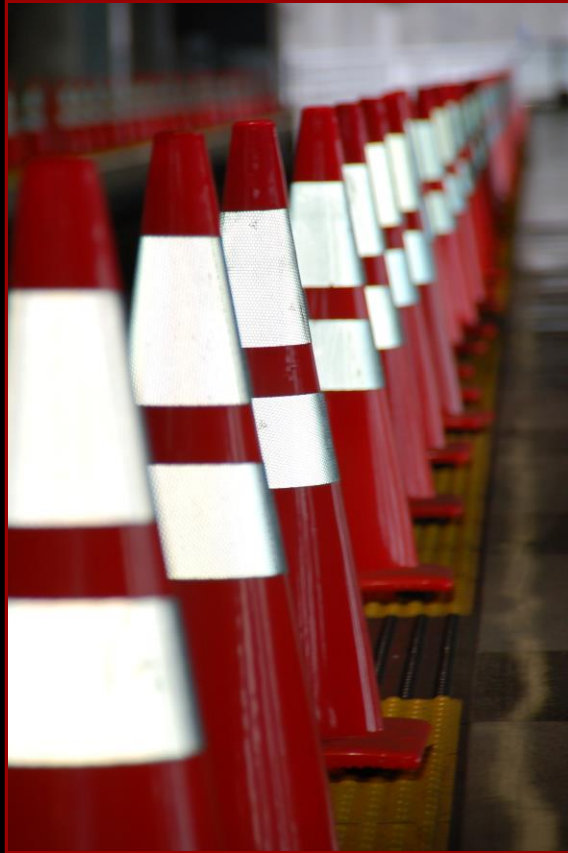
# Persistent Challenges Facing Doctoral Education: 25 Years

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- Program Size
- Diversity and Inclusion
- Duration and Completion
- Career Preparation: Future Faculty
- Career Preparation: Non-Faculty Career Paths
- Versatility and Broader Skills
- Data
- Transparency, Clarity & Accountability
- Advising

# Change Over 25 Years

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# Why Is Effecting the Change We Desire So Hard?

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- Culture change is slow
- PhD is a local enterprise
- Complex ecosystem
- Causality hard to determine
- Efforts sometimes at cross purposes
- Requires collaboration across stakeholders
- Persistent effort and accountability is rare

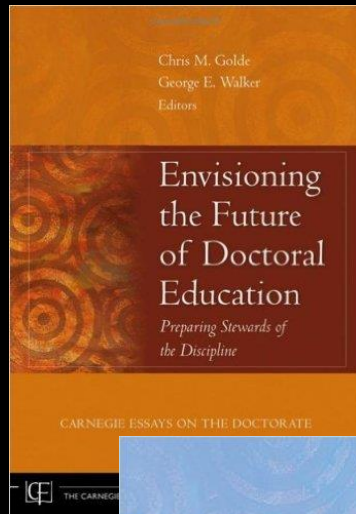
# Carnegie Initiative on the Doctorate (CID): Overview

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- Department and discipline-centered
  - 6 disciplines
  - 84 departments
- Take a critical look
  - What is the purpose of the doctoral program?
  - Do current practices serve those goals?
  - If not, what can and should change?
- Departments determined actions
- Three summers of convenings
  - Two discipline based; report and imagine
  - One cross-disciplinary and thematic

# CID: Legacy

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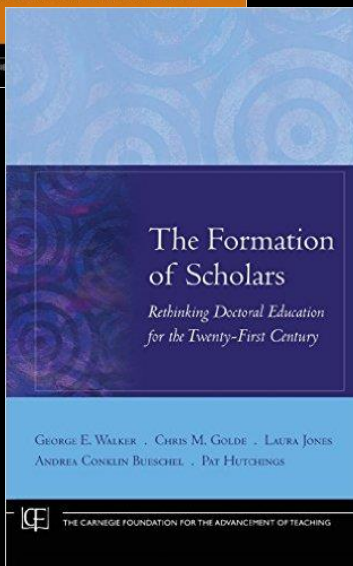


## ■ Changed practices in departments

- Modest changes; no funding provided
- Unevenness in ambition, scale and durability
- Those practices that endure are not attributed to CID

## ■ Important ideas

- Stewardship
- Intellectual Community
- Apprenticeship reconsidered
- Pedagogy of research as shared concern



# CID: Lessons About Promoting Change

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- Students are important agents of change
- Context matters
- Partial myth of money
- Time is the most precious resource
- Convenings are powerful tool
- Purpose, practices, and evidence iterate

# Purpose and Practices

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“The primary objective of graduate education is the education of students.”

*COSEPUP Report, 1995, p. 5*

“There is a three-way mismatch.... The training doctoral students receive is not what they want, nor does it prepare them for the jobs they take.”

*At Cross Purposes, 2001, Golde and Dore, p. 4-5*

# Three Different Stories About Change

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- Graduate Education Initiative aka Mellon Time to Degree project
- Preparing Future Faculty
- Individual Development Plans (myIDP)