The Carnegie Initiative on the Doctorate (CID)

a) Motivation, execution, themes and results

b) How the CID may be useful to a nursing doctoral program
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
A. Motivation

- Cross purposes
- Uneven mentoring
- Attrition
- Time to degree
- Diversity
- Pedagogy of research
- Multidisciplinary experiences
B. 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
B. 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
C. Characteristics of CID

• Stewards of the Discipline—P.A.R.T.

• Essays, site visits, Carnegie convenings, surveys, interviews

• Accountability—programs decide what they need to do, do it, tell others, and evaluate
C. Characteristics of CID (continued)

• Accountability—engage in unnatural acts of critical self-examination publicly, work with “critical friends”

• Develop a vision regarding the Ph.D. program, and work to make the vision a reality
D. 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
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 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 reviews)

• 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
Nationally, how can the discipline/profession of nursing use these results?
How the Ph.D. program in Nursing at FIU is using the CID initiative to improve?
Ph.D. in Nursing at FIU

• Diverse Ph.D. student body:
  • ¼ each: Hispanic, Black African-American, Pacific Islander and white non-Hispanic

• Major program goals:
  • Preparation of Ph.D.-educated minority nursing leaders
  • Focused research on health issues for minority and underserved populations
Carnegie Approach at FIU

Fall 2008 self-study:
• Examined the mission and effectiveness of the program
• Determined how the mission is supported by the resources available to faculty and students
• Developed strategies to enhance the intellectual community by improving the quality of education, research and training
Carnegie Approach at FIU

Self-study process:
• Meetings with graduate faculty to develop a collective understanding of the program mission and vision, its uniqueness, strengths and weaknesses, the quality and effectiveness of teaching, mentoring and stewardship, as well as the general demographics and quality of the doctoral students
Carnegie Approach at FIU

Self-study process (continued):
• Meetings with doctoral students to assess their views about the strengths and weaknesses of the program and how to make improvements
• Combined meetings with doctoral students and graduate faculty
Carnegie Approach at FIU

Outcomes to date:
• Students have a very favorable impression of the program and are positive with regard to the quality of the faculty and the learning opportunities experienced
• Several changes are being instituted to strengthen doctoral education
Carnegie Approach at FIU

Outcomes to date:
• Regular faculty and student networking meetings as well as brown bag lunches are scheduled to discuss issues related to doctoral education
• Funds for students to attend selected research and leadership conferences have been obtained