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Nota di contenuto	Increasing Diversity in Doctoral Education: Implications for Theory and Practice; Copyright; Contents; Editors' Notes; Scope and Purpose; Chapter Outline; Conclusion; References; Chapter 1: Increasing the Visibility of Women of Color in Academic Science and Engineering: Professional Society Data; Methods: Collecting Data About Professional Societies; Findings: Three Types of Data Sources; Survey Methodologies; History and Frequency; Paper Versus Web; Populations Versus Samples; Questionnaire Length and Response Rates; Professional Society Data Reports on Women of Color in STEM Conclusions and Recommendations References; Appendix; Chapter 2: From Graduate School to the STEM Workforce: An Entropic Approach to Career Identity Development for STEM Women of Color; Entropic Career Identity Development (EnCID) Model; Conclusion; Acknowledgments; References; Chapter 3: Motivating Latina Doctoral Students in STEM Disciplines; Parents, Home, and Mathematics; Preparing for Higher

Education; Higher Education: Colleges, Universities, and Mathematics; Recommendations for Motivating Latinas in Mathematics; Conclusion; References

Chapter 4: The Challenges of First-Generation Doctoral Students First-Generation Students; Challenges of First-Generation Doctoral Students; Understanding the System of Graduate Education; Financial Constraints; Financial Support and Time to Degree; Feelings of Otherness; Imposter Phenomenon; Implications and Recommendations; Academic Guidance and Mentoring; Financial Support; Fostering Feelings of Belonging; References; Chapter 5: Family-Friendly Policies for Doctoral Students; Review of Literature on Graduate Students and Work-Life Balance; Recommendations for Practice

Establish Family and Medical Leave for Graduate Students Provide Paid or Subsidized Health Insurance; Create Lactation Rooms Across Campus; Establish a Student Family Support Unit; Evaluate Access to Childcare; Provide a Living Wage; Create Department-Level Expectations for Hours Worked; Conclusion; References; Chapter 6: The Impact of Historically Black Colleges and Universities on Doctoral Students; HBCUs: The Beginning for Many With PhDs in the STEM Fields; HBCUs as Vehicles of Social Capital; Understanding Pathways from HBCUs to Doctoral Education; Conclusion; References

Chapter 7: The Experiences of Minority Doctoral Students at Elite Research Institutions At Issue; Knowledge of the Process; Time to Degree and Attrition; Knowledge of the Path to Graduation; Advisor Selection and Laboratory Groups; The Role of the Mentor; Professional Experiences; Concluding Thoughts; References; Chapter 8:

Contributions of Foreign-Born Faculty to Doctoral Education and Research; Research and Scholarly Contributions; Teaching, Mentoring, and Program Development; Implications for Policy, Practice, and Future Research; References

Chapter 9: How Diversity Influences Knowledge, Identity, and Doctoral Education

Sommario/riassunto

Diversity is defined as those numerous elements of difference between groups of people that play significant roles in social institutions, including (but not limited to) race and ethnicity, gender, socioeconomic class, sexual orientation, and culture. Since doctoral degree recipients go on to assume roles as faculty and educators, diversity in doctoral programs is significant. By supporting graduate diversity across the academic disciplines, universities ensure that the nation's intellectual capacities and opportunities are fully realized. The authors consider diversity broadly
