

1. Record Nr.	UNINA9910816592803321
Titolo	Doctoral education and the faculty of the future [[electronic resource] /] / edited by Ronald G. Ehrenberg and Charlotte V. Kuh
Pubbl/distr/stampa	Ithaca, : Cornell University Press, c2009
ISBN	0-8014-6156-1
Descrizione fisica	1 online resource (320 p.)
Altri autori (Persone)	EhrenbergRonald G KuhCharlotte V
Disciplina	378.2
Soggetti	Doctor of philosophy degree - United States Universities and colleges - United States - Graduate work Universities and colleges - United States - Faculty
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Papers originally presented at a conference held in Oct. 2006 at the Cornell Higher Education Research Institute.
Nota di bibliografia	Includes bibliographical references (p.[277]-291) and indexes.
Nota di contenuto	1. Improving doctoral education -- 2. Attracting undergraduates to PhD study -- 3. Increasing the representation of people of color in the PhD pool -- Increasing the representation of women in academia -- The internationalization of doctoral education.
Sommario/riassunto	American colleges and universities simultaneously face large numbers of faculty retirements and expanding enrollments. Budget constraints have led colleges and universities to substitute part-time and full-time non-tenure-track faculty for tenure-track faculty, and the demand for faculty members will likely be high in the decade ahead. This heightened demand is coming at a time when the share of American college graduates who go on for PhD study is far below its historic high. The declining interest of American students in doctoral programs is due to many factors, including long completion times, low completion rates, the high cost of doctoral education, and the decline in the share of faculty positions that are tenured or on the tenure track. In short, doctoral education is in crisis because the impediments are many and the rewards are few; students often choose instead to enroll in professional programs that result in more marketable credentials. In Doctoral Education and the Faculty of the Future, scientists, social scientists, academic administrators, and policy makers describe their

efforts to increase and improve the supply of future faculty. They cover topics ranging from increasing undergraduate interest in doctoral study to improving the doctoral experience and the participation of underrepresented groups in doctoral education.
