This groundbreaking book explores the current state of doctoral education in the United States and offers a plan for increasing the effectiveness of doctoral education. Programs must grapple with questions of purpose. The authors examine practices and elements of doctoral programs and show how they can be made more powerful by relying on principles of progressive development, integration, and collaboration. They challenge the traditional apprenticeship model and offer an alternative in which students learn while apprenticing with several faculty members. The authors persuasively argue that creating intellectual community is essential for high-quality graduate education in every department. Knowledge-centered, multigenerational communities foster the development of new ideas and encourage intellectual risk taking.

The Carnegie Foundation for the Advancement of Teaching (CFAT) is an independent policy and research center with a primary mission "to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education." CFAT is located in Stanford, California.

George Walker is a senior scholar at CFAT, where he directs the Carnegie Initiative on the Doctorate. Walker, a theoretical physicist, was Vice President for Research and Dean of the Graduate School at Indiana University before joining CFAT. He has
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