This volume looks at graduate education, specifically the doctorate, through the lens of adult education practice. Students in doctoral programs are, after all, adults. Building on principles of adult learning, the authors provide examples of academic excellence achieved through the incorporation of best practices in adult education, including:

- practical suggestions for democratically negotiating the curriculum,
- best practices for nurturing responsible action for social justice,
- ways of encouraging collaborative and noncompetitive learning and research, and
- support in shifting paradigmatic assumptions beyond the Eurocentric frame.

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