


# THE FORMATION OF SCHOLARS

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*Rethinking Doctoral Education for the  
Twenty-First Century*

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THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

George E. Walker, Chris M. Golde, Laura Jones, Andrea Conklin Bueschel and Pat Hutchings, *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*, The Carnegie Foundation for the Advancement of Teaching and Jossey Bass (2008).

In this book, the culmination of a five-year look at doctoral education, the Carnegie Foundation for the Advancement of Teaching examined the challenges—shifting student demographics, new kinds of competition, growing pressures for accountability, and shrinking public investment—facing doctoral programs in the United States. The challenges facing students of those programs—high attrition and disillusionment—were also explored. The University of Texas at Austin Intellectual Entrepreneurship Consortium (IE) is among those “best practices” featured in the study (p.73e).

Perhaps the highest-stakes arena of intellectual engagement can be found in service to the larger community outside academe, an area in which doctoral programs can learn from longer-standing undergraduate service-learning programs. Real-world contexts are complex and consequential, and many doctoral students are therefore eager to use their emerging skills in such settings. The commitment to developing “citizen-scholars” has caught on at several campuses, led by the example of the University of Texas at Austin (see Exhibit 4.1). This progressive learning approach introduces community engagement early on, in a highly supportive, supervised setting, and moves students gradually toward more confident roles as leaders, partners, and experts in the world at large. Positive experiences in these applied settings sustain commitment, and can help motivate students throughout the program and push for higher levels of achievement.

**Exhibit 4.1. Creating Citizen-Scholars in the Intellectual Entrepreneurship Program at the University of Texas at Austin**

Thousands of graduate students at the University of Texas at Austin have become “citizen-scholars” through the Intellectual Entrepreneurship (IE) program. Since 1997, IE has helped graduate students to use their disciplinary expertise to make meaningful and lasting differences in their academic disciplines and communities. They learn to leverage knowledge for social good through cross-disciplinary credit-bearing courses (in consulting, communications, applications of technology, entrepreneurship), internships, a consulting service, and faculty-student-community action seminars. Students are challenged to develop a professional identity as intellectual entrepreneurs who create knowledge and solve problems in diverse realms; along the way many students construct a vision for their professional lives inside and outside of academia (Cherwitz and Sullivan, 2002).

IE programs show promise for increasing the diversity of the graduate student population. After participating in the IE pre-graduate school internship, psychology and communications major Ana Lucia Hurtado was able to connect her coursework and career dreams in an internship, thereby integrating her personal commitments, intellectual interests, and professional ambitions (in her case as a lawyer, mother, and community activist). IE programs for undergraduate and graduate students tap into a need that may be particularly important for minority students—to give back to their communities. In the words of IE program founder and director Richard Cherwitz, “The spirit of intellectual entrepreneurship seems to resonate with and meet a felt need of minority and first-generation students, who acquire through it the resources to bring their own visions to fruition” (Hurtado, 2007, p. 50).

Cherwitz, R. A., and Sullivan, C. A. "Intellectual Entrepreneurship: A Vision for Graduate Education." *Change*, 2002, 88(6), 23-27.

Cherwitz, R. A. "Diversifying Graduate Education: The Promise of Intellectual Entrepreneurship." *Journal of Hispanic Higher Education* Vol 4, No. 1 (January, 2005), 19-33.

Hurtado, Ana Lucia. "Intellectual Entrepreneurship: Improving Education and Increasing Diversity." *Change*, 2007, 93(1) 48-50.