

**(CORE)**

**Serving an Increasingly Diverse Talent  
Pool**



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# Analyzing Key Issues

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- 2/3 of the respondents in a recent doctoral survey reported their transition into our PhD program was smooth or somewhat smooth
- 1/3 of the respondents reported a difficult transition (e.g., a foreign student reported feeling “disconnected”)

# Who are our doctoral students?

- Doctoral students in Education
  - U.S. (domestic) students (55%)
  - International (foreign) students (45%)
- **Minority doctoral students in Education**
  - U.S. (domestic) students (90%)
  - U.S. Minority students (10%)

# Questions to ponder

- The vast majority of respondents to our recent survey reported that a major strength of our doctoral program was the knowledgeable, skilled, dedicated, faculty.  
Question: Are faculty members re-tooling for non-traditional doctoral students?
- A consistent theme in students' survey responses is that **relationships play a crucial role in recruiting students**, supporting their transition into the program, and enhancing the quality of their doctoral experience.  
Question: How can doctoral programs build in a heavier focus on relationships?

# Common Needs

- Our recruitment procedures seem to be working well, but we need to establish a shared vision, college-wide, of who we want to recruit into doctoral study in education at OSU. Question: To what extent do faculty members share a common perspective?
- On-going, multi-year funding for doctoral students remains a very high priority need in the College. Question: How will non-tradition and minority students impact doctoral funding programs?

# Changing Realities in Doctoral Education

- **Non-traditional doctoral students**
  - ▣ African American
  - ▣ Latino/a
  - ▣ Asian
- **Non-traditional doctoral students**
  - ▣ Classroom teachers
  - ▣ Other K-12 educators

# Novel Ideas

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- Interdisciplinary doctoral programs
- Programs linking P-12 and Doctoral Study
- Impact of **No Child Left Behind** on Doctoral Education