



THE ACADEMIC GAME

Psychological Strategies for Successfully Completing the Doctorate

Focus is on the psychological and social factors that research suggests influence whether or not students successfully complete the doctorate. The premise is *Knowledge Equals Power*.

Students are empowered with information-gathering strategies for a) identifying how things 'work' in their institution, academic department and discipline and for b) systematically identifying and further developing the intellectual, social and personal/psychological skills and abilities they need for a successful doctoral journey.

Dr. Elaine R. Parent, a counseling psychologist is a former Graduate administrator at the University of California, San Diego. Her understanding of how the academy 'works' as well as her theoretical grounding makes possible a new, holistic approach to the doctoral experience

For far too many young scholars, graduate school is a disorienting experience that ends in despair and failure. Here is a book that provides a clear, understandable, and usable guide to thinking clearly about the challenges of completing a Ph.D and how to meet them successfully. Useful reading not only for students entering graduate school, but for their advisors and teachers as well.

— Michael Cole, Professor of Psychology
Director, Center for Comparative Human Cognition,
University of California, San Diego

Doctoral time to degree rates are escalating in most disciplines. This book offers a powerful new scientific approach to addressing this problem. It is based on theory and research suggesting that the best predictors of timely progress to the doctorate are one's personal commitment to finishing in a timely manner and "understanding how the system works." As a result, insights are plentiful for young and experienced scholars alike in this very important contribution to the higher education literature.

— Martin Ford, Senior Associate Dean and
Professor of Education
College of Education and Human Development
George Mason University

Capable, intelligent students all too often drop out of graduate school because they haven't developed a plan and do not understand the psychological, interpersonal character of the process. A very valuable book!

— Anne J. MacLachlan, Ph.D., Senior Researcher
Center for Studies in Higher Education
UC Berkeley

The Academic Game: Psychological Strategies For Successfully Completing the Doctorate

Focus is on the psychological and social factors that research suggests influence whether or not students successfully complete the doctorate. The premise is *Knowledge Equals Power*.

Students are empowered with information-gathering strategies for identifying how things 'work' in their institution, academic department and discipline. Tools are also provided for systematically identifying and further developing the intellectual, social and personal/psychological skills and abilities students need for a successful doctoral journey. Motivational energy is strengthened by charting student gains in a Personal Academic and Career Game plan and in an on-line knowledge representation system. Successful acculturation into the department and the discipline is the goal.

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— Michael Cole, Professor of Psychology, Communication and Human Development and Director
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There is nothing cynical and a great deal that is helpful in this clear, carefully written manual for those who are considering themselves to the work of graduate school. The natural interaction of the developing person with the key environments of department, institution and profession are well described with practical steps toward plans and resources. The book would also be helpful for college professionals engaged in programming for graduate student support systems.

— Rodney G. Luper, Ph.D., Professor and Senior Consulting Psychologist
University Counseling and Consulting Services
University of Minnesota



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