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Abstract

Socialization has become a common framework through which to understand the doctoral student experience; however, the framework has predominately been used as a lens through which to understand traditional, single-discipline doctoral student experiences. Interdisciplinary doctoral programs are becoming increasingly common in both the United States and elsewhere but relatively little empirical research exists about this distinct experience. Through multiple interviews with 18 doctoral students and their 35 faculty members, we discuss differences in the socialization process for these students in regard to knowledge acquisition, investment, and involvement. Implications for practice and future research are included. (HRK / Abstract übernommen) Gradner, Susan K., E-Mail: susan.k.gardner@maine.edu