Inaugural Graduate and Professional Education Assembly
Tuesday, November 2, 2010
Resource List

Web-based Resources:

  The overarching aim of the Bologna Process is to create a European Higher Education Area (EHEA) based on international cooperation and academic exchange that is attractive to European students and staff, as well as to students and staff from other parts of the world. The European Higher Education Area (EHEA) web site is the official Bologna Process site, and was launched along with the Bologna Process' decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference. As the main objective of the Bologna Process since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe.

- **The Path Forward**: [http://www.fgereport.org/](http://www.fgereport.org/)
  The Commission on the Future of Graduate Education in the United States is a joint effort of the Council of Graduate Schools (CGS) and Educational Testing Service (ETS). The Commission’s report, The Path Forward, discusses the essential role of graduate education in order to secure American innovation and competitiveness in the 21st century.

- **The Council of Graduate Schools’ Ph.D. Completion Project**: [http://www.phdcompletion.org/](http://www.phdcompletion.org/)
  The Council of Graduate Schools (CGS) Ph.D. Completion Project is a seven-year, grant-funded project that addresses the issues surrounding Ph.D. completion and attrition, supported by Pfizer Inc and the Ford Foundation.

- **Carnegie Initiative on the Doctorate (CID)**: [http://www.carnegiefoundation.org/previous-work/professional-graduate-education](http://www.carnegiefoundation.org/previous-work/professional-graduate-education)
  The CID was a five year action and research project that worked with doctoral-granting departments committed to restructuring their programs to better prepare graduates. Six disciplines were included: chemistry, education, English, history, mathematics and neuroscience.

  Beginning in the 1990s, national studies and projects conducted from varying perspectives identified a mismatch between the kinds of training Ph.D.s receive in graduate school and the careers available to them. Building on the consensus emerging from these efforts, the Woodrow Wilson National Fellowship Foundation launched the Responsive Ph.D. initiative in 2000 in order to sharpen these findings into recommendations for change and to foster models for innovation that will provide a richer purpose and a richer population for doctoral education.

- **SUCCESS for Faculty Mentors and Graduate/Professional Students**: [http://www.sos.umn.edu/stafffaculty/SUCCESSMentors.pdf](http://www.sos.umn.edu/stafffaculty/SUCCESSMentors.pdf)
  This and other resources for providing guidance on how to enhance the relationships between advanced students and the faculty with whom they work and study are available on the Student Conflict Resolution Center web site, [http://www.sos.umn.edu/](http://www.sos.umn.edu/).
- **International Agreement on Quality Assessment:**
  Higher education leaders from 17 countries have agreed to a statement of principles for assessing the quality of graduate education and research training. The agreement was reached at the Fourth Annual Strategic Leaders Global Summit, held Sept. 13-15 in Brisbane, Australia, and jointly sponsored by CGS and the Australian Group of Eight university association.

**Articles:**

**Best Practices in Graduate and Professional Education**
- Moving to Improve Graduate Education on an International Level

- Excellence in Doctoral Education: Defining Best Practices
  ([http://web.ebscohost.com/ehost/detail?vid=2&hid=119&sid=637d9a4c-a57e-4223-8a8c-46beba4d5912%40sessionmgr104&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=3h&AN=25093211](http://web.ebscohost.com/ehost/detail?vid=2&hid=119&sid=637d9a4c-a57e-4223-8a8c-46beba4d5912%40sessionmgr104&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=3h&AN=25093211))

**Diversity**
- Doctoral Diversity in the Humanities Won't Be Achieved by Chance

- Investment in the Future: Improving Education Research at Four Leading Schools of Education: Campus Experiences of the Spencer Foundation’s Research Training Grant Program

**Mentoring Graduate and Professional Students**
- Into the academy: preparing and mentoring international doctoral students
  ([http://www.springerlink.com/content/272226k4h67v4686/fulltext.html](http://www.springerlink.com/content/272226k4h67v4686/fulltext.html))

- The Voices of Senior Scholars on Mentoring Graduate Students and Junior Scholars
  ([http://hjb.sagepub.com/content/29/3/313.abstract](http://hjb.sagepub.com/content/29/3/313.abstract))

- Tough Love: Professional Lessons for Graduate Students
  ([http://www.springerlink.com/content/3532186371866632/fulltext.html](http://www.springerlink.com/content/3532186371866632/fulltext.html))

- Mentorship in Graduate Education
  ([http://www.informaworld.com/smpp/content~content=a925321911~db=all](http://www.informaworld.com/smpp/content~content=a925321911~db=all))

**Professional Master’s Degrees**
- National Research Council Supports Professional Master's Degrees

- Needed: Support for Professional Science Master's Degrees