## Bibliography: Selected Sources on Graduate Education

Compiled by Melonie Fullick. July, 2013.

**Acker, Sandra (1977)**. Sex differences in graduate student ambition: Do men publish while women perish? *Sex Roles, 3, 3, 285-299*.

Adams, K. A. (2002). What colleges and universities want in new faculty. Preparing Future Faculty. Washington, DC: Association of American Colleges and Universities.

Aguinis, H.; Nesler, M. S.; Quigley, B. M.; Suk-Jae-Lee; & Tedeschi, J. T. (1996). Power bases of faculty supervisors and educational outcomes for graduate students. *The Journal of Higher Education*, 67, 3, 267-297.

**Aldous, J. (1989)**. "Graduate school and the self": A response to Egan. *Teaching Sociology,* 17, 2, 215-217.

Allen, C. M., Smyth, E. M. & Wahlstrom, M. (2002). Responding to the field and to the academy: Ontario's evolving PhD. *Higher Education Research and Development*, 21, 2, 203-214.

Anderson, M. S. & Swazey, J. P. (1998). Reflections on the graduate student experience: An overview. *New Directions for Higher Education*, 101, 3-13.

Andrews, M.; Schinke, R. J. & Da Costa, J. (2001). Considerations regarding graduate student persistence. *Alberta Journal of Educational Research*, 47, 4, [341-PAGE].

**Ashenfelter, O. & Mooney, J. D. (1969)**. Some evidence on the private returns to graduate education. *Southern Economic Journal*, *35*, 3, 247-256.

**Austin, A. E. (2002)**. Preparing the next generation of faculty: Graduate school as socialization to the academic career. *The Journal of Higher Education*, 73, 1, 94-122.

Austin, A. E. & McDaniels, M. (2006). Preparing the professoriate of the future: graduate student socialization for faculty roles. *Handbook of Theory and Research in Higher Education*, 2, 397-456.

**Baird, L. L. (1996)**. Documenting student outcomes in graduate and professional programs. *New Directions for Institutional Research*, *92*, 77-87.

Baker, V. L. & Fifer, M. J. (2011). The role of relationships in the transition from doctoral student to independent scholar. *Studies in Continuing Education*, 33, 1, 5-17.

**Bansel, Peter (2011)**. Becoming academic: A reflection on doctoral candidacy. *Studies in higher Education*, *36*, 5, 543-556.

**Barnacle, Robyn (2005)**. Research education ontologies: Exploring doctoral becoming. *Higher Education Research and Development, 24,* 2, 179-188.

**Baxter Magolda, M. B. (1998)**. Developing self-authorship in graduate school. *New Directions for Higher Education*, 101, 41-54.

**Bell-Ellison, Bethany A. & Dedrick, Robert F. (2008).** What do doctoral students value in their ideal mentor? *Research in Higher Education*, 49, 6, 555-567.

**Bent, H. E. (1959)**. Professionalization of the Ph.D. Degree. *Journal of Higher Education*, 30, 3, 140-145.

Bernier, A., Larose, S., & Soucy, N. (2005). Academic mentoring in college: The interactive role of student's and mentor's interpersonal dispositions. *Research in Higher Education*, 46, 1, 29-51.

**Bess, J. L. (1978)**. Anticipatory socialization of graduate students. *Research in Higher Education*, *8*, 289-317.

**Bieber, J. P. & Worley, L. K. (2006).** Conceptualizing the academic life: Graduate students' perspectives. *The Journal of Higher Education, 77,* 6, 1009-1035.

**Bilder, A. E. & Conrad, C. F. (1996)**. Challenges in assessing outcomes in graduate and professional education. *New Directions for Institutional Research*, 92, 5-15.

Boden, D., Borrega, M., & Newswander, L. K. (2011). Student socialization in interdisciplinary doctoral education. *Higher Education*, 62, 6, 741-755.

**Booth, Alison L. & Satchell, Stephen E. (1995)**. The Hazards of Doing a PhD: An Analysis of Completion and Withdrawal Rates of British PhD Students in the 1980s. *Journal of the Royal Statistical Society*. Series A (Statistics in Society), *158*, 2, 297-318.

Bourke, Sid; Holbrooke, Allyson; Lovat, Terence; & Farley, Terence (2004). Attrition Completion & Completion Times of PhD Candidates. Paper presented at the AARE Annual Conference, Melbourne, Australia, 28 November - 2 December 2004.

**Bowen & Rudenstine (1992)**. *In pursuit of the PhD*. Princeton University Press.

Boyle, P. & Boice, B. (1998). Best practices for enculturation: Collegiality, mentoring and

structure. New Directions for Higher Education, 101, 87-94.

Brew, Angela; Boud, David & Namgung, Sang Un (2011): Influences on the formation of academics: the role of the doctorate and structured development opportunities. *Studies in Continuing Education*, 33, 1, 51-66.

**Brooks, Kevin; Blake Yancy, Kathleen & Zachry, Mark (2002)**. Developing Doctoral Programs in the Corporate University: New Models. *Profession*, 89-103.

**Brown (1984)**. Response of faculty members to medical students' personal problems. *Journal of Medical Education*, *59*, 3, 180-187.

**Brown, R. D. & Krager, L. (1985)**. Ethical issues in graduate education: Faculty and student responsibilities. *The Journal of Higher Education, 56*, 4, 403-418.

**Byrnes, Heidi (2001)**. Reconsidering graduate students' education as teachers: "It takes a department!" *The Modern Language Journal*, 85, IV, 512-530.

Carlin Andrieu, S. & St. John, E. P. (1993). The influence of prices on graduate student persistence. *Research in Higher Education*, *34*, 4, 399-425.

Caserio, M.; Coppola, B. P.; Licher, R. L.; Bentley, A. K.; Bowman, M. B.; Mangham, A. N.; Metz, K. M.; Pazicni, S.; Phillips, M. F. & Seeman, J. I. (2004). Responses to changing needs in U.S. doctoral education. *Journal of Chemical Education*, 81, 12, pp. 1698-1703.

Chiteng Kot, Felly & Hendel, Darwin D. (2012). Emergence and growth of professional doctorates in the United States, United Kingdom, Canada and Australia: A comparative analysis. *Studies in Higher Education*, *37*, 3, 345-364.

Clark Larkin, Shannon; El Moulat, Abderrahim & Yem, Mom (2011). SSHRC Scholarships and Fellowships Survey: Final Report. Ottawa: Social Sciences and Humanities Research Council of Canada.

Corcoran, M. & Clark, C. M. (1984). Professional socialization and contemporary career attitudes of three faculty generations. *Research in Higher Education*, 20, 2, 31-153.

Cornforth, Sue & Bird Claiborne, Lise (2008). Supervision in educational contexts: raising the stakes in a global world. *Teaching in Higher Education*, 13, 6, pp. 691-701.

**COU** (2007). Results of the first-ever Canadian Graduate and Professional Student Survey. Council of Ontario Universities.

Council of Graduate Schools (2010, September 15). Graduate education leaders issue global statement on quality. Council of Graduate Schools and Group of Eight. Australia.

Council of Graduate Schools (2011). *Steps Taken on the Way Forward*. Council of Graduate Schools: Washington, DC.

**Crib, Alan & Gewirtz, Sharon (2006).** Doctoral student supervision in a managerial climate. *International Studies in Sociology of Education, 16,* 3, 223-236.

Cumming, Jim (2010). Doctoral enterprise: a holistic conception of evolving practices and arrangements. *Studies in Higher Education*, *35*, 1, 25-39.

**Cuthbert, Denise & Spark, Ceridwen (2008)**. Getting a GRiP: Examining the outcomes of a pilot program to support graduate research students in writing for publication. *Studies in Higher Education*, *33*, 1, 77-88.

**Cuthbert, Denise & Spencer, Caroline (2001)**. White lies, Damn lies, and annual progress reports by higher degree research candidates and their supervisors. *Australasian Association for Institutional Research (AAIR) Forum 2001: Proceedings*. University of Central Queensland.

Cyranoski, David; Gilbert, Natasha; Ledford, Heidi; Nayar, Anjali & Yahia, Mohammed (2011). The PhD factory: The world is producing more PhDs than ever before. Is it time to stop? *Nature*, 472, 276-279.

**Davies, B., and E.B. Petersen (2005)**. Intellectual workers (un)doing neoliberal discourse. *Critical Psychology*, *13*, 32-54.

**Deem, Rosemary & Brehoney, Kevin J. (2000)**. Doctoral students' access to research cultures--are some more unequal than others? *Studies in Higher Education*, *25*, 2, 149-165.

**Desjardins, Louise (2012)**. *Profile and labour market outcomes of doctoral graduates from Ontario universities*. Ottawa: Statistics Canada. Catalogue no. 81-595-M—No. 098

**Devos, Anita and Somerville, Margaret (2012)**. What constitutes doctoral knowledge? Exploring issues of power and subjectivity in doctoral examination. *Australian Universities' Review, 54,* 1, 47-54.

**Egan, J. M. (1989)**. Graduate school and the self: A theoretical view of some negative effects of professional socialization. *Teaching Sociology*, 17, 200-208.

Elgar, F. J. (2003). *PhD completion in Canadian universities: Final report*. Graduate Students' Association of Canada.

**Elton, Lewis (2010).** Academic writing and tacit knowledge. *Teaching in Higher Education*, 15, 2, 151-160.

**Enders, Jürgen (2002).** Serving many masters: The PhD on the labour market, the everlasting need of inequality, and the premature death of humboldt. *Higher Education*, 44, 493-517.

**Feldman, Saul D. (1973)**. Impediment or Stimulant? Marital Status and Graduate Education. Changing Women in a Changing Society, *American Journal of Sociology*, 78, 4, 982-994.

**Fischer, B. A. & Zigmond, M. J. (1998)**. Survival skills for graduate school and beyond. *New Directions for Higher Education, 101*, 29-40.

Fleming, Chris (2006). Diseases of the thesis. Australian Universities Review, 48, 2, 30-31.

**Folse, K. A. (1991)**. Ethics and the profession: Graduate student training. *Teaching Sociology*, 19, 344-350.

**Freyberg, M. & Ponarin, E. (1993)**. Resocializing teachers: Effects of graduate programs on teaching assistants. *Teaching Sociology, 21,* 140-147.

**Gaff, Jerry G. (2002)**. The disconnect between graduate education and faculty realities: A review of recent research. *Liberal Education*, Summer 2002, 6-13.

**Gaff, Jerry G. & Pruitt-Logan, Anne S. (1998)**. Preparing college faculty. *New Directions for Higher Education, 101*, 77-86.

**Gardner, Susan K. (2009).** Student and faculty attributions of attrition in high and low-completing doctoral programs in the United States. *Higher Education*, *58*, 1, 97-112.

Gemme, Brigitte & Gingras, Yves (2012). Academic careers for graduate students: a strong attractor in a changed environment. *Higher Education*, 63, 6, 667-683.

**Gerholm, Tomas (1990)**. On tacit knowledge in academia. *European Journal of Education,* 25, 3, 263-271.

**Girves, Jean E.; Wemmerus, Virginia (1988)**. Developing Models of Graduate Student Degree Progress. *The Journal of Higher Education, 59*, 2, 163-189.

Gluszynski, Tomasz & Peters, Valerie (2005). Survey of earned doctorates: A profile of doctoral degree recipients. Statistics Canada catalogue no. 81-595-MIE.

Golde, Chris M. (1998). Beginning graduate school: Explaining first-year doctoral attrition.

New Directions for Higher Education, 101, 55-64.

**Golde, Chris M. (2000)**. Should I stay or should I go? Student descriptions of the doctoral attrition process. *The Review of Higher Education, 23*, 2, 199-227.

Golde, Chris M. & Dore, T. M. (2001). At cross purposes: What the experiences of today's doctoral students reveal about doctoral education. A Report based on a Survey Initiated by The Pew Charitable Trusts.

**Golde, Chris M. (2005)**. The role of the department and discipline in doctoral student attrition: Lessons from four departments. *The Journal of Higher Education, 76*, 6, 669-700.

**Goodman, N. (1989).** Graduate school and the self: Negative resocialization or positive developmental socialization: And for whom? *Teaching Sociology, 17,* 2, 211-214.

**Gonzalez, C. (2001)**. Undergraduate research, graduate mentoring, and the university's mission. *Science*, 293, 5535, 1624-1626.

**Grant Haworth, Jennifer & Conrad, Clifton F. (1996).** Refocusing quality assessment on student learning. *New Directions for Institutional Research*, *92*, 45-60.

**Green, Bill (2005).** Unfinished business: Subjectivity and supervision. *Higher Education Research & Development*, 24, 2, 151-163.

**Green, Stephen G. & Bauer, Talya N. (1995)**. Supervisory mentoring by advisers: Relationships with doctoral student potential, productivity, and commitment. *Personnel Psychology*, 48, 537-562.

**Group of Eight (2013)**. *The Changing PhD*. Canberra, Australia.

**Guillory, John. (1996)**. Preprofessionalism: What graduate students want. *Association of the Departments of English Bulletin, 113,* 4-8.

**Gumport, Patricia. J. (2001)**. Graduate education and research: Interdependence and strain. In Altbach, P. G., Gumport, P. J. & Johnstone, D. B. (eds), *In Defense of American Higher Education* (pp. 396-426). Baltimore: Johns Hopkins University Press.

**Guo, Philip J. (2012).** *The Ph.D. Grind: A Ph.D. student memoir.* Retrieved on August 15, 2012, from <a href="http://www.pgbovine.net/PhD-memoir/pguo-PhD-grind.pdf">http://www.pgbovine.net/PhD-memoir/pguo-PhD-grind.pdf</a>

Gururaj, Suchitra; Vasquez Heilig, Julian; & Somers, Patricia (2010). Graduate student persistence: Evidence from three decades. *Journal of Student Financial Aid*, 40, 1, 31-46.

**Halse, Christine (2007)**. Is the doctorate in crisis? *Nagoya Journal of Studies in Higher Education*, 7, 321-337.

**Halse, Christine (2011).** 'Becoming a supervisor': The impact of doctoral supervision on supervisors' learning. *Studies in Higher Education*, *36*, 5, 557-570.

**Halse, Christine & Malfroy, Janne (2011).** Retheorizing doctoral supervision as professional work. *Studies in Higher Education*, *35*, 1, 79-92.

Halse, Christine & Mowbray, Susan (2011). The impact of the doctorate. *Studies in Higher Education*, 36, 5, 513-525.

Hartnett, R. T. & Katz, J. (1977). The education of graduate students. *Journal of Higher Education*, *XLVIII*, 6, 646-664.

**Haywood Metz, Mary (2001).** Intellectual border crossing in graduate education: A report from the field. *Educational Researcher*, *30*, 5, 12-18.

Heins, Marilyn; Nickols Fahey, Shirley & Leiden, Lisa I. (1984). Perceived stress in medical, law, and graduate students. *Journal of Medical Education*, 59, 169-179.

**Hoberek, Andrew (2002)**. Professionalism: What graduate students need. *Symploke, 10,* 1-2, 52-70.

**Hopwood, Nick (2010).** A sociocultural view of doctoral students' relationships and agency. *Studies in Continuing Education, 32*, 2, 103-117.

**Jiranek, Vladimir (2010)**. Potential predictors of timely completion among dissertation research students at an Australian faculty of sciences. *International Journal of Doctoral Studies*, 5, 1-13.

**Johnson, Lesley; Lee, Alison & Green, Bill (2000)**. The PhD and the autonomous self: Gender, rationality and postgraduate pedagogy. *Studies in Higher Education, 25*, 2, 135-147.

**Johnsrud, Linda K. & Banaria, Jocelyn Surla (2004)**. Doctoral education: National issues with "local" relevance. *Educational Perspectives*, *37*, 2, 20-27.

**Katz, Joseph; Hartnett, Rodney T. (1976)**. Scholars in the making: The development of graduate and professional Students. Cambridge, MA: Ballinger Publishing Company.

**Kelley, Jane H. & Hill, Warren (1996)**. Relationships between graduate training & placement in Canadian archeology. *Archeological Papers of the American Anthropological Association*, *5*, 1, 47-52.

**Kemunto Ongiti, Orpha (2012)**. Professional socialization of graduate students: A give-and-take process. *Business Management Dynamics*, 1, 10, 33-40.

**Kendall, Gavin (2002).** The crisis in doctoral education: A sociological diagnosis. *Higher Education Research and Development*, 21, 2, 131-141.

King, Darren; Eisl-Culkin, Judy; & Desjardins, Louise (2008). Doctorate Education in Canada: Findings from the Survey of Earned Doctorates, 2005/2006. Statistics Canada Catalogue no. 81-595-M—No.069. Ottawa, ON: Statistics Canada.

**Kirk, D. & Todd-Mancillas, W. R. (1991)**. Turning points in graduate student socialization: Implications for recruiting future faculty. *The Review of Higher Education, 14*, 3, 407-422.

**Kleinman, Sherryl (1983)**. Collective matters as individual concerns: Peer culture among graduate students. *Urban Life*, *12*, 2, 203-225.

Kolman, E. M., Gallagher, K. S., Hossler, D. & Catania, F. (1987). The outcomes of doctoral education: An institutional study. *Research in Higher Education*, 27, 2, 107-118.

**Kuncel, Nathan R.; Hezlett, Sarah A. & Ones, Deniz S. (2001).** A comprehensive meta-analysis of the predictive validity of the Graduate Record Examinations: Implications for graduate student selection and performance. *Psychological Bulletin, 127*, 1, 162-181.

**LaPidus, J. B. (2001).** Graduate education and research. In Altbach, P. G., Gumport, P. J. & Johnstone, D. B. (Eds.), *In Defense of American Higher Education* (pp. 249-276). Baltimore, MD: The Johns Hopkins University Press.

**Lechuga, Vincente M. (2011).** Faculty-graduate student mentoring relationships: Mentors' perceived roles and responsibilities. *Journal of higher Education*, 62, 757-771.

**Lee, Anne (2001).** How are doctoral students supervised? Concepts of doctoral research supervision. *Studies in Higher Education, 33,* 3, 267-281.

**Lee, Alison & Williams, Carolyn**. Forged in fire: Narratives of trauma in PhD supervision pedagogy. *Southern Review*, *31*, 1, 6-26. [PDF]

**Leverenz, C. S. & Goodburn, A. M. (1998)**. Professionalizing TA training: Commitment to teaching or rhetorical response to market crisis? *Writing Program Administration*, 22, 1/2, 9-32.

**Loewenberg, Peter (1969)**. Emotional problems of graduate education. *The Journal of Higher Education, 40*, 8, 610-623.

**Lovitts, Barbara E. (1996).** Who is responsible for graduate student attrition - the individual or the institution? Toward an explanation of the high and persistent rate of attrition. Paper presented at the Annual Meeting of the American Education Research Association, New York, NY

Lovitts, Barbara E. (2001). Leaving the ivory tower: the causes and consequences of attrition from doctoral study. London; Lanham, MD: Rowman & Littlefield Inc.

\*Lovitts, Barbara E. & Nelson, Cary (2000). The hidden crisis in graduate education: Attrition from PhD programs. *Academe Online*. [link]

Lyons, William; Scroggins, Don; & Rule, Patra Bonham (1990). The mentor in graduate education. *Studies in Higher Education*, 15, 3, 277-285.

Mainhard, Tim; van der Rijst, Roeland; van Tartwijk, Jan (2009). A model for the supervisor-doctoral student relationship. *Higher Education*, 58, 359-373.

**Malaney, G. D. (1986).** Differentiation in graduate education. *Research in Higher Education*, 25, 1, 82-96.

Maldonado, Vicky; Wiggers, Richard; & Arnold, Christine (2013). So you want to earn a PhD? The attraction, realities, and outcomes of pursuing a doctorate. Toronto, ON: Higher Education Quality Council of Ontario.

Mallinckrodt, Brent & Leong, Frederick T. L. (1992). Social support in academic programs and family environments: Sex differences and role conflicts for graduate students. *Journal of Counseling and Development*, 70, 716-723.

**Manathunga, C. (2007).** Supervision as mentoring: The role of power and boundary crossing. *Studies in Continuing Education, 29*, 2, 207-221.

**Marche, Sunny (2008)**. *Professional development needs of graduate students: Comparing and contrasting perspectives.* ASAC 2008, 60-74. Halifax, Nova Scotia.

McCarty, Luise P. & Ortloff, Debora H. (2004). Reforming the doctorate in education: Three conceptions. *Educational Perspectives*, *37*, 2, 10-19.

**McCook, Alison (2011)**. Re-thinking PhDs. *Nature*, 472, 280-282.

**Mcwilliam, Erica (2004)**. Changing the academic subject. *Studies in Higher Education, 29*, 2, 151-163.

**Mongrain, Myriam & Blackburn, Susan (2005).** Cognitive vulnerability, lifetime risk, and the recurrence of major depression in graduate students. *Cognitive Therapy and Research*, *29*, 6, 747-768. [PDF]

**Mowbray, Susan & Halse, Christine (2010)**. The purpose of the PhD: Theorising the skills acquired by students. *Higher Education Research and Development, 29,* 6, 653-664.

Mullen, A. L., Goyette, K. A. & Soares, J. A. (2003). Who goes to graduate school? Social and academic correlates of educational continuation after college. *Sociology of Education*, 76, 143-169.

Nerad, M. & Sands Miller, D. (1996). Increasing student retention in graduate and professional programs. *New Directions for Institutional Research*, 92, 61-76.

**Nyquist, Jody D. & Woodford, Bettina J. (2000).** *Re-envisioning the PhD: What concerns do we have?* Pew Charitable Trust. [PDF]

Nyquist, Jody D.; Manning, Laura; Wulff, Donald H., Austin, Ann. E.; Sprague, Jo; Fraser, Patricia K.; Calcagno, Claire; & Woodford, Bettina J. (1999). On the road to becoming a professor: The graduate student experience. *Change*, 31, 3, 18-27.

**Paglis, Laura L.; Green, Stephen G.; & Bauer, Talya N. (2006).** Does adviser mentoring add value? A longitudinal study of mentoring and doctoral student outcomes. *Research in Higher Education*, 47, 4, 451-476.

**Park, Chris (2005)**. New variant PhD: The changing nature of the doctorate in the UK. *Journal of Higher Education Policy and Management, 27*, 2, 189-207.

**Parker, Rachel (2009)**. A learning community approach to doctoral education in the social sciences. *Teaching in Higher Education*, 14, 1, 43-54.

**Paxton, Pamela & Bollen, Kenneth A. (2003)**. Perceived quality and methodology in graduate department ratings: Sociology, political science, and economics. *Sociology of Education*, 76, 1, 71-88.

**Pease, J. (1967)**. Faculty influence and professional participation of doctoral students. *Sociological Inquiry, 37*, 63-70.

**Piliavin, Jane Allyn (1989)**. "When in doubt, ask the subject": A response to Egan. *Teaching Sociology*, 17, 2, 208-210.

**Raineri, Nicholas (2012).** The PhD program: Between conformity and reflexivity. *Journal of Organizational Ethnography*, 2, 1, 37-56.

**Räsänen, Keijo (2008)**. Meaningful academic work as praxis in emergence. *Journal of Research Practice*, 4, 1, [1-23].

**Räsänen, Keijo & Korpiaho, Kirsi (2011)**. Supporting doctoral students in their professional identity projects. *Studies in Continuing Education*, 33, 1, 19-31.

**Rhoads, Robert A. & Rhoades, Gary (2005)**. Graduate employee unionization as symbol of and challenge to the corporatization of U. S. research universities. *The Journal of Higher Education*, 76, 3, 243-275.

**Robinson Taylor, Anne (1975)**. The graduate school experience. Personnel and Guidance Journal, 54, 1, 35-39.

**Robinson Taylor, Anne (1976).** Habits, fears, and desires of the genus graduate student. *Change*, 8, 4, 31-34.

**Rogers, Carl R. (1969)**. *Freedom to Learn*. Ohio: Charles E. Merrill Publishing Company. [Excerpts: Ch. 8, Current assumptions in graduate education: a passionate statement, & Ch. 9, A revolutionary program for graduate education]

**Rose, G.L. (2005)**. Group differences in graduate students' concepts of the ideal mentor. *Research in Higher Education, 46*, 1, 53-80.

Rose, Marilyn (2012). Graduate Student Professional Development: A Survey with Recommendations. Prepared for the Social Sciences and Humanities Research Council of Canada.

Rosen, B. C. & Bates, A. P. (1967, Winter). The structure of socialization in graduate school. *Sociological Inquiry*, 37, 71-84.

**Roth, Julius A. (1955).** A faculty conception of success in graduate study: Descriptions of successful and unsuccessful students. *Journal of Higher Education*, *26*, 7, 350-356 & 398-399.

Russo, Gene (2011). Aspirations and anxieties. *Nature*, 473, 533-535.

**Saunders, Tom (2003)**. The limits on university control of graduate student speech. *The Yale Law Journal*, 112, 5, 1295-1302.

Sekuler, Allison B.; Crow, Barbara; & Annan, Robert B. (2013). Beyond labs and libraries: Career pathways for doctoral students. Toronto, ON: Higher Education Quality Council of Ontario.

**Serra Hagedorn, Linda & Nora, Amaury (1996)**. Rethinking admissions criteria in graduate and professional programs. *New Directions for Institutional Research*, *92*, 31-44.

**Spence, Nicholas (2009)**. Exploring the Utility of the 2007 Canadian Graduate and Professional Student Survey: Student Satisfaction at the University of Western Ontario. Toronto, ON: Higher Education Quality Council of Ontario.

**Statistics Canada (2011)**. *Doctoral students and university teaching staff.* Ottawa: Statistics Canada. Catalogue no. 81-599-X—No. 006

**Stewart, Morris A. (1959)**. The organization of the graduate school. *The Journal of Higher Education*, 30, 3, 136-140.

**Stubb, J; Pyhälto, K. & Lonka, K. (2011)**: Balancing between inspiration and exhaustion: PhD students' experienced socio-psychological well-being. *Studies in Continuing Education*, *33*, 1, 33-50.

**Syverson, Peter D. (1996).** Assessing demand for graduate and professional programs. *New Directions for Institutional Research*, 92, 17-29.

**Taylor, Alexis (2007)**. Learning to become researching professionals: The case of the doctorate of Education. *International Journal of Teaching and Learning in Higher Education*, 19, 2, 154-166.

**Usher, R. (2002)**. A diversity of doctorates: Fitness for the knowledge economy? *Higher Education Research and Development*, *21*, 2, 143-153.

**Valian, Virginia (1977)**. Learning to work. In S. Ruddick & P. Daniels (Eds.), *Working it out: 23 women writers artists, and scholars talk about their lives and work* (pp. 162-178). New York, NY: Pantheon Books.

Wall, Sarah. (2008). Of heads and hearts: Women in doctoral education at a Canadian university. *Women's Studies International Forum*, 31, 219-228.

Wamala, Robert; Ocaya, Bruno; & Oonyu, Joseph C. (2012). Extended Candidature & Non Completion of a Ph.D. at Makerere University, Uganda. *Contemporary Issues in Education Research*, 5, 3, 175-184.

Weidman, John C.; Twale, Darla J.; & Stein, Elizabeth Leahy (2001). Socialization of graduate and professional students in higher education: A perilous passage? *ASHE-ERIC Higher Education Report*, 28, 3. Jossey-Bass Higher and Adult Education Series.

Weidman, John C. & Stein, Elizabeth L. (2003). Socialization of doctoral students to academic norms. *Research in Higher Education*, 44, 6, 641-656.

Wiesenberg, F. & Aghakhani, A. (2007). An exploration of graduate students' career transition experiences. *Canadian Journal of Counselling and Psychotherapy*, 41, 2, 107-123.

**Willingham, W. W. (1974)**. Predicting success in graduate education. *Science*, *183*(4122) 173-183.

**Zhao, Huizi (2012)**. Exploring the Canadian Graduate and Professional Student Survey (CGPSS): Results from 2007 and 2010 for Ontario universities. Toronto, ON: Higher Education Quality Council of Ontario.