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WHAT TO READ

Four Recent Books on Professional and Graduate Education

By Gail M. Jensen

The Carnegie Foundation for Advancement of Teaching under the leadership of Dr. Lee Shulman, now president emeritus, engaged in several key initiatives focused on graduate and professional education. Publications from three of these initiatives will be described below: 1) the *Life of the Mind* interdisciplinary faculty seminar that focused on bridging the liberal arts with professional education, 2) the *Preparation for Professions Program*, a systematic and comparative study of the professions (law, clergy, engineering, nursing, medicine), and 3) the *Carnegie Initiative on the Doctorate*, a five year project focused on doctoral education. Several of the core themes in these books have a close alliance to concepts in Jesuit education (e.g., the concept of formation as critical element in student development; the importance of practical reasoning in preparing students for lives of engagement and civic responsibility; and the focus on moral discernment and agency as integral components in professional identity in professional education). Listed here are brief descriptions of four recent books.

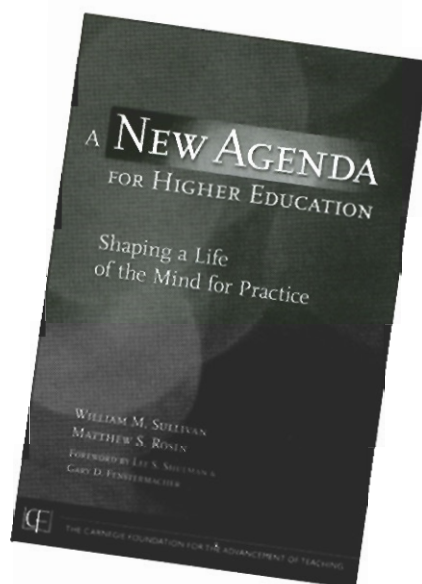
A New Agenda for Higher Education: Shaping a Life of the Mind for Practice. William M. Sullivan, Matthew S. Rosin. Carnegie Foundation for the Advancement of Teaching, Jossey-Bass, 2008.

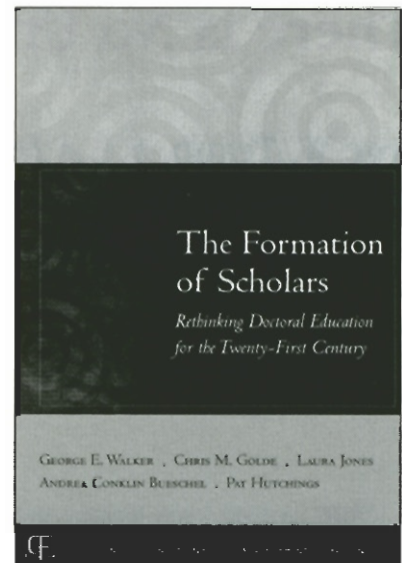
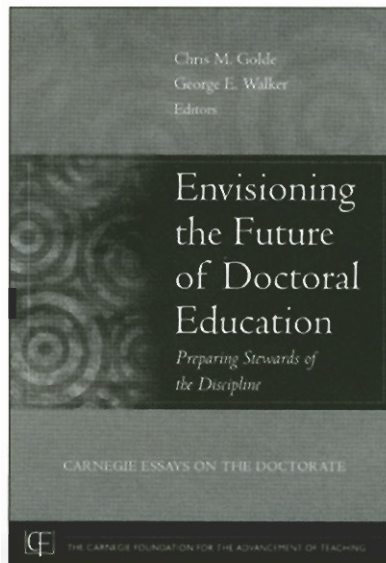
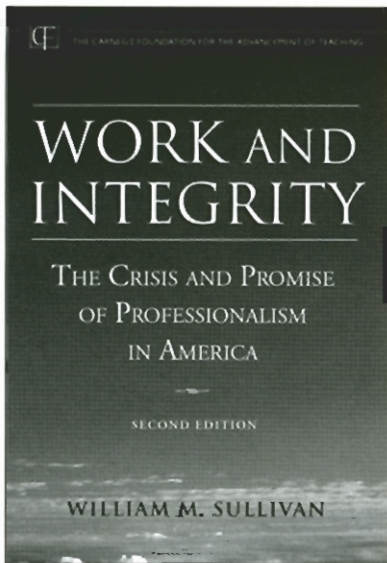
This book is the result of an interdisciplinary seminar that brought together faculty from the liberal arts and sciences and the professions. The core purpose of the seminar was for faculty whose pedagogies exemplified the challenge of placing student formation for “lives of reasoned action” at the center of their teaching mission. The results of the seminar demonstrate how faculty from the liberal arts and the professions can learn from each

other in achieving the goals of both liberal learning and professional learning more effectively. The book offers both well formulated integration of theory and practice elements across chapters. The appendices provide several examples of faculty syllabi that represent examples of how practical reasoning and professional identity are enacted in their courses. The focus on student formation requires faculty to also engage in a process of critical reflection on their own formation as faculty. The book provides a structure for designing and implementing similar faculty development seminars on your campus.

Work and Integrity: The Crisis and Promise of Professionalism in America, 2nd ed. William M. Sullivan. Carnegie Foundation for the Advancement for Teaching, Jossey-Bass, 2005.

The second edition of Sullivan's book, *Work and Integrity: The Crisis and Promise of Professionalism in America*, explores the current thinking on the work of professionals. In this edition, he draws on the Carnegie Foundation's comparative study of professional education in medicine, law, nursing, engineering and the clergy. Sullivan puts forward three apprenticeships for professional





education: the cognitive/intellectual, the pedagogy of participation or practice-based learning, and that of professional identity and purpose. He argues for a renewal of the social contract between the professions and society as he hopes for professions to regain a sense of true calling in society.

Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline: Carnegie Essays on the Doctorate. Eds. Chris Golde and George Walke. Carnegie Foundation for the Advancement of Teaching, Jossey-Bass, 2006.

A collection of essays across six fields of study (chemistry, education, English, history, mathematics, and neuroscience) was commissioned for the Carnegie Initiative on the Doctorate. The development of doctoral students is seen as not only developing emerging experts in their field but also as “stewards of the discipline.” A steward is someone who

generates new knowledge, conserves valuable and useful ideas, and responsibly transforms understandings through writing, teaching and application. The underlying premise of the Carnegie Initiative on the Doctorate is that doctoral education will be improved if conversations about purpose, mechanisms and the elements of doctoral education become routine and public.

The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century. George E. Walker, Chris M. Golde, Laura Jones, Andrea Conklin Bueschel, Pat Hutchings. Carnegie Foundation for the Advancement of Teaching, Jossey-Bass, 2008.

This book is a result of a five year Carnegie project investigating doctoral education. The study was a combination of intense literature review, site visits to institutions (84 departments representing 44 universities) and disciplinary meetings, surveys of graduate students and

faculty. The core themes of scholarly formation, integration, intellectual community, and stewardship are central elements in doctoral education. Doctoral education is a process of complex formation but it is an integrated scholarly formation of research and teaching. The intellectual community represents the partnerships between faculty and students – exchange of ideas and respect for each others work that is centered on learning. A scholar is also a steward of the discipline which has a larger sense of purpose beyond the individual with consideration of preparation of the next generation of stewards. The book provides examples of tools, processes and opportunities for transforming doctoral education. ■

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