



Principles and Practices for Building Pathways from Graduate School to Careers

Preamble:

The global knowledge economy is developing rapidly, creating new research networks and structures as well as new career opportunities for (post)graduate students. This evolving environment demands a clearer understanding of the career pathways that future leaders in knowledge-based professions will both pursue and create. Leaders in (post)graduate education have an important role to play in ensuring that academic and professional goals of (post)graduate programs are transparent and complementary. To this end, the delegates for the 2011 Strategic Leaders Global Summit have agreed to the following principles for supporting the career development and lifelong learning of master's and doctoral students.

Principles:

1. (Post)graduate leaders in a broad range of countries must work together to support the public trust in knowledge-based professions. A collaborative effort will help support the recognition of (post)graduate education as the basis of economic progress and development that meets the economic, cultural, and social needs of society. Effective public policy advancing (post)graduate education will be strengthened by active collaboration across nations.
2. Research and advancement of knowledge is at the core of doctoral education. At the same time, doctoral education must be strengthened by the integration of essential transferable skills. Specific skills valued across national and regional contexts need to be articulated, compared, and understood.
3. Universities, graduate schools, and faculty/academic staff must play a key role in ensuring that students are aware of, and prepared for, a wide array of careers in the academic, public, and private sectors. Students should have the opportunity to develop essential transferable skills with the support of appropriate experts, depending on their chosen career pathways.
4. It is important for universities and other stakeholders to expand the capacity to track career patterns and outcomes for (post)graduate students over time. It will be particularly useful to track career outcomes according to a graduate's
 - degree level and type
 - discipline and field
 - the type of global research experiences pursued
 - exposure to transferable skills.
5. Longitudinal data on career outcomes should be used to inform and improve the quality of graduate education and to advance the public good.
6. Direct mentors and supervisors of (post)graduate students are crucial to students' professional development and success. They must receive the information and support needed to prepare students for the wide diversity of careers available to them.
7. (Post)graduate programs and curricula are enhanced by greater awareness of global workforce trends. It is important for (post)graduate institutions to engage students, faculty, and other stakeholders in developing new degree features that respond to changes in global research and careers.
8. (Post)graduate institutions and faculty require a solid understanding of the conceptual and personal skills required to lead and contribute to the global knowledge community. These skills must be deep (within disciplines and fields of research) as well as broad (transferable to a range of professional activities).