

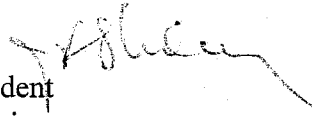


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December 17, 2007

MEMORANDUM

TO: Chevelle Newsome
Acting Dean, Graduate Studies

FROM: Joseph F. Sheley 
Provost/Vice President
for Academic Affairs

SUBJECT: Grad Report

Thank you for your memorandum (November 26, 2007) conveying the report of the Working Group on Graduate Education, *Graduate Education at California State University, Sacramento: Vision, Governance, Resources, and Graduate Student Support*. I am grateful for and impressed by the effort of the Working Group, in terms of both its product and the process that shaped it. You and your colleagues have succeeded, in my view, in speaking not only to the provost, deans, and the Faculty Senate but also to the entire faculty, as you desired. I trust that others will learn as much as I have from the Working Group's report.

The report has many objectives, but, for me, one is particularly significant. It assists greatly in beginning a dialogue -- our first since the mid-1990s -- that hopefully will prevent us in tough times from pitting graduate against undergraduate education and will help us in better times to manage graduate enrollment with purpose and system. We need to understand where graduate education now fits in our University and where we want it to fit in the future.

It is clear that graduate programming is a major vehicle by which to recruit new faculty members to our institution and a significant stimulant to many faculty members' scholarly activity. We know that there is heavy demand for some of our graduate programs. Beyond this, the niche that graduate education occupies at Sacramento State currently is difficult to determine exactly. Approximately 18 percent of enrolled students (i.e., headcount) are pursuing some form of post-baccalaureate degree. As expected, a large percentage of those students are enrolled part-time; only about 11 percent of our University FTES is attributable to

post-baccalaureate students. The percentage changes somewhat further when we distinguish students pursuing Master's degrees from those pursuing teaching credentials. Currently about one in three post-baccalaureate students is in pursuit of the credential; in a few cases, portions of graduate and credential programs are blended and their students seek both Master's degree and credential. Finally, we have difficulty tracking the actual activity of students enrolled for thesis credits for multiple semesters since approaches to thesis supervision vary across colleges.

Its niche notwithstanding, graduate studies at Sacramento State grew to its present size, developed its current roster of programs, and engaged our faculty in highly specialized instruction and scholarship with relatively little "vision," to borrow the report's term -- little planning, goal setting, or sense of graduate programming's relationship to undergraduate programming. In many cases, growth reflected direct pursuit of enrollment, despite the cost "penalty" of those FTES. Our current financial situation, unpleasant as it is, occasions dialogue that should occur even in good times. As the report points out, dialogue also is prompted by the more interactive pedagogies that now characterize higher education generally but lag in graduate education, the need for assessment of our learning outcomes, the changing needs of our region and composition of its population, and our wish for higher levels of excellence in what we do.

I agree wholeheartedly with the Working Group's recommendation that we now focus on a vision for graduate education. I support its effort to clarify governance regarding graduate studies, and I especially second the recommended creation of a Graduate Council and the related appointment of a Dean of Graduate Studies. (I am silent regarding a Senate committee focused on graduate education; that is purely a Senate matter.) As does the Working Group, I believe that we cannot improve graduate education without attention to resources (and commensurate accountability once they are provided) to assist graduate-interested faculty members in pursuit of scholarship. Finally, I agree that a similar conversation should occur regarding the need for additional resources and more differentiated status for our graduate students.

The report comments specifically upon graduate programming delivered through the College of Continuing Education. I want to put to rest the persistent rumor that we will move a large segment of our graduate programming to CCE, thus shifting costs from "stateside" to "self-support" status. This will not happen; while Academic Affairs might benefit financially by such a shift, the remaining critical units of the University that also rely on portions of the general fund dollars that now accompany every FTES would be harmed financially. Put another way, the fees for normal FTES-bearing programs rerouted to CCE, in order to sustain the whole of our enterprise, would be exorbitant for our students. That said, we

most certainly should pursue profitable self-support graduate programming that would not otherwise impact our FTES picture, and we should do this with an eye to quality as well as to market. Indeed, we do this now in that every CCE degree-bearing program must pass muster with departments, deans, and the Senate Curriculum Subcommittee.

Given the above and in line with the report's call for implementation plans, where do we go from here?

- We will start by disseminating the report throughout campus via the web, in hopes of stimulating more of the conversation that has occurred among the Working Group and the graduate program coordinators.
- Second, as the Working Group wishes and assuming no major objection from the academic community, until we sort out the important governance questions raised by the report, we will continue to engage its members in leading campus discussions of a vision for graduate education.
- Third, the Working Group should move quickly with you to establish the recommended Graduate Council through appropriate Faculty Senate deliberations and recommendations. Its charge and its relationship to governance and administration of graduate studies will be important.
- Fourth, depending on the outcome of deliberations regarding a Graduate Council, I will initiate, with proper advice and consultation, a search for a Dean of Graduate Studies.
- Finally, it has become clear that we need higher quality data by which more fully to understand: a) the dynamics of graduate admissions status and assignment to programs, b) programming itself, c) thesis supervision, and d) degree completion requirements and timeliness. I ask you, with the assistance of the Working Group, to clarify specific data needs.

Again, I thank the Working Group for a job very well done, and I look forward to being part of the ongoing dialogue about the role and scope of graduate education at Sacramento State.

c. Deans
Faculty Senate Chair
Working Group Members



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November 26, 2007

Dr. Joseph Sheley
Provost and Vice President for Academic Affairs
Campus Zip: 6016

Dear Provost Sheley:

We are submitting to you the report from the Graduate Working Group. The report is entitled *Graduate Education at California State University, Sacramento: Vision, Governance, Resources and Graduate Student Support*. The purpose of the report is to inform you of our group work related to the issues surrounding graduate education on our campus. The content of this report concentrates on four themes related to graduate education: vision, resources, governance, and graduate student support. This report also discusses formal recommendations with multi-year goals and objectives, and a list of priorities for the remainder of the 2007-08 academic year. The members of the working group remain committed to improving the visibility and quality of graduate education at Sacramento State, and believe this report is the first major step in achieving this goal.

If you should have any questions concerning our review and report, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Chevelle Newsome".

Chevelle Newsome
Acting Dean for Graduate Studies

cc: Deans
Graduate Working Group Members

Graduate Education at California State University, Sacramento: Vision, Governance, Resources and Graduate Student Support

Report of the Working Group on Graduate Education

Background and Purpose

In Spring 2007, the Acting Dean for Graduate Studies convened a Working Group on Graduate Education. Members included a chair or graduate coordinator from and chosen by each of the seven colleges, a representative chosen by the Library, a representative from the College of Continuing Education, and two representatives from the Faculty Senate. The working group undertook a study of graduate education at California State University, Sacramento to frame the issues related to graduate education. Various historical reports, campus demographics, and system-wide reports were studied before convening a campus “Summit on Graduate Education” at the Spring 2007 semester’s end. Taking a student centered approach the working group identified four themes for the campus discussion: vision, governance, resources, and graduate student support.

The campus community was invited to participate in the Summit on May 15, 2007. A web-based discussion forum was created for those who were unable to attend the Summit. Participants at the forum attended four 30 minute sessions on the vision for graduate education, graduate resources, graduate student support, and governance and policies for graduate education. The resource theme was framed in terms of costs and funding options for graduate education, such as faculty coordination, graduate assistantships, and scholarly activities. The vision theme explored how to fully integrate graduate education into all facets of university life. The governance theme explored governance structures and policies related to graduate academic standards, and graduate assistantships. The student support theme reviewed the support mechanisms related to creating a supportive graduate learning community.

After the summit the Graduate Working Group met to discuss the comments and perspectives presented during the summit sessions. The scope of the study was broad, and the working group sought to provide an overview of the current state of graduate education at California State University, Sacramento. The goal was to gain information from a variety sources and synthesize it into a comprehensive picture of graduate education on our campus. The Working Group has generated this report, which includes the strengths and weaknesses of graduate education on our campus and offers recommendations to the Faculty Senate and the Academic Affairs Division.

Findings and Recommendations

Central to the educational mission of Sacramento State is a belief that its graduates will play a major role in shaping the region and helping society to move forward in beneficial applications of the knowledge drawn from an education on our campus. The changing environment in California and the nation is causing the professional entry position

requirements to be a graduate degree. Graduates from post-baccalaureate programs make contributions to our region in the fields of nursing, engineering, business, and education, among others. As we confront the challenges of the professionalization of graduate education; the declining state and federal funding for higher education, and a more sophisticated graduate population, graduate education continues to grow in importance to the economic and societal vitality of our region.

Given the growing importance of graduate education in our region, Sacramento State has a vital role to play in offering quality post-baccalaureate programs. In keeping with the Sacramento State theme of inclusion and diversity, our goal is to provide access so that we have a diverse community of professionals to lead industries and governmental and educational entities in our region. Not only does Sacramento State provide knowledge and training for professionals in our region, but also our campus serves as a venue for instruction for those who will go on to earn doctorates and return to the CSU system as professors in our university and community college classrooms. It is our responsibility to continue the tradition of access at the post-baccalaureate level.

The Working Group affirms the many ways in which Sacramento State has embraced graduate education on our campus. Faculty members and students have engaged in a collaborative process, providing their talents and abilities to instruct and learn. However, the group recognizes that changes in the wider context must cause us to stop and examine some important issues. Through this examination, the Working Group asserts that an enriched environment for graduate level learning and scholarship can develop. Strengthening the intellectual community of scholarship for graduate students not only benefits graduate students, but also enhances the productivity of faculty scholars and undergraduate education on our campus.

Graduate education is changing in the world. Globalization is a reality. Technological advances are pushing us to be more responsive in service, delivery, and curriculum. The changes in our world are shaped by the involvement of government and popular responses by citizens. Graduate education is being affected by these many changes in the world. We have strong graduate programs that have evolved since the original California Master Plan for Education. Our graduate programs enrich and enhance the original spirit of the Master Plan by providing access to education and offering strong academic programs to benefit our society. Teaching associates, graduate assistants, and instructional student assistants play a key role in the education, retention, and success of undergraduate students. In addition, graduate students help to support faculty in maintaining currency in their disciplines. This is a benefit for both undergraduate and graduate education on our campus.

Demands for the latest knowledge and a more interactive learning environment are causing us to rethink the way we view and support graduate education. These demands are also providing opportunities for building academic programs to reflect strong interdisciplinary connections. The Professional Science Master's (PSM) serve as an example of a knowledge driven interdisciplinary degree program. The science, technology, engineering, and mathematics (STEM) disciplines and our campus

involvement in the national initiative provide graduate students with opportunities for strengthening partnerships for research, building teaching and instructional skills, and expanding knowledge. The Council of Graduate Schools encourages universities to identify strategies to increase interest in STEM graduate education among students in the United States. Our campus faculty and administrators have taken an active role in this area.

Our state population has increased in size and diversity. Graduate education has served as a vehicle to be responsive to this growth. We are equipped to be responsive because our students come from diverse populations and our faculty members are engaged with the diverse communities. Our programs and curriculum are reflective of the dimensions and complexities of innovation. To further enhance the quality of graduate education for the benefit of graduate students and faculty, the role of university should be to engage in assessment and disseminate information on best practices to further strengthen graduate education on our campus.

Active assessment not only ensures continued responsiveness to growth changes, but also ensures responsiveness to the diversity of our student population. Students are changing, both at the undergraduate and graduate level. More than half of the students on our campus are non-white and more than half are women. Most of our graduate students bring a broad range of life experiences to their graduate work, and many have a history with our campus. With higher fees and a greater societal emphasis on service, our students expect more “hands-on” support services, integrative learning environments, increased earning potential and greater career mobility at the completion of their graduate degrees. This, in turn, impacts the types of services and the modes of instructional delivery our campus must provide in order to better serve our graduate student population.

Over the Spring 2007 term, the Graduate Working Group consulted broadly with the larger campus community. The Working Group makes the following recommendations intended to enhance the rigor and relevance of Sacramento State’s graduate education. The recommendations that emerge in this report are directed at the leaders in the Faculty Senate and Academic Affairs, but they also call upon faculty members and staff leaders working in graduate education to participate in the process of change. Collaborative efforts will be needed to develop a campus-wide initiative in support of graduate education. An active intellectual community of scholars in which graduate students play a central role is critical to ensuring quality graduate education. The benefits to graduate education are expected to translate to an improvement in our undergraduate education, since many graduate students serve as teaching or research assistants, tutors, or instructors in our undergraduate programs. In addition, our faculty members remain engaged in academic scholarship and service for the benefit of our undergraduate and graduate students.

Vision

Graduate education provides an opportunity for professional growth and development for both students and faculty. Quality graduate education is based upon high standards of academic excellence that pervades all aspects, including faculty hiring, student qualifications, curriculum offerings, and research direction. Graduate education is an integral aspect of the campus and we need a campus-wide focus on academic excellence. It is not clear if the university community has embraced a vision for graduate education. Therefore, we recommend the following:

- Recommend the Graduate Working Group continue to lead the campus discussion on graduate education to gain a clear focus on academic excellence.
- Recommend campus dialog on the importance of research and ways to build a collaborative and energized graduate student and faculty research environment.
- The Graduate Working Group members assist Academic Affairs and Faculty Senate engage in a discussion regarding the balance between undergraduate and graduate enrollment. Incorporate the results from the discussion into the vision for graduate education on our campus.
- Graduate Working Group to lead discussion on graduate learning goals. The draft to be reviewed by the graduate coordinators and forwarded as a recommendation to the Faculty Senate. The graduate learning goals to be used for further discussion in assessing graduate degree programs and when developing new graduate degree programs.
- After the campus-wide learning goals are approved, recommend each graduate program articulate a set of learning goals for the academic programs offered. Ensure that tenured and tenure-track faculty members are engaged at the departmental level discussions.
- Encourage departments with graduate programs to consider the value of international affairs, globalization, and to see the need for international students in degree programs.
- Recommend departments assess their comparative advantages and disadvantages to other academic institutions in graduate course curriculum, offerings, and modes of delivery.
- Encourage academic departments to respond to the need for graduate student diversity in graduate degree programs on our campus. The presence of students from diverse backgrounds and experience adds to the richness of the graduate experience and exchange of ideas in a region such as Sacramento.

Governance

In recognition of the changing environment and the growth of graduate education, the Graduate Working Group asserts the need for greater representation of graduate programs. The group also acknowledges the positive direction of appointing an Acting Dean for Graduate Education and supports the establishment of the Graduate Dean position. The proposed governance model includes a permanent executive position at the graduate level, a formal graduate council, and a senate graduate committee. The details related to this proposed model along with additional recommendations are outlined below.

- Recommend a search for the Graduate Dean position and secure equitable and adequate resources to support the position.
- Recommend the establishment of a Graduate Council to serve as the primary advisory body to University-wide administrators in the area of graduate studies and graduate programs. The Graduate Council shall serve the university's graduate advisors and coordinators by providing a forum for communication among all those who are involved in supervisory or coordinative efforts with post-baccalaureate education on departmental, college, or university-wide levels.
 - One member shall be elected from each college. The procedures for selecting candidates for this position will be left to the discretion of the college. (Each department which has post-baccalaureate programs or concentrations shall exercise one vote in the selection of the college representative to the Graduate Council.)
 - The Dean of Graduate Studies (or his/her designee) shall serve on the council.
 - One member from the Faculty Senate Graduate Committee shall be appointed to serve a one-year term and shall be eligible to succeed him- or herself in office for not more than three year.
 - The Chair of the Graduate Council shall be elected by the Council
- Recommend the establishment of a Faculty Senate committee to represent graduate education at the university level, and encourage that committee to consider its role in establishing and upholding graduate student standards. The committee membership should be reflective of the seven academic colleges. The proposed **membership is** thirteen (13) members:
 - Seven (7) faculty members involved in coordination, supervision or teaching at the graduate level (No more than one faculty from each college); elected to serve staggered three (3) year terms.
 - Representative from the College of Continuing Education is the eighth
 - Representative from the Library is the ninth
 - Dean of Graduate Studies is the tenth
 - Graduate Student Association Council representative is the eleventh
 - Two (2) representatives appointed by the Senate will be the twelfth and thirteen members.
 - The Chair of this committee should serve as a member of the Faculty Senate Executive Committee.
 - The committee should meet twice a month.
 - The committee should develop an ongoing collaborative relationship with the graduate coordinators.
- Recommend that the Program Review Policy be reviewed and strengthened in reference to graduate programs. All graduate degree and certificate programs offered through the College of Continuing Education should be included in the Program Review process.
- It is recommended that the Graduate Coordinators should meet once a month to keep the channels of communication open.

- Recommend the inclusion of the College of Continuing Education in the review of graduate programs and applying the same criteria for educational effectiveness used for on-campus graduate program reviews.

Resources

The Graduate Working Group acknowledges the budgetary issues facing the campus and the enrollment issues associated with the budget. The Provost and deans must be cognizant that graduate education should be supported at a comprehensive university. The Graduate Working Group recognizes the complexity of the funding issues and makes the following recommendations.

- Recommend the Faculty Senate, Provost and deans, in conjunction with the department chairs and faculty members teaching at the graduate level, explore workload issues related to graduate education, including avenues to achieve fair and equitable compensation for faculty work related to theses, projects and dissertation advising and supervision.
- Recommends that the Graduate Working Group participate in discussions on resource issues, until a formal graduate governance structure and committees are in place.
- Recommend the development of professional recruitment materials for graduate programs to promote quality graduate education on our campus.
- Recommend sufficient funding for graduate student support services, such as advising, writing workshops, student research funding, etc.
- Recommend that the discussion of graduate education resources be elevated to include the contributions of graduate degree programs to the university community.
- Recommend faculty development funds to support faculty research related to support for graduate education.
- Recommend equitable budgetary allocation for the Office of Graduate Studies and oversight of the equitable allocations by the Graduate Dean.
- Recommend the restoration of library resources in support of graduate education.

Graduate Student Support

Adequate graduate student support will add to the quality and vitality of the graduate experience on our campus. Graduate student support consists of the elements that will assist graduate students in successfully completing their graduate degree. In addition, it includes aspects that contribute to the professional development and promotion of graduate education on our campus. The University plays an essential role in providing the resources necessary to expand the scope of student support to be inclusive of graduate students and to fully support graduate education on our campus.

The Graduate Working Group wishes to solidify the collective wisdom on establishing and maintaining quality graduate programs for the sake of the students we serve. In order to build a campus-wide collective community of intellectual engagement for graduate students, it is important to establish and apply common academic standards

across the curriculum. With this goal in mind the Graduate Working Group makes the following recommendations:

- Recommend the adoption of Graduate learning goals to establish a campus-wide understanding of the nature of graduate education and a vibrant graduate culture.
- Recommend the development of a comprehensive thesis/project/dissertation advising policy to assist students in obtaining timely degree completion.
- Recommend adequate funding for the Writing Center to conduct Thesis/Project/Dissertation Writing workshops, offer tutoring to graduate students, and to assist students in reviewing research writing.
- Recommend the establishment of an electronic repository for graduate student research and an electronic database for theses and dissertations.
- Recommend the creation of a recognition award for outstanding graduate work. This will include a graduate research award and a graduate student teaching award.
- Recommend the Faculty Senate and Academic Affairs investigate the costs and feasibility of offering fee waivers for Teaching Associates (6units or more of teaching).
- Recommend the establishment of a tracking system for alumni. This would include a database of graduates and a communication system.
- Recommend a career services component be developed for graduate students to allow professional placements for graduates.
- Recommend the Faculty Senate work with graduate students from ASI and other graduate divisions to establish graduate student representation and to expand graduate student involvement on campus.

Implementation Plan

The list of formal recommendations above includes multi-year goals and objectives. The Graduate Working Group has identified a list of priorities for the remainder of the 2007-08 academic year. The members of the working group remain committed to improving the visibility and quality of graduate education at Sacramento State, and recommend the group continue its work for the remainder of the 2007-08 academic year.

Formal recommendations were reviewed with the Provost on October 12, 2007. A follow-up meeting was held with the Graduate Coordinators on October 19, 2007. Based upon the meetings, the Graduate Working group offers a list of priorities and action items. Recommendations include, but are not limited to the following:

- Recommend the Graduate Working Group continue to lead the campus discussion on graduate education to gain a clear focus on academic excellence.
- Recommend the Graduate Working Group assist Academic Affairs and the Faculty Senate as they engage in a discussion regarding the balance between undergraduate and graduate enrollment. Incorporate the results from the discussion into the vision for graduate education on our campus.

The following list of priorities related to the governance of graduate education on the campus. The Graduate Working Group recommends that action be taken on these items in the Spring 2008 term.

- Recommend a search for the Graduate Dean position and secure equitable and adequate resources to support the position
- Recommend the establishment of a Graduate Council to serve as the primary advisory body to University-wide administrators in the area of graduate studies and graduate programs.
- Recommend the establishment of a Faculty Senate committee to represent graduate education at the university level, and encourage that committee to consider its role in establishing and upholding graduate student standards.

The Graduate Working Group will continue to serve as the advisory body for the Provost and Acting Dean for Graduate Studies until the formal governance structure for graduate education is in place. It is anticipated that the group will remain in operation until the beginning of the Fall 2008 term or at which time the formal governance structure is in place.

Resources, given the current budgetary times, are an important issue for the future of graduate education. The Graduate Working Group offers the following priority recommendations in relation to resources:

- Recommend the Faculty Senate, Provost and deans, in conjunction with the department chairs and faculty members teaching at the graduate level, explore workload issues related to graduate education, including avenues to achieve fair and equitable compensation for faculty work related to theses, projects and dissertation advising and supervision.

Quality graduate education relies heavily on the commitment and efforts of faculty members teaching graduate courses. The presence of graduate students offers vitality and expanded intellectual exploration in degree programs. This quality extends to the undergraduate programs and experiences on our campus.

Related to resources for faculty teaching graduate students is the issue of graduate student support. The visibility and support for graduate students on our campus are essential to the efforts to recruit and retain quality graduate students. In the Spring 2008 term the Graduate Working Group seeks to lead a campus discussion to clarify and articulate common learning goals, academic standards, and policies at the graduate level. In keeping with the newly revised strategic plan and the need for common graduate standards, Graduate Working Group offers the following priority recommendations:

- Recommend the adoption of Graduate learning goals to establish a campus-wide understanding of the nature of graduate education and a vibrant graduate culture.
- Recommend the development of a comprehensive thesis/project/dissertation advising policy to assist students in obtaining timely degree completion.

Related to this recommendation, the Graduate Working Group recognizes the need to have the larger discussion to articulate definitive advising goals and objectives. This issue directly relates to the themes of vision and governance, and the working group's decision to add it to the list of priority recommendations to the Provost.

Conclusions

The Graduate Working Group sought to identify important issues concerning graduate education on our campus. Because graduate education does not reside in a single department of college, it was important for the group members to take an institutional approach when identifying and assessing issues. The broad view allowed members the opportunity to examine commonalities across departments and colleges, but also revealed some areas where structures and guidelines were needed. The four major themes allowed the group members to maintain a structure for the discussion of the broad issues.

With the launch of an independent doctorate, the building of a vibrant graduate culture on campus is imperative. The launch of the new program raises questions of governance for graduate education on our campus, as well as issues of providing adequate graduate student support services. The graduate dean is a necessary symbol of the importance of graduate study on the campus, and a necessary position at the administrative level to appropriately advocate for the resources necessary to support our graduate programs. In addition, the expansion of the importance of graduate education calls for a dedicated Faculty Senate committee to review the creation of new graduate programs, advanced credential programs, and applied doctoral programs, as well as overseeing the modification and review of all current graduate programs. The proposed Graduate Council will be composed of representative from graduate programs on the campus. It should be an advisory group to the Dean of Graduate Studies, bringing to his/her attention those "practical" issues of graduate education, which may need to be addressed either administratively, or through Senate action. In appointing members of the Faculty Senate committee for graduate education, it is important to ensure that a member of the proposed Graduate Education Committee of the Faculty Senate serve on the Graduate Council.

During the course of its review, the Graduate Working Group members saw evidence to cause the question, "What is the role of the College of Continuing Education in Graduate Education?" The emergence of new post-baccalaureate educational programs in the College of Continuing Education again raises the issue of how such programs should be reviewed to ensure high academic quality and their conformance to established graduate program policy. There was general agreement that appropriate representatives from CCE should be included on both the proposed Graduate Education Senate Committee and the Graduate Council. Graduate programs offered through the College of Continuing Education are a part of our state-side graduate curriculum and as such should be represented in our graduate governance structure.

The Graduate Working Group members are committed to the cause of improving the quality and vitality of graduate education on our campus. Recognizing the knowledge creation and innovation occur when we interface across disciplines, the members are grateful to the campus community for taking the time to offer comments and input to the discussion. As we move forward the members are prepared to work during the Fall 2007 and Spring 2008 terms to participate in the shaping of the Faculty Senate governance discussion, as well as other issues related to the recommendations offered by this group.

Working Group Members

Dr. Fred Batt, Library Representative

Dr. Bruce W. Behrman, College of Social Science and Interdisciplinary Studies Representative

Dr. Robin Carter, College of Health and Human Services Representative

Dr. Cristy A. Jensen, Faculty Senate Representative

Dr. Edmund W. Lee, College of Education Representative

Dr. Marcus M. Marsh, College of Natural Science and Mathematics Representative

Dr. Sheree Meyer, College of Arts and Letters Representative

Dr. Chevelle A. Newsome, Acting for Graduate Education

Dr. John Oldenburg, College of Engineering and Computer Science Representative (Spring 2007)

Dr. Katherine J. Pinch, Faculty Senate Representative

Ms. Alice K. Tom, College of Continuing Education Representative

Dr. Chiang Wang, College of Business Administration Representative

Dr. Cui Zhang, College of Engineering and Computer Science Representative (Fall 2007)