

Graduate Education at California State University, Sacramento

Background: In 2007, the Acting Dean for Graduate Studies convened a working group to look into the issues surrounding graduate education at Sacramento State. This group made a number of recommendations, several of which have direct interest to the Faculty Senate. The complete report can be found on the Faculty Senate Web page

Report Findings:

Clearly graduate education is changing, it is more globalized, more diverse and in our case at CSUS, more directed at professional programs. Graduate education, while serving a large number of students, has not received enough attention in areas including coordination, program development, support and assessment. The recent start-up of the Doctorate in Educational Leadership demonstrated the need for a more coherent planning and implementation process. Other doctoral programs are on the horizon in areas such as Physical Therapy and Speech Pathology and Audiology.

Report Recommendations that impact Governance, and the Faculty Senate:

The establishment of a Graduate Council that would serve as the primary advisory body for graduate programs to the Provost and Dean.

The establishment of a Standing Committee of the Faculty Senate for Graduate Education which would oversee the graduate curricular and policy standards of the University.

The beginning of discussions with the Provost, Academic Affairs and the Senate on the interrelationships between graduate and undergraduate educational programs at Sacramento State, including areas of programs, funding, support, assessment and “workload” issues in graduate education.

Questions:

1. How should issues of policy related to graduate education be dispatched, especially when such policies cut across extant committee structures? Is the creation of a Senate Standing Committee for graduate education advisable for the Senate? If so, should the Chair of such a committee be a member of the Senate’s Executive Committee?
2. Are there other alternative structures or processes that could work to achieve the same goals of bringing attention and resolution to graduate education policies and the Faculty’s stake in full consultation about these policies?
3. What issues and policies related to graduate education do you believe should be examined? For instance, should there be a tuition differential for graduate programs? What role should the College of Continuing Education have in graduate programs? What other graduate policy-related issues deserve faculty attention?