

*GRADUATE &
PROFESSIONAL
STUDENT SUCCESS
STRATEGIC INITIATIVE
WORKGROUP*

Preliminary Progress Report

Ruth H. Bahr & James Garey, Co-Chairs

July 8, 2019

I. EXECUTIVE SUMMARY

A. INTRODUCTION AND PROCESS

In this report, the Graduate and Professional Student Success Strategic Initiative Workgroup, comprised of thirty-eight members (Appendix A), presents a preliminary response to the charge provided by Provost Ralph Wilcox. The Workgroup met as a whole on May 7th, May 22nd, June 5th, and June 19th. Workgroup co-chairs Ruth Bahr and Jim Garey presented the charge (Appendix B) to the Workgroup at the first meeting on May 7th.

In order to effectively address the tasks, the following four subcommittees were formed

- Graduate & Professional Program Quality (met on May 14th, May 28th, and June 11th);
- Graduate & Professional Student Mentorship (met on May 15th, May 28th, and June 12th);
- Graduate & Professional Program Faculty (met on May 15th, May 29th and June 27th);
- Graduate & Professional Program Student Finances (met on May 13th, May 29th and June 24th).

By May 22nd, subcommittee membership was finalized (Appendix C). The subcommittees met separately in the periods between Workgroup meetings. Each subcommittee produced initial recommendations which were presented to the Workgroup for discussion and feedback on June 5th.

B. OUTCOMES

By June 27th, the subcommittees further refined their initial recommendations and identified high-risk items, prioritized needs, and the co-chairs have provided preliminary recommendations with a now, near, or far suggested timeline. The current document was distributed to the Workgroup for additional comment on July 7, 2019. Many members responded with comments and these ideas have been incorporated. We are still receiving feedback, which will be included in our future discussions. The Workgroup agreed that high-risk items would have a deleterious impact on graduate success if no action was taken. These results are presented in Section II, Subcommittee Recommendations.

C. CONCLUSION

The following subcommittee recommendations are provided as the preliminary deliverable to guide initial steps towards the final three-year action plan due on November 30, 2019. The discussions and work to date help clarify specific actions necessary to promote graduate student success at USF. Some of the subcommittees necessarily overlapped in scope, so there are instances of similar recommendations showing up in different subcommittee reports. These ideas will be shaped during the next few months as we develop a clearer understanding of how

we can better define graduate student success, and how we can compare USF's graduate programs to those of our aspirational peers and identify metrics that can be used to gauge progress through recommended actions.

The results contained in this progress report are preliminary in nature and not intended for general circulation. We look forward to continued engaged discussions within the Graduate Student Success Strategic Initiative Workgroup, and the engagement of a broader community of stakeholders on all three campuses as the final plan is developed.

DRAFT

II. SUBCOMMITTEE RECOMMENDATIONS

A1. GRADUATE & PROFESSIONAL PROGRAM QUALITY

Strengthen Graduate Program Visibility, Identity, and Reputation			
<i>High Risk Items</i>	<i>Prioritized Needs</i>	<i>Preliminary Recommendations</i>	<i>Timeline</i>
1. Enhance National and International Identity of Programs			
<ul style="list-style-type: none"> • Redefine and create graduate and professional programs to have a strategic focus. • Ensure that our program offerings are preparing students for emerging careers. 	<ul style="list-style-type: none"> • Evaluate graduate and professional programs to identify areas of strength. • Assess emerging knowledge bases within the field and provide appropriate educational opportunities. 	<ul style="list-style-type: none"> • Develop a self-study process for programs to determine their strengths and the direction in which the program should grow. • Plan strategic hires to enhance area(s) of strength. • Consider developing programs that will address emerging trends within the field. 	<p>Near</p> <p>Now</p>
2. Attract Students Who Will Thrive at USF			
<ul style="list-style-type: none"> • Establish admissions practices that identify the best and brightest graduate students. • Identify students that will be successful at USF. 	<ul style="list-style-type: none"> • Develop program-specific holistic admissions procedures. • Explore different methods of recruiting exceptional students. 	<ul style="list-style-type: none"> • Evaluate the credentials of previously admitted students to determine a set of admissions criteria that will lead to success in a particular graduate program. • Establish guidelines for holistic admissions so that admissions decisions can be easily supported. • Begin recruiting efforts earlier in the admissions process. • Recognize professional conferences and contacts as sources of graduate student referrals. • More broadly advertise faculty and student successes. • Increase personal contact with potential students when they apply. • Consider making application deadlines earlier. 	<p>Near/Far</p> <p>Near/Far</p>

3. Increase Diversity among Graduate and Professional Students

<ul style="list-style-type: none"> • Increase student diversity to produce the graduates necessary to meet the needs of today's job market. 	<ul style="list-style-type: none"> • Reconsider the current methods of diverse graduate student recruitment. 	<ul style="list-style-type: none"> • Establish focus groups of under-represented minorities (URMs) to determine what factors influenced their selection of a graduate school. • Evaluate the effectiveness of fellowships awarded previous URM students at USF. • Enlist community partners to assist in recruiting URMs. • Establish summer research opportunities for talented undergrad URMs as a recruiting tool. • Increase faculty diversity to serve as role models for diverse students. 	Near
<ul style="list-style-type: none"> • Cultivate collaboration and cultural understanding as essential skills for career success. 	<ul style="list-style-type: none"> • Create opportunities for diverse students to work together to solve common problems from different perspectives. 	<ul style="list-style-type: none"> • Use design-thinking approaches to encourage cross-cultural, interdisciplinary projects. • Encourage students to provide cultural perspectives on issues discussed in class. 	Near

A2. GRADUATE & PROFESSIONAL PROGRAM QUALITY

Evaluate and Establish Best Practices for Graduate & Professional Programs			
<i>High Risk Items</i>	<i>Prioritized Needs</i>	<i>Preliminary Recommendations</i>	<i>Timeline</i>
1. Assess the Comprehensiveness of the Graduate Course Curriculum			
<ul style="list-style-type: none"> Assess adequacy of current curriculum to the needs of students in the 21st century job market. 	<ul style="list-style-type: none"> Update curricular offerings to meet the needs of the current job market. Consider changes in mode of delivery. Assess whether or not programs meet market demands. 	<ul style="list-style-type: none"> Evaluate the curricular offerings at peer institutions and AAU schools. Examine use of current delivery mode options. Survey graduate & professional students about their delivery mode preferences. Survey graduate and professional students and employers about the skill sets desired. 	Near/Far
<ul style="list-style-type: none"> Encourage students to develop a sense of urgency to complete their degree. 	<ul style="list-style-type: none"> Help students meet their program benchmarks. 	<ul style="list-style-type: none"> Provide individualized programs of study to students that illustrate degree completion. Establish benchmarks for program progression (e.g., committee formation, qualifying exams, dissertation topic, etc.) and in addition, new benchmarks for progress post-candidacy. Encourage student publication as they move through the program. 	Now
2. Explore Programs to Expand Experiential Learning Opportunities, Including Study Abroad, Community-Engaged Research and Internships			
<ul style="list-style-type: none"> Describe the importance of graduate experiential learning opportunities. 	<ul style="list-style-type: none"> Incorporate more experiential learning opportunities into our program offerings. 	<ul style="list-style-type: none"> Assist programs with the identification of internship and research opportunities within the Tampa Bay community. 	Near
3. Ensure Integrity, Equity, and Consistency in the Administration of Graduate and Professional Students and Programs			
<ul style="list-style-type: none"> Evaluate graduate program policies to ensure graduate students progress in a timely fashion without unnecessary financial burden. 	<ul style="list-style-type: none"> Review the policies in graduate and professional program handbooks to ensure consistency with Graduate Catalog and University policies. 	<ul style="list-style-type: none"> Identify policies that impede student progress to degree or can be applied inconsistently across students. 	Near

<ul style="list-style-type: none"> Evaluate how consistently program and degree requirements are applied. Clarify degree certification requirements. 	<ul style="list-style-type: none"> There are numerous requests for exceptions to the enforcement of program and degree requirements. Track the nature of degree certification exceptions requested at the College and Registrar level. 	<ul style="list-style-type: none"> Revise policies in the Graduate Catalog that do not expedite student progression. Enforce program and university requirements for degree completion. Establish a pre-graduation degree certification check at the department level in the semester prior to graduation. 	<p>Now/Near</p> <p>Now</p>
<p>4. Ensure Quality of Graduate and Professional Student Projects</p>			
<ul style="list-style-type: none"> Evaluate the quality of the research listed on Scholar Commons. Evaluate the quality of capstone projects, especially in the professional projects. 	<ul style="list-style-type: none"> Encourage mentors to accept a larger role in assessing the quality of theses/dissertations submitted to ETD. Establish guidelines for capstone products for quality capstone projects. 	<ul style="list-style-type: none"> Explore a process to vet the quality of items submitted to Scholar Commons. Establish quality guidelines for the capstone process in the professional programs. Establish alternate venues to disseminate capstone projects from professional programs. 	<p>Near</p> <p>Near</p>
<p>5. Establish Student and Program Outcome Measures</p>			
<ul style="list-style-type: none"> Develop measures to evaluate graduate and professional student success. Establish internal and external measures of graduate/professional program quality. 	<ul style="list-style-type: none"> Create outcome measures that go beyond time to degree and initial job placement. Develop internal measures that examine program effectiveness and student satisfaction. 	<ul style="list-style-type: none"> Determine outcome measures used by other peer and AAU institutions. Expand our tracking of student placements to 5, 10, and 15 years post-graduation. Develop a survey to assess student satisfaction with their program—given at the halfway point, at graduation, and 5 years post-graduation. Evaluate employer satisfaction one year after graduation. Incentivize changes designed to improve program quality. Evaluate USF programs by comparing their rankings to similar programs at aspirational peer and AAU universities. 	<p>Now</p> <p>Now/Near</p>

B. GRADUATE & PROFESSIONAL STUDENT MENTORSHIP COMMITTEE

Value Graduate Student Development and Wellness			
<i>High Risk Items</i>	<i>Prioritized Needs</i>	<i>Preliminary Recommendations</i>	<i>Timeline</i>
1. Promote a Culture that Values Mentorship			
<ul style="list-style-type: none"> • Create stronger student mentoring processes within and across departments, schools, and colleges. • Assess Faculty and Student expectations for the mentoring process. • Encourage students to develop a sense of urgency to complete their degree. 	<ul style="list-style-type: none"> • Foster meaningful relationships between students and advisors. • Adjust faculty and student expectations of mentoring. • Help students meet their program benchmarks. 	<ul style="list-style-type: none"> • Establish a network of faculty and peer mentors, currently, where possible and externally, where there is a need. • Provide trainings to explain the mentoring process. • Facilitate communication of expectations between mentor and students. • Establish mentoring networks to meet a variety of student needs. • Have students anonymously evaluate their mentoring experience. • Provide individualized programs of study to students that illustrate degree completion. • Establish benchmarks for program progression (e.g., committee formation, qualifying exams, dissertation topic, etc.) • Encourage student publication as they move through the program. 	<p>Near/Far</p> <p>Now</p> <p>Now</p>
2. Strengthen Student Advising			
<ul style="list-style-type: none"> • Provide students with a clear picture of what it takes to complete their degree. 	<ul style="list-style-type: none"> • Improve departmental orientation sessions. • Establish program benchmarks and timelines. • Improve student onboarding. 	<ul style="list-style-type: none"> • Enforce mandatory attendance for departmental orientation sessions. • Provide students with a program of study that outlines when certain program milestones should be met. • Encourage use of Individualized Development Plans (IDPs) or other annual evaluations that assist students in setting academic and career goals. • Improve annual graduate student progress evaluations. • Identify strong academic program advisors, trained to assist with student onboarding. 	<p>Now/Near</p>

3. Develop Academic and Professional Skill Sets for a Variety of Careers			
<ul style="list-style-type: none"> • Mentor graduate students in research, career options and job skills. 	<ul style="list-style-type: none"> • Identity necessary soft skills for today's job market. • Provide the specialized training needed to succeed in one's chosen career. • Enhance the computer and programming skills of our graduate & professional students. 	<ul style="list-style-type: none"> • Survey employers about the soft skills needed to perform in today's job market. • Develop professional development programs within and across colleges to meet the specific job needs of graduate & professional students. • Provide opportunities to learn the necessary computer and programming skills appropriate for various careers 	Now/Near
4. Make Student Wellness is a Top Priority for Successful Degree Completion			
<ul style="list-style-type: none"> • Identify depression and stress within our graduate/professional students. 	<ul style="list-style-type: none"> • Encourage students to seek help for wellness issues. • Recognize that students do not want to appear "weak" in front of their professors/advisors. 	<ul style="list-style-type: none"> • Provide information on the available campus resources to assist with wellness. • Educate faculty and advisors about signs of depression and stress. • Establish break areas and student gatherings within departments to assist with graduate student socialization. 	Now

C. GRADUATE FACULTY SUBCOMMITTEE

Strengthen Continued Professional Development of Faculty			
<i>High Risk Items</i>	<i>Prioritized Needs</i>	<i>Preliminary Recommendations</i>	<i>Timeline</i>
1. Re-Evaluate Graduate Faculty Credentialing			
<ul style="list-style-type: none"> Evaluate the qualifications of graduate faculty committee members as they vary considerably. 	<ul style="list-style-type: none"> Consider new system of faculty credentialing across USF that considers the needs of both the research and professional programs. 	<ul style="list-style-type: none"> Define roles/qualifications of committee Chairs and members. Consider differences between research/academic and professional graduate committee needs. 	Near
<ul style="list-style-type: none"> Reliance on instructors and community partners for service on thesis/dissertation committees. 	<ul style="list-style-type: none"> Identify reasons for the shortage of available qualified faculty mentors. 	<ul style="list-style-type: none"> Consider right-sizing graduate programs to the capacity of the department and to the job market. Establish criteria for credentialing practitioners needed for graduate faculty committees. Consider levels of graduate faculty credentialing depending on the role. 	Near
2. Improve Faculty Mentoring			
<ul style="list-style-type: none"> Create a culture that values mentoring. 	<ul style="list-style-type: none"> Assist Faculty in making graduate student mentoring a high priority. 	<ul style="list-style-type: none"> Produce a guiding document related to annual assignments based on priorities listed and include in T&P documentation. Provide orientation workshops and online training on how to mentor. 	Now
<ul style="list-style-type: none"> Develop a sense of student urgency to complete degrees. 	<ul style="list-style-type: none"> Encourage mentors to instill a sense of urgency for students to complete degrees. 	<ul style="list-style-type: none"> Restructure program timelines and benchmarks to encourage timely graduation. Monitor student progress and benchmarks more closely. Revisit time limits for GA support. 	Now

<ul style="list-style-type: none"> • Encourage early development of a research focus. 	<ul style="list-style-type: none"> • Help students develop their research projects in the first year. 	<ul style="list-style-type: none"> • Encourage students to develop research projects relevant to their dissertation topic in their first year. • Meet with students often and regularly. 	Now
<ul style="list-style-type: none"> • Evaluate student weaknesses in writing, statistics, coding, etc. 	<ul style="list-style-type: none"> • Identify and remediate student weaknesses. 	<ul style="list-style-type: none"> • Consolidate soft skill training/coursework across academic units (e.g. Digital Ecosystem). • Ensure quality of theses/dissertations submitted to ETD. 	Near/Far
<ul style="list-style-type: none"> • Increase awareness of best practices in mentoring under-represented minorities. 	<ul style="list-style-type: none"> • Provide tools to assist with minority graduate student mentoring. 	<ul style="list-style-type: none"> • Establish minority mentoring network or connect to existing networks (e.g. SREB, McKnight, Ford Foundation). • Increase knowledge of URM funding opportunities. 	Now/Near
<ul style="list-style-type: none"> • Encourage students to plan their careers beyond degree completion. 	<ul style="list-style-type: none"> • Encourage departments/schools and Colleges to take an active role in preparing students for the job market. 	<ul style="list-style-type: none"> • Develop the tools and culture to promote post-graduation professional development for graduate students (e.g., conferences, workshops, networking). 	Now
<ul style="list-style-type: none"> • Evaluate the lines of communication from Office of Graduate Studies to the Graduate Program Directors and the faculty to ensure adequate knowledge of graduate policies and procedures. 	<ul style="list-style-type: none"> • Identify misinformation about graduate policies and procedures. 	<ul style="list-style-type: none"> • Establish meetings specific to Graduate Program Directors. 	Now
3. Identify Outstanding Faculty Mentors			
<ul style="list-style-type: none"> • Lack of recognition for outstanding faculty mentors. 	<ul style="list-style-type: none"> • Increase the perceived value of mentoring. 	<ul style="list-style-type: none"> • Identify outstanding mentors at graduate commencement. • Profile exceptional mentor grad student teams in USF media. • Establish more awards for outstanding mentors associated with resources for their students (e.g. travel funds or fellowships). 	Now/Near

D. FINANCE SUBCOMMITTEE

Facilitate Strategic Resource Allocation to Enhance Graduate and Professional Graduate Programs			
<i>High Risk Items</i>	<i>Prioritized Needs</i>	<i>Preliminary Recommendations</i>	<i>Timeline</i>
1. Improve Models for Admissions and Student Selection For Fellowships and Awards to Attract Talented Students.			
<ul style="list-style-type: none"> Determine the size and quality of the applicant pools from which programs recruit new students. 	<ul style="list-style-type: none"> Expand graduate student recruitment to improve the quality of graduate students entering USF programs. 	<ul style="list-style-type: none"> Develop recruitment methods and processes that will increase the quality and number of applicants to USF graduate programs. Provide a viable and sustainable funding source for graduate student recruitment that is proportional to the performance and needs of each graduate program. Ensure that students are recruited locally, nationally and internationally. 	Now/Near
<ul style="list-style-type: none"> Increase the diversity of USF's graduate students. 	<ul style="list-style-type: none"> Determine best practices in diverse graduate student recruitment. 	<ul style="list-style-type: none"> Expand reach and depth of USF recruitment to be more inclusive and reach a more diverse audience. Network into more diversity recruiting networks, such as SREB. Establish specific outreach and contact with minority candidates. 	Near
<ul style="list-style-type: none"> Evaluate the size of some USF graduate programs with the capacity of the academic units housing them and/or with the market for the graduates. 	<ul style="list-style-type: none"> Examine the capacity of each unit housing graduate programs, and study the market for graduates of those programs. 	<ul style="list-style-type: none"> Develop guidelines and processes to determine the appropriate size of USF graduate programs. 	Far
2. Increase, Normalize, and Diversify Funding Opportunities for Research Doctoral Students			
<ul style="list-style-type: none"> Consider increasing the length of PhD student funding commitments. 	<ul style="list-style-type: none"> Explore ways of eliminating ways of funding uncertainty. 	<ul style="list-style-type: none"> Survey departments to evaluate length of a typical PhD student funding commitment. 	Near

<ul style="list-style-type: none"> • Create even FTE assignment for GAs across USF, some have FTEs so low, they need to supplement their income, others have FTEs so high they cannot be effective as graduate students. 	<ul style="list-style-type: none"> • Normalize FTE assignments so that GAs have enough income to live on, while maintaining time for their graduate studies. • Find out if there is a correlation between FTE and time to degree. • Compare to norms at AAU members. 	<ul style="list-style-type: none"> • Set an FTE of 0.5 as the norm for USF research doctoral students, with exceptions granted for specific cases or programs. 	Near
<ul style="list-style-type: none"> • Make USF more competitive in external and internal funding opportunities for graduate students. 	<ul style="list-style-type: none"> • Broaden efforts to secure funding for students. • Provide more information to students concerning external funding, particularly to beginning students as applications for predoctoral fellowships usually must be completed prior to, or during their first year. 	<ul style="list-style-type: none"> • Consolidate internal funding sources (at least in a virtual sense) and made them more readily available. • Identify external funding sources centrally and push them out to students and their mentors on a regular basis, beginning when they are first accepted into USF graduate programs. 	Near
<ul style="list-style-type: none"> • Make USF more diversity friendly. 	<ul style="list-style-type: none"> • Increase mentoring support for minority students. 	<ul style="list-style-type: none"> • Utilize existing minority networks such as SREB. • Model USF academic units who have been successful in supporting diverse students such as Engineering. • Better outreach with students and mentors to assist in locating minority-funding opportunities, such as Ford Foundation. 	Near
<ul style="list-style-type: none"> • Study the role of outside activities and graduate degree completion. 	<ul style="list-style-type: none"> • Encourage reporting of outside activities among graduate students who receive GA positions or fellowships. Students with outside activities likely take longer to graduate and/or prevent funding of more graduate students. 	<ul style="list-style-type: none"> • Need to develop guidelines for monitoring outside activities. 	Near/Far

3. Cultivate Partnerships with Local Entities to Promote and Support the Funding of Certificates, Master's and Professional Degrees			
<ul style="list-style-type: none"> Involve local partners in supporting Master's and Professional degrees broadly enough. 	<ul style="list-style-type: none"> Establish a broad effort to identify local and regional partners for these programs. 	<ul style="list-style-type: none"> Match up specific programs with potential partners at the local, regional, and state level. Work with academic units and potential partners to develop those relationships. 	Far
4. Expand Grant Opportunities for Student Travel and Small Research Grants to Stimulate Research Productivity and Collaborations			
<ul style="list-style-type: none"> Increase student awareness of funding opportunities for travel and research grants. 	<ul style="list-style-type: none"> Create funding mechanisms for graduate student travel and seed funding at USF. 	<ul style="list-style-type: none"> Assess and coordinate existing funding sources. Develop/identify new resources internally. 	Near/Far
<ul style="list-style-type: none"> Assist students in finding external travel and seed grants. 	<ul style="list-style-type: none"> Investigate external travel and seed grant opportunities. 	<ul style="list-style-type: none"> Identify external opportunities and push them out to mentors and students on a regular basis. 	Near
5. Improve the Quality of Life of USF Graduate Students to Assist in Recruitment and Retention of Talented Students.			
<ul style="list-style-type: none"> Evaluate how GA stipends compare to other peer and AAU universities. 	<ul style="list-style-type: none"> Compare nationally to AAU Universities. 	<ul style="list-style-type: none"> Develop a marketing strategy for recruitment that emphasizes the low cost of living in Tampa and other benefits of an urban university. 	Now
<ul style="list-style-type: none"> Consider payment of student fees. 	<ul style="list-style-type: none"> Study how other AAU Universities handle student fees. 	<ul style="list-style-type: none"> Consider paying a portion of fees for certain graduate students. Consider delaying payment due date for fees, e.g. have them due mid semester rather than the beginning of the semester. 	Near/Far
<ul style="list-style-type: none"> Determine the extent of the need for summer funding. 	<ul style="list-style-type: none"> Evaluate summer funding opportunities with the actual need. 	<ul style="list-style-type: none"> Develop plans to support students in the summer through more GAs, fellowships, grants and other sources, both internal and external. 	Near/Far

<ul style="list-style-type: none"> • Establish parameters for a Parental Leave policy for GAs/TAs/RAs. 	<ul style="list-style-type: none"> • Evaluate models of parental leave for GAs at other universities. Some universities typically specify 3 months, limited to the birth mother (negotiated as part of the GA CBA) 	<ul style="list-style-type: none"> • Promulgate a Parental Leave policy. This would be a GA CBA negotiated issue. 	Now
<ul style="list-style-type: none"> • Evaluate the cost of Student Health Insurance, as it is beginning to cost students more. 	<ul style="list-style-type: none"> • Consider options for health insurance coverage and payment. 	<ul style="list-style-type: none"> • Work with Student Health to identify strategies to control our insurance. • Brainstorm with the other universities in the consortium to identify way to keep insurance premiums low. 	Near
<ul style="list-style-type: none"> • Finding adequate housing is an issue for students, particularly those with families or those from overseas. 	<ul style="list-style-type: none"> • Identify affordable housing options. 	<ul style="list-style-type: none"> • Expand coordination and outreach of existing housing information centers on campus, such as https://offcampushousing.usf.edu. 	Far
<ul style="list-style-type: none"> • Change the programs' perception of graduate students. 	<ul style="list-style-type: none"> • Treat Graduate Students at USF with respect and value them as future academic colleagues, not as a means to meet department needs. 	<ul style="list-style-type: none"> • A media/communication campaign could be carried out to stress this. 	Now
<ul style="list-style-type: none"> • Evaluate the level of graduate student debt at USF. 	<ul style="list-style-type: none"> • Educate graduate students on how to manage their finances during graduate/professional programs. 	<ul style="list-style-type: none"> • Gather data on amount of debt accrued during graduate school • Determine the amount of financial aid taken by our GAs/TAs/RAs and Fellowship students. • Discuss this issue at Orientation. • Create opportunities for financial literacy education for graduate students. 	Near/Far

APPENDICES

APPENDIX A. WORKGROUP MEMBERSHIP

Samuel Badger	Doctoral Graduate Student, Philosophy and GAU Co-President, USFT
Ruth Bahr	Co-Chair; Assoc. Dean, Office of Graduate Studies and Professor, Communication Sciences & Disorders, USFT
Karen Bell	Doctoral Graduate Student, Communication Science and Disorders, USFT
Sanjukta Bhanja	Assoc. Dean, College of Engineering and Professor, Electrical Engineering, USFT
Roger Brindley	Vice President, USF World and Professor, Elementary Education, USF System
Ann Cranston-Gingras	Assoc. Dean, College of Education and Professor, Teaching and Learning, USFT
Jim Garey	Co-Chair; Vice Provost and Professor, Biology, USFT
Stephanie Harff	Asst. Vice President, Innovative Education, USFT
Valerie Harwood	Professor and Chair, Integrative Biology, USFT
Joseph Hice	Vice President, University Communication & Marketing, USF System
Kiri Kilpatrick	Assoc. Director, Office of Postdoctoral Affairs, USFT
Donna Knudsen	Director, Office of Graduate Studies, USFSP
Dameion Lovett	Associate Director, Financial Aid, USFT
Danielle McDonald	Assistant Vice President and Dean of Students, Student Success, USFT
Shabnam Mehra	Director, Office of Decision Support, USFT
Raymond Miltenberger	Graduate Program Director and Professor, Applied Behavior Analysis, USFT
Brandi Murphy	Masters Graduate Student, Global Sustainability and GPSC President, USFT
David Naar	Assoc. Professor and Assoc. Dean, Marine Science, USFT
Tricia Penniecook	Vice Dean for Education & Faculty Affairs, College of Public Health, USFT
Mark Pezzo	Assoc. Professor, Psychology, USFSP
Devona Pierre	Asst. Director of Faculty Diversity, DIEO, USF System
Robert Potter	Senior Assoc. Dean, College of Arts & Science and Professor, Chemistry, USFT
Rebecca Puig	Senior Assoc. Vice President, USF Research & Innovation, USF System
Luz Randolph	Assistant Director of Development, USF Foundation, UST System
Jacqueline Reck	Assoc. Dean, Muma College of Business and Professor, School of Accounting, USFT
Melanie Riedinger-Whitmore	Professor and Chair, Biological Sciences, USFSP
Jane Rose	Dean, College of Liberal Arts and Social Sciences, USFSM
Jennifer Schneider	Director, Ombudman Office, USFT
Amy Schwartz	Professor and Assoc. Dean, College of Pharmacy, USFT
Elizabeth Shaunessy-Dedrick	Professor and Coordinator, Exceptional Student Education, USFT
Toru Shimizu	Professor and Chair, Psychology, USFT
Barbara Shircliffe	Professor and Chair, Educational & Psychological, USFT
Sandra Stone	Professor and Chair, Social Sciences, USFSM
Michael Teng	Assoc. Professor and Assoc. Dean, Morsani College of Medicine, USFT
Matt Torrence	Assoc. Librarian, USFT
Stephanie Williams	Special Assistant to the Provost, USFT
Wallace Wilson	Director, School of Art & Art History, USFT
Rebecca Zarger	Professor and Graduate Program Director, Anthropology, USFT

APPENDIX B. SUBCOMMITTEE CHARGES

- **GRADUATE & PROFESSIONAL PROGRAM QUALITY**
 - Recruitment
 - Program Structures
 - Update Policies and Procedures
 - Student and Program Outcomes
- **GRADUATE & PROFESSIONAL STUDENT MENTORSHIP**
 - Quality of Mentoring
 - Professional Development/Career Advising
 - Student Wellness
- **GRADUATE & PROFESSIONAL PROGRAM FACULTY**
 - Graduate Faculty Credentialing
 - Helping Faculty be Better Mentors
 - Rewarding/Recognizing Outstanding Faculty Mentors
- **GRADUATE & PROFESSIONAL PROGRAM STUDENT FINANCES**
 - GA workload (FTE), Stipends, and Other Commitments
 - Graduate Student Diversity
 - Increasing Funding Opportunities
 - Graduate Student Quality of Life and Retention



APPENDIX C. SUBCOMMITTEE MEMBERSHIP

GRADUATE & PROFESSIONAL PROGRAM QUALITY

Lisa Adkins, Stephanie Harff, Joseph Hice, Kiri Kilpatrick, Donna Knudsen, Shabnam Mehra, Brandi Murphy, Robert Potter, Melanie Riedinger-Whitmore, Jane Rose, Elizabeth Shaunessy-Dedrick, Michael Teng, Stephanie Williams, Ruth Bahr

GRADUATE & PROFESSIONAL STUDENT MENTORSHIP

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