

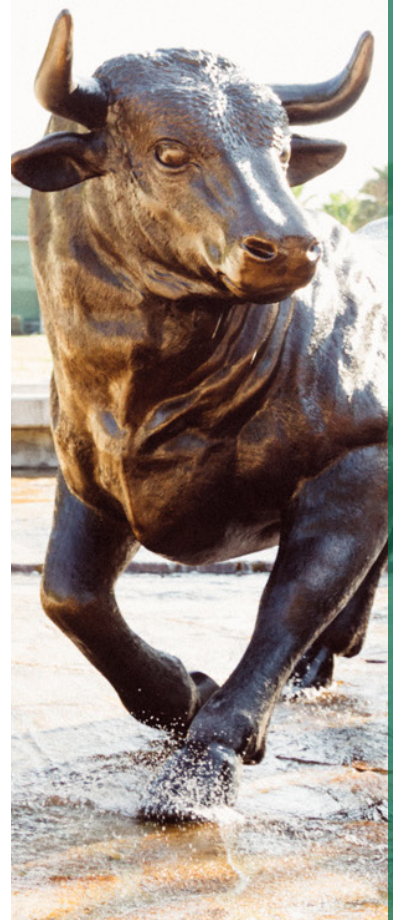
Graduate and Professional Student Success

Final Recommendations

2019



Ruth H. Bahr & James Garey, Co-Chairs



Introduction and Process

Beginning in the 2018-2019 academic year, Provost Wilcox launched a Graduate Student Success Workgroup focused on their charge (Appendix A) including matters of significant importance in strengthening the Pre-eminent stature of a consolidated USF. The Graduate and Professional Student Success Workgroup (GPSSW), comprised of thirty-eight members (Appendix B), met throughout the summer and fall to identify areas of opportunity for supporting graduate and professional students (GPS). The large workgroup met four times between May 7th and June 19th, and then divided into subcommittees to focus on the areas of finance, graduate faculty, program quality, and student mentorship. Subcommittees met an additional four times before selecting a core team to focus on action plans. The latter committee met weekly September 26th through November 7th, with every third meeting as an opportunity for the entire workgroup to come together to discuss progress. While developing a list of metrics for supporting GPS success, Drs. Bahr and Garey consulted with Dr. Paul Dosal regarding guidelines and metrics used for undergraduate student success. After consulting with the USF Student Success Office, we propose to establish a Graduate and Professional Student Success Council modeled after the existing Student Success Council.

The following summary of recommendations are provided to establish four key areas of focus for GPS success with suggested GPS metrics and a detailed action plan to complete the document. References and additional goal-related materials are included in the Appendices.

Summary of Workgroup Recommendations

The GPSSW identified the need for metrics to measure and evaluate GPS success, four key topics to address, and the implementation of a comprehensive action plan to support the area of Graduate and Professional Student Success at USF in the context of a consolidated, Pre-eminent Research University. GPSSW recommendations include:

1. Promote a culture that values mentoring
2. Strengthen the identity and reputation of USF Graduate and Professional students
3. Evaluate and establish best practices for graduate and professional programs
4. Facilitate strategic resource allocation to enhance Graduate and Professional graduate programs

Promote a Culture that Values Mentoring

Mentoring can be a crucial part of the GPS experience. Effective mentoring has immediate and long-term implications, including ensuring the quality of research, scholarship, and teaching (University of Michigan, 2018). Throughout the workgroup process, the GPSSW identified that mentoring was happening in areas across campus, but that there was an opportunity to build that in our culture more effectively. The GPSSW recommends a dual-step approach to promoting a culture of mentoring across campus. The first step is to bring together a Graduate Student Success Council subcommittee with expertise in mentoring to develop a multidimensional mentoring program for the GPS community. This committee will be responsible for producing:

- a handbook that outlines guiding principles and best practices for effective, culturally sensitive mentoring,
- forums to introduce the concept of multidimensional mentoring and potentially incorporating input from the Mentor Collective,
- a training program that addresses mentoring needs and targets different types of peer mentorship,
- professional development sessions for graduate and professional students as well as postdoctoral scholars on the process of multidimensional mentoring and to facilitate discussions about mentoring expectations,

- a list of alumni and other community partners that can provide internships and jobs for our students.

The second step to promoting a culture of mentoring is to create a system of mentoring evaluation with a reward or recognition element. Student satisfaction with their mentoring and overall program experience would be an element of the annual faculty review process, as well as an examination of faculty/student ratios to ensure quality of the process. In addition to the inclusion in annual evaluations, mentoring assessments should be included in tenure and promotion guidelines. The GPSSW identified the value of building in evaluation, but also the importance of rewarding and recognizing outstanding mentors for the work they are doing and the impact they have on GPS.

Strengthen the Identity and Reputation of USF Graduate and Professional Students

As USF as a whole continues to grow and develop its brand, there is an opportunity to support the identity and reputation of our 11,000 graduate and professional students. This development will require a multi-pronged approach including strategic recruitment, thoughtful admissions, financial support, and monitoring the long-term placement of our graduates. The GPSSW identified four goals and tangible action steps in the supplemental Action Plan to implement this recommendation.

The first goal is to create intentional and strategic procedures with the Office of Admissions that identify the best and brightest graduate and professional students. Evaluation across credentials, student outcomes, and financials will be critical to developing these procedures. The second goal focuses on increasing graduate recruiting efforts, with an emphasis on increasing diversity, through dedicated resource allocation, branding, relationships, and partnerships. Additionally, the committee recommends the creation of a 'financial clearinghouse'. Students are increasingly concerned about affording tuition, and starting earlier recruitment with valuable financial information to share can be critical to student success and retention in graduate and professional programs (Rubley, 2019). The final element of this recommendation is to assess graduation rates and career progress of graduates 1 year, 5 years, and 15 years after graduation. Specific action steps and involved parties for each recommendation and goal can be found in the supplemental Action Plan.

Evaluate and Establish Best Practices for Graduate & Professional Programs

The Chronicle of Higher Education recently published a report titled 'The Looming Enrollment Crisis'. That report forecasts shifting student demographics and needs while exploring case studies and strategies to 'weather the storm'. Based on this report and others, the workgroup suggests an evaluation of the structure, resource distribution, and responsibilities regarding graduate program administration to increase efficiency. Similarly, the GPSSW outlines opportunities to evaluate and enhance programs to meet student and market needs effectively. GPSSW recommends redefining and creating graduate and professional programs to have a strategic focus. This will incorporate a self-study process for programs (with an evaluation of student data available from ODS) and an evaluation of the current job market data. The information from the self-study and the job market data can be used to inform the size of the program, continuous program evaluation, areas of focus, hiring needs, and efficiency within Graduate and Professional Programs. Based on current best practices, there are additional action steps to engage in: evaluate our programs to ensure the curriculum is meeting the needs of the current job market, provide clear pathways to degree completion for students, evaluate degree certification programs, establish student and program outcome measures, evaluate the definition of Graduate Faculty and faculty credentialing, and raise awareness of mental health issues associated with the pursuit of graduate and professional programs.

Facilitate Strategic Resource Allocation to Enhance Graduate and Professional Graduate Programs

National conversations continue to dive into the cost of higher education and degrees across the board, which can impact students in terms of success, completion time, and mental health. The GPSSW identified 13 action points in the supplemental Action Plan that would clarify and enhance funding opportunities. In regards to Research Doctoral students, the group reiterated an earlier recommendation of establishing the 'financial clearinghouse', but incorporated additional information and education to include: encouraging students to apply for external grants, expanding grant opportunities for travel and research to support graduate and professional student research productivity, developing a scholarship campaign, cultivating partnerships with local entities for funding, and creating a central USF Graduate website for easy access to funding opportunities.

Proposed Graduate and Professional Student Success Metrics

Recognizing the need to continually evaluate the success of the initiative and provide data that could be used to modify and strengthen these programs going forward, the GPSSW has developed preliminary metrics designed to capture critical elements associated with GPS success. The list of proposed metrics follows:

1. Acceptance, Yield, and Source of Admitted Graduate Students (USF, Domestic & International)
2. Program Structure (meeting benchmarks, # of student presentations/publications)
3. Faculty/Student Ratio
4. Financial Support/Department (incorporate external funds awarded to students)
5. Instructional Cost/Student
6. Mean Student Loan Debt/Department
7. Honors & Awards
8. Student Satisfaction
9. Graduation and Stop Out Rate
10. Job Placement
11. Employer Satisfaction
12. Graduates Employed at AAU Universities

Graduate and Professional Student Success Action Plan

1. Promote a Culture that Values Mentoring				
Goals	Action Steps	Responsible Party	Resources	Timeline
1.1. Task a Graduate Student Success Council subcommittee with expertise in mentoring to develop multidimensional mentoring programs that meet the needs of graduate and professional students, as well as our postdoctoral scholars.	<ol style="list-style-type: none"> 1. Produce a handbook that outlines guiding principles and best practices for effective, culturally sensitive mentoring. 2. Introduce the concept of multidimensional mentoring at a variety of forums and provide a training program that addresses mentoring needs and targets different types of peer mentorship, potentially including input from the Mentor Collective company. 3. Provide professional development sessions for graduate and professional students and postdoctoral scholars on the process of multidimensional mentoring and facilitate discussions about mentoring expectations. 4. Identify alumni and other community partners that can provide additional mentoring and possibly provide internships and jobs to our students. 	Graduate & Professional Student Success Council	Mainly committee members' time	Now
1.1. Incentivize good mentoring	<ol style="list-style-type: none"> 1. Assess student satisfaction with their mentoring and their overall program as a part of their annual review. 2. Evaluate faculty/student ratios to ensure the quality of the mentoring process. 3. Include an assessment of mentoring in tenure and promotion guidelines and annual evaluations. 4. Construct a process of rewards and recognitions to identify outstanding mentors. 5. Require faculty to include their graduate student's progress in their annual reports as a means to track graduate/professional students' progress toward degree and success in career placement. 6. Require faculty to report the current status of all previous mentees in their own annual report. 	Graduate & Professional Student Success Council	Faculty time and a need for additional financial support for potential awards	Now

2. Strengthen the Identity and Reputation of USF Graduate and Professional Students				
Goals	Action Steps	Responsible Party	Resources	Timeline
2.1. Create intentional and strategic procedures with the Office of Admissions that identify the best and brightest graduate and professional students to broaden the applicant pool.	1. Evaluate the credentials of previously admitted graduate/professional students and compare these data to student outcome data (time to graduation, career placement) to determine a set of admissions criteria that will lead to success in a particular graduate program.	Office of Admissions and Office of Graduate Studies (OGS)	Time	Near
	2. Evaluate the effectiveness of fellowships/scholarships previously awarded to under-represented minorities (URMs) at USF to develop profiles of successful graduate/professional students.	OGS		
	3. Develop holistic admissions criteria to aid in identifying a diverse graduate/professional student body who will succeed at USF and in their career.	OGS		
	4. Recruit students at the national and international levels and de-emphasize local recruiting for PhD programs.	OGS		
	5. Monitor acceptance rates, while increasing yield rates for applicants to our programs.	OGS		
	6. Develop a marketing strategy for recruitment that emphasizes the low cost of living in Tampa and other benefits of an urban university.	UCM, Office of Admissions, & OGS		
2.2. Increase graduate recruiting efforts, with an emphasis on increasing diversity.	1. Provide dedicated funding and other resources to the Office of Graduate Studies to support successful college recruitment and admissions.	Graduate & Professional Student Success Council	Provost to provide funding	Near
	2. Create a central repository for USF signage, giveaways, tablecloths, etc.	OGS	Time	Near
	3. Develop a web and media presence devoted to graduate and professional student recruitment.	UCM	Moderate expense	Now
	4. Improve the navigability, content, and search engine capabilities of all USF graduate-related websites.	IT	Moderate expense	Now
	5. Improve communication among USF graduate programs for sharing best practices in recruiting.	OGS	Time	Near

	<ol style="list-style-type: none"> 6. Incorporate Customer Relation Management (CRM) to better communicate with applicants. 7. Establish collaborations and partnerships with HBCU and HSI institutions. 8. Foster relationships with URM scholarship programs, e.g. SREB, McNair, McKnight, Sloan. 9. Establish focus groups of URMs to determine what factors influenced their selection of where to attend graduate/professional school. 10. Establish summer research opportunities for talented undergraduate students from diverse backgrounds. 	<p>IT in collaboration with OGS, Graduate Program Directors (GDPs)</p> <p>Office of Admissions, OGS, Depts.</p> <p>OGS, Depts.</p> <p>Office of Admissions/ OGS</p> <p>Office of Undergrad Research, OGS, Depts.</p>	<p>Moderate expense</p> <p>Time</p> <p>Time</p> <p>Small expense</p> <p>Moderate expense</p>	<p>Near</p> <p>Near</p> <p>Now</p> <p>Now</p> <p>Near</p>
2.3. Establish a clearing-house of graduate fellowships/ scholarships/financial aid from a variety of sources.	<ol style="list-style-type: none"> 1. Assess and coordinate existing funding sources. 2. Develop/identify new resources internally. 3. Identify external opportunities and push them out to mentors and students on a regular basis. 	OGS, USF Library, USF Foundation, and USF Research and Innovation	Minor expense	Near
2.4. Assess graduation rate and career progress of graduates 1 year, 5 years, and 15 years after graduation.	<ol style="list-style-type: none"> 1. Track graduation and stop out rates annually. 2. Require students to provide ORCID numbers before they graduate. 3. Develop or purchase software designed to track our students' employment post-graduation. 4. Survey employers to determine their satisfaction with the skills of our graduates. 5. Survey alumni regarding their satisfaction with their graduate and professional training. 	OGS and ODS	Moderate expense	Near

3. Evaluate and Establish Best Practices for Graduate & Professional Programs				
Goals	Action Steps	Responsible Party	Resources	Timeline
3.1. Evaluate the need for multiple offices responsible for graduate studies at USF	1. Re-assess the organizational structure and distribution of resources/responsibilities of graduate program administration across USF, looking for ways to improve the efficiency and reduce redundancy of graduate program administration.	Provost's Office & OGS	Time – possible savings if we can reduce redundancy.	Near
3.2. Redefine and create graduate and professional programs to have a strategic focus.	1. Develop a self-study process for programs to determine their strengths and the direction in which the program should grow. This could include an evaluation of the OGS PhD placement data, Survey of Earned Doctorates (SED) reports, USF graduate exit survey data, and the most recent BOG program 7-year program reviews to relate market demand to the graduate student placement success. Possible outcomes: a. Programs that place all of their students in their field of training may be under-delivering students. b. Programs that are not placing their students in their field may be over-delivering students.	Graduate & Professional Student Success Council, all academic units, and ODS	Moderate expense	Near
	2. Evaluate program job market using Burning Glass data and federally sponsored workshops (i.e., NOAA, NSF, NIH) to demonstrate the market need for graduates of each program.	Meet with ODS to evaluate available data.	Moderate expense	Near
	3. Resize the graduate/professional programs to match the needs of the job market.	Provost's Office and OGS	Minor expense	Far
	4. Develop an ongoing practice/database to continually relate USF graduate programs to market demand.	OGS and Depts./ Schools in collaboration with ODS	Minor expense	Far
	5. Identify areas of research focus and ensure that new faculty hires are made strategically to improve their graduate/professional programs.	Graduate Depts.	Time	Near
3.3. Align adequacy of current curriculum to the needs of	1. Compare our curricular offerings to those at peer institutions and AAU schools and update our curricular offerings accordingly.	Graduate & Professional Student Success Council	Time	Near

students in the 21 st century job market.	2. Institute professional development programs within and across colleges to meet the specific job needs (i.e., speaking, writing, data analysis) of graduate and professional students.	OGS with departmental collaborations	Time	Near
	3. Develop writing programs to meet the various skill levels of our graduate writers.	OGS and Colleges	Major expense	Near
	4. Create a directory of programming and statistics courses to be generally available for all graduate students to meet the contemporary needs of the discipline.	OGS and Colleges	Time: coordination & scheduling	Near
	5. Increase the use of high impact practices (HIPs) in the programs of graduate and professional students and develop methods to track these HIPs for state reporting.	OGS and Colleges in collaboration with the Office of Community Engagement & Partnerships	Time	Near
	6. Task a committee with investigating the need for certificates and micro-credentials in meeting employers' expectations of employee job knowledge and skills.	Graduate & Professional Student Success Council	Minor expense	Near
	3.4. Provide students with a clear picture of what it takes to complete their degree.	1. Provide students with a program of study that lists their course/clinical/research sequences.	Graduate Program Directors, coordinated by OGS	Time
2. Establish benchmarks for program progression (e.g., committee formation, qualifying exams, dissertation topic, etc.), as well as new benchmarks for progress post-candidacy.		Department/Schools, coordinated by OGS	Time	Now
3. Create a system to assist students and Graduate Program Directors in documenting and monitoring student progress toward degree requirements.		IT and OGS	Major expense	Near
4. Assist students in establishing a research focus early and to publish throughout their graduate program.		Individual Mentors, supported by professional development on mentoring (see 1.1)	Minor expense	Near
5. Establish guidelines for research and dissertation development for students and their faculty in an age of digital and open source journals.		Graduate Council in collaboration with the USF Library	Time	Near

	<ol style="list-style-type: none"> 6. Explore a process to vet the quality of theses/dissertations submitted to Scholar Commons. 7. Establish quality guidelines for the capstone process in the professional programs. 8. Examine the annual graduate student evaluation practices currently used and identify best practices to provide a more meaningful evaluation. 9. Encourage use of Individualized Development Plans (IDPs) or other annual evaluations that assist students in setting academic and career goals. 	<p>Graduate & Professional Student Success Council and the USF Library Same as #6</p> <p>Graduate & Professional Student Success Council</p> <p>OGS working with Graduate Program Directors</p>	<p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>Near</p> <p>Near</p> <p>Near</p> <p>Near</p>
3.5. Evaluate the Degree Certification Process	<ol style="list-style-type: none"> 1. Identify policies that impede student progress to degree or can be applied inconsistently across students. 2. Develop cost-recovery graduate certificates or intensive workshops for graduate students needing language training/development. 3. Enforce program and university requirements for degree completion. 4. Establish a pre-graduation degree certification check at the department level in the semester prior to graduation. 5. Determine if there would be a time and cost-savings if a centralized process for certification were utilized. 	<p>Graduate & Professional Student Success Council & Grad Council Relevant Departments & potential collaboration with HCC</p> <p>Colleges</p> <p>Colleges</p> <p>Graduate & Professional Student Success Council</p>	<p>Time</p> <p>Time and possible minor expense</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>Near</p> <p>Near</p> <p>Near</p> <p>Near</p> <p>Near</p>
3.6. Establish Student and Program Outcome Measures	<ol style="list-style-type: none"> 1. Create a listing of outcome measures used by other AAU institutions. 2. Expand our tracking of student placements to 5, 10, and 15 years post-graduation. 3. Explore use of the Career Navigators course in Canvas to assist with placement and tracking of students. 	<p>Graduate & Professional Student Success Council OGS and ODS</p> <p>Graduate & Professional Student Success Council, Office of Corporate Partnerships</p>	<p>Moderate expense</p> <p>Moderate expense</p> <p>Minor expense</p>	<p>Near</p> <p>Near</p> <p>Near</p>

	<ol style="list-style-type: none"> 4. Develop a survey to assess student satisfaction with their program—given at the halfway point, at graduation, and 5 years post-graduation. 5. Evaluate employer satisfaction one year after graduation. 6. Incentivize faculty/departments to make changes designed to improve program quality. 7. Create and administer a survey designed to assess employer satisfaction with USF graduates. 8. Make a concerted effort to encourage and assist graduating students from USF to seek employment at AAU universities. 9. Establish a detailed set of metrics to evaluate USF graduate program and monitor improvements in student success. 	<p>Graduate & Professional Student Success Council</p> <p>Same as #4</p> <p>Same as #4</p> <p>Same as #4</p> <p>Colleges & Departments/Schools</p> <p>Graduate & Professional Student Success Council</p>	<p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>Near</p> <p>Near</p> <p>Near</p> <p>Near</p> <p>Near</p> <p>Near</p>
3.7. Re-evaluate the definition of Graduate Faculty and determine best practices for faculty credentialing	<ol style="list-style-type: none"> 1. Define roles/qualifications of Committee Chairs and members. 2. Consider differences between research/academic and professional graduate committee needs. 3. Evaluate our procedures for credentialing instructors and community partners for committee service. 	<p>Graduate & Professional Student Success Council, Graduate Council, and Faculty Senate</p>	<p>Time</p>	<p>Now</p>
3.8. Raise awareness of mental health issues associated with pursuit of a graduate /professional degree among faculty/students/staff.	<ol style="list-style-type: none"> 1. Educate faculty and advisors about signs of depression and stress. 2. Establish break areas and student gatherings within departments to assist with graduate student socialization. 3. Connect graduate/professional students and mentors with the USF mental health counseling programs. 	<p>Graduate & Professional Student Success Council and coordinate with established USF mental health partners.</p>	<p>Time</p>	<p>Near</p>

4. Facilitate Strategic Resource Allocation to Enhance Graduate and Professional Graduate Programs				
Goals	Action Steps	Responsible Party	Resources	Timeline
4.1. Increase, Normalize, and Diversify Funding Opportunities for Research Doctoral Students	1. Convene a graduate finance committee that will study types and levels of funding by department and college for comparison with aspirational peers and AAU universities.	Subcommittee of Graduate & Professional Student Success Council	Time	Now
	2. Re-evaluate the process of graduate tuition waiver distribution among graduate programs.	Provost's Office working with VP for Business & Financial Strategy	Time	Now
	3. Re-evaluate the distribution of teaching assistantships across graduate programs.	Provost's Office & OGS	Time	Near
	4. Establish bridge funding for graduate/professional students whose mentors are between grants.	Office of Research, Provost, & VP for Business & Financial Strategy	Time	Near
	5. Institute financial training for graduate/professional students.	OGS	Time	Near
	6. Evaluate GA FTE across departments and Colleges with respect to time to degree and federal loans accepted.	OGS and ODS	Moderate expense	Near
	7. Consider establishing a USF policy to establish 0.5 FTE as the standard GA/TA/RA assignment.	Provost & OGS	Moderate expense	Near
	8. Establish equitable GA assignments to include consistent lengths of support and degree progress evaluations.	OGS and Depts./Schools	Minor expense	Near
	9. Complete anonymous survey that evaluates the role of outside activity on time to degree completion.	Graduate & Professional Student Success Council	Minor expense	Near
	10. Document the extent and impact of the University paying graduate and professional student fees and student health insurance.	OGS, Financial Aid, and ODS	Minor expense	Now
	11. Document the importance of delaying payment due date for fees, e.g. have them due mid semester rather than the beginning of the semester.	Financial Aid and OGS	Minor expense	Now

	<p>12. Investigate ways to provide for summer funding for GAs.</p> <p>13. Work with Student Government (SG) to establish a process for equitable distribution of SG travel monies and consider opportunities to combine SG money with other USF funding sources.</p> <p>14. Identify and coordinate affordable housing options for graduate and professional students</p>	<p>Financial Aid, OGS, and Depts./Schools</p> <p>OGS and SG</p> <p>Graduate and Professional Student Success Council and USF Student Housing</p>	<p>Minor expense</p> <p>Time</p> <p>Time</p>	<p>Now</p> <p>Now</p> <p>Near</p>
<p>4.2. Establish a clearinghouse of funding opportunities for all graduate and professional students.</p>	<p>1. Increase efforts to encourage students to apply for external grants and fellowships (especially prestigious national awards, i.e., NSF, NIH, NEA, Ford Foundation.</p> <p>2. Expand Grant Opportunities for Student Travel and Small Research Grants to Stimulate Research Productivity and Collaborations</p> <p>3. Initiate an institutional campaign for graduate and professional student scholarships in response to the critical need for financial support</p> <p>4. Cultivate partnerships with local entities to promote and support the funding of certificates, Master's and professional degrees.</p> <p>5. Create a database on a central USF graduate website to allow easy graduate student access to available funding opportunities.</p>	<p>USF National Scholarship Office, USF Foundation Office, and the USF library</p>	<p>Minor expense</p>	<p>Near</p>

Appendices

Appendix A. [Workgroup Charge](#)

Scope and Purpose: The Graduate and Professional Student Success workgroup will address the following items in the context of a consolidated, Preeminent USF, aspiring for AAU membership eligibility:

- Assessing the quality and stature of USF graduate and professional programs and the graduate student experience. Academic quality assurance at USF (policies, procedures, and practices),
- Enrollment planning and management for graduate and professional students (degrees, certificates etc). Differentiating the research and professional graduate student – expected outcomes (e.g. publication etc),
- Re-inventing graduate (Master’s and PhD), and professional student recruitment (policies, procedures, and practices), to recruit nationally-competitive graduate and professional students consistent with a Preeminent State Research University,
- Graduate and professional instruction and mentoring. Professional development for faculty and consideration of credentialing (e.g. Graduate Faculty),
- Consideration of D.Phil, MicroMasters, stackable certificates, embedded certifications and alternate postgraduate delivery models,
- Investing in PhD student talent (Presidential Fellows etc), and promoting competitive national and international fellowships for USF graduate students,
- Publicizing the work of USF graduate and professional students,
- Promoting equity for inclusive excellence in graduate and professional education: HBCU/HSI Pipeline Project,
- Strengthening the recruitment, support, experience and placement of postdoctoral fellows at USF,
- Accelerating time to graduation (PhD and Master’s),
- Preparing PhD graduates for the professoriate,
- Placement of USF Master’s, doctoral and professional graduates,
- Strengthening alumni connections and mentoring for graduates,
- Optimal organizational structure in a consolidated USF to achieve strategic outcomes, and

- Other items as identified by workgroup members.

DRAFT

Appendix B. [Workgroup Membership List](#)

First	Last		Assignment	Subcommittee and Meetings
Ruth	Bahr	Office of Graduate Studies	Co-Chair (T)	
James	Garey	Provost's Office (T)	Co-Chair (T)	
Samuel	Badger***	PhD Student, Philosophy (T)	USF Graduate and Professional Student representative	Finance: 5/13/2019, 5/29/2019, 6/10/2019, 6/24/2019
Roger	Brindley***	USF World (T)	USF World representative	Finance
Dameion	Lovett	Financial Aid (T)	USF Business & Finance representative	Finance
Ray	Miltenberger	Applied Behavior Analysis (T)	USF Graduate Program Director representative	Finance
Luz	Randolph	USF Foundation (T)	USF Advancement (Development) representative	Finance
Jackie	Reck	Associate Dean, MCOB (T)	USF College Dean representative	Finance
Amy	Schwartz	Pharmacy (T)	USF College Dean representative	Finance
Wally	Wilson	College of The Arts (T)	USF Graduate Program Director representative	Finance
Ann	Cranston-Gingras	Education (T)	USF College Dean representative	Faculty: 5/15/2019, 5/29/2019, 6/14/2019, 6/27/2019
Jody	Harwood	Integrative Biology (T)	USF Department Chair representative	Faculty
Donna	Knudsen***	Office of Graduate Studies (SP)	USF St. Petersburg representative	Faculty
Tricia	Penniecook	College of Public Health (T)	USF Health representative	Faculty
Jennifer	Schneider	Ombuds Office (T)	USF Student Success representative	Faculty
Toru	Shimizu	Psychology (T)	USF Department Chair representative	Faculty
Sandra	Stone***	Social Sciences (SM)	USF System Faculty Council representative	Faculty
Rebecca	Zarger***	Anthropology (T)	USF Graduate Program Director representative	Faculty
Stephanie	Harff	Innovative Education (T)	USF Innovative Education representative	Program Quality: 5/14/2019, 5/29/2019, 6/14/2019, 6/27/2019
Joe	Hice	UCM	USF Communications & Marketing representative	Program Quality
Shabnam	Mehra	Office of Decision Support (T)	USF Decision Support representative	Program Quality
Brandi	Murphy	Master's Student, Global Sustainability (T)	USF Graduate and Professional Student representative	Program Quality
Robert	Potter	Senior Associate Dean, CAS (T)	USF College Dean representative	Program Quality
Melanie	Riedinger-Whitmore***	Biological Sciences (SP)	USF Department Chair representative	Program Quality

Elizabeth	Shaunessy-Dedrick***	Education (T)	USF System Faculty Council representative	Program Quality
Michael	Teng***	Morsani College of Medicine (T)	USF Health representative	Program Quality
Stephanie	Williams	Provost's Office (T)	USF Graduate and Professional Student representative	Program Quality
Jane	Rose	CAS Dean (SM)	USF Sarasota-Manatee representative	Program Quality
Karen	Bell	PhD Student, Audiology (T)	USF Graduate and Professional Student representative	Student Mentorship: 5/15/2019, 5/28/2019, 6/11/2019, 6/25/2019
Sanjukta	Bhanja	Engineering (T)	USF College Dean representative	Student Mentorship
Danielle	McDonald	Dean of Students (T)	USF Student Success representative	Student Mentorship
David	Naar***	Marine Science (T)	USF Graduate Program Director representative	Student Mentorship
Mark	Pezzo	Psychology (SP)	USF System Faculty Council representative	Student Mentorship
Devona	Pierre	DIEO (USF System)	USF Diversity, Inclusion & Equal Opportunity representative	Student Mentorship
Rebecca	Puig	USF Research & Innovation (T)	USF Research & Innovation representative	Student Mentorship
Barbara	Shircliffe	Education (T)	USF Department Chair representative	Student Mentorship
Matt	Torrence	Library (T)	USF Libraries representative	Student Mentorship
Kiri	Kilpatrick	Office of Graduate Studies	USF Postdoctoral representative	Student Mentorship

Full Group Meetings: 5/7/2019, 5/22/2019, 6/5/2019, 6/19/2019, 9/26/2019, 11/7/2019

Names with *** were also members of the Action Plans subcommittee and met on the additional dates of: 9/12/2019, 10/10/2019, 10/31/2019, 11/19/2019

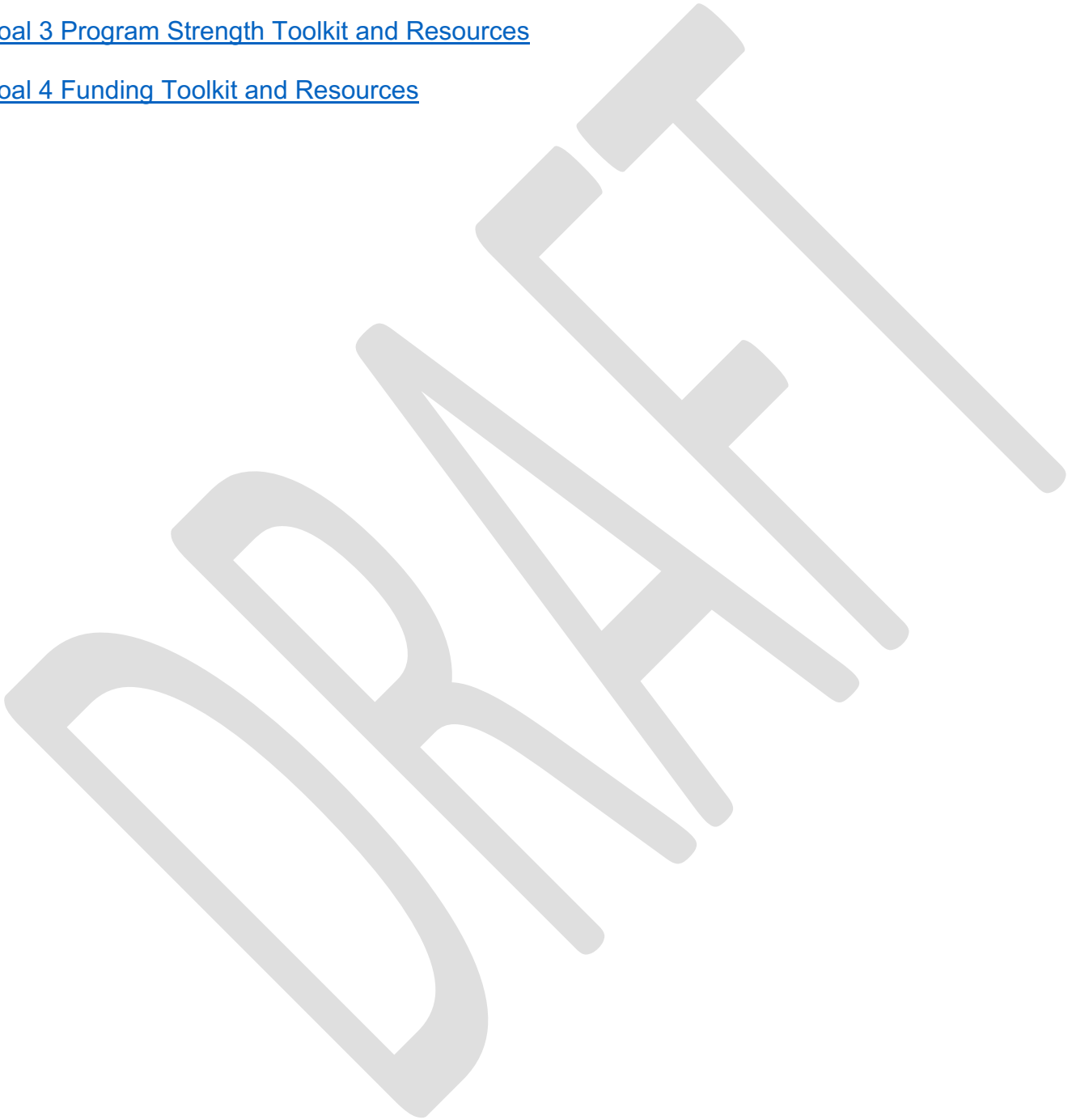
Appendix C. Additional Materials (links to materials in Box)

[Goal 1 Mentoring Toolkit and Resources](#)

[Goal 2 Strengthen the Identity and Reputation Toolkit and Resources](#)

[Goal 3 Program Strength Toolkit and Resources](#)

[Goal 4 Funding Toolkit and Resources](#)



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Communication/_FINALS/WEBSITES/WEB_Provost Office/Strategic Initiative
Workgroups/Grad & Prof Student Success
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