

QEP Committee Minutes
Friday, October 27th, 2023
12:30 p.m.

Members Present: Piers Rawling (Chair), Philosophy; Justin Kennemur, Chemistry and Biochemistry; Cathy Levenson, Biomedical Sciences; Dawn Carr, Sociology; Savoya Joyner, Neuroscience; Jorge Galeano Cabral, Engineering; Mark Riley, Graduate School; Jorge Piekarewicz, Physics; Sindy Chapa, Communication; Ashley Bush, Business; Casey Dozier, Career Center; Beth Hodges, Research

Members Excused: Stephen Tripodi, Social Work; Toby Park-Gaghan, Education Policy; Gale Etschmaier, Libraries; Latika Young, Undergraduate Studies; Jayne Standley, Music; Michelle Rambo-Roddenberry, Engineering; Maxine Jones, History; Jim Whyte, Nursing

Staff Present: Ruth Storm, Provost's Office; Robert Bradley, Provost's Office; Sara Hamon, Provost's Office; Tim Logan, Arts and Sciences; Monoka Venters, Provost's Office; Charlotte Nafe, Provost's Office; Galiya Tabulda, Provost's Office; James Beck, Graduate School; Leslie Richardson, Center for Teaching and Advancement; James Hunt, Institutional Research

The Chair convened the meeting and indicated the items that would comprise the agenda: presentation, discussion, and final approval of QEP implementation.

Chair Rawling went over the SACSCOC QEP requirements, which are that the QEP

- a) Has a topic identified through its ongoing, comprehensive planning and evaluation process;
- b) Has broad-based support of institutional constituencies;
- c) Focuses on improving specific student learning outcomes and/or student success;
- d) Commits resources to initiate, implement, and complete the QEP; and
- e) Includes a plan to assess achievement.

The chair reminded the Committee that the QEP focus on doctoral education builds on the vision and leadership of the president and BOT; arose from the previous and current FSU Strategic Plan priorities on improving graduate education, research, and innovation; connects to institutional goals; and builds on undergraduate success initiatives. He identified the key elements of the provost's charge, recapped the QEP Committee composition and activities, and reviewed its data collection efforts.

The chair then went over the revised initiatives, which are as follows:

- Research and creative activity grants
- Library skill workshops
- Career and interviewing preparedness
- Graduate Student Resource Center (one-stop shop)
- Teaching preparedness
- Student progression tool

The Committee then looked at the more detailed table of the initiatives, which lists the department, description, outcome measures, evaluation, and personnel. Dr. Bob Bradley went over the SACSCOC

rubric for specific outcomes, explaining the importance of concrete measures with baseline data, improvement targets, and measures.

Dr. Casey Dozier provided a brief description of the *Quinnia* artificial intelligence program and the *Beyond the Professoriate* platform. These programs offer much more than any one person in the Career Center could do. Dr. Bradley explained that we will assess based on pre- and post-scores of interview skills from *Quinnia* and improvement in self-reported placement from the doctoral exit survey on those who use *Beyond the Professoriate*. It was discussed that target specification is difficult without baseline data.

Dr. Leslie Richardson then went over the program for professional development for teaching assistants that will be offered through the Center for the Advancement of Teaching (CAT). This program will be an extension of PIE, which has already moved to the CAT. The extended program will begin next semester and will take students about two years to complete. There will be workshops and reading groups. Students will receive feedback on teaching, design a project (quiz, syllabus, etc.), do a capstone project, and create a robust portfolio. Portfolios will be valuable in searching for employment. This program will also enable students to become more proficient teachers thus benefitting our undergraduate students as well. The evaluation will look at the effectiveness of the program using a rubric developed by CAT. The assessment will also use self-reported data from the doctoral exit survey to examine placement in faculty positions for students who participate in the program. Department chairs and graduate students will be involved in promoting the program. There have been discussions about the possibility of having a notation on the transcript that a student participated in the program, but the details have not been finalized.

Dr. Bradley then talked about the activities offered by FSU Libraries. There will be graduate skills workshops on citation management, literature review, and data management, as well as support for data visualization. This initiative is aimed at improving time to degree post-candidacy. Members were informed that FSU is roughly half a year behind other R1 institutions in median time to degree. Library workshops may help to reduce completion time. The libraries will collect relevant data.

We are going to develop the online progression tracking tool (GradPhile) and implement it across all doctoral programs. It will likely take three years to fully implement. Because implementation of GradPhile will be outside the QEP time scope, GradPhile will not be evaluated as part of the QEP. It would be evaluated once implemented, and data are collected. The online progression tracking tool will open up whole new areas for data analysis.

It was made clear that all teaching preparedness initiatives and library workshops would be voluntary. The performance of those who participate in workshops will be compared with that of those who do not.

Regarding the Graduate Student Resource Center (GSRC), there will be time and effort put into making the website a one stop shop with a centralized list of academic and student support services. Although there are resources for doctoral students already available across the university, the idea is to provide a website that will be more organized and be used to direct students to relevant activities more effectively. The Committee appreciated the resources devoted to the GSRC website, with UCLA being cited as a positive example. The assessment of the GSRC will gauge students' satisfaction with the website and the services to which they are directed.

Regarding the research and creative activity grants, this initiative will initially provide grants for doctoral students to present or attend conferences. To receive a grant, students are mandated to attend at least one library workshop. Doctoral students do not have adequate funding to travel to academic conferences, so this initiative addresses this concern. The funds should be in addition to both COGS and department

grants. Students will receive less money for merely attending (\$500 grant) a conference, thus incentivizing presentations (\$1,000 grant). The library will track which students are participating in the graduate skills workshops and require them to obtain ORCID numbers.

In response to questions concerning the mandated workshop attendance, it was pointed out that workshop attendance will provide an improvement metric. Furthermore, a requirement to attend a workshop is not onerous, and it should provide students with helpful new tools. With the anticipated large number of students seeking grants, the library may have to offer workshops online asynchronously.

The committee then moved to a discussion before the vote on the QEP implementation plan. The Chair informed the Committee that there would be personnel hired and that the provost is willing to allocate approximately two million dollars a year for the QEP.

The Committee unanimously approved the QEP implementation plan.

The Chair then went over the next steps:

- Prepare and submit final report
- Publicize plan
- Hire GSRC Director and begin implementation
- Participate in meetings with the SACSCOC Onsite Reaffirmation Committee – March 18-21, 2024

The committee members will need to participate in the on-site SACSCOC visit, and so were asked to put March 19th and 20th on their calendars. There will be another QEP committee meeting prior to the on-site visit to discuss expectations. QEP committee members will need to be able to explain how the plan complies with SACSCOC requirements, how measurements were created, how the measurements relate to the initiatives, and how the data align with each initiative. Dr. Ruth Storm clarified that the SACSCOC Reaffirmation Committee will be assessing compliance, not vetoing any initiatives, and will be using a rubric.

Chair Rawling then asked for any additional questions, comments, or concerns. He noted that the implementation of the plan has begun (for example, there is currently an ad out for GSRC director), and that publicity efforts will continue. He will meet with groups such as the Faculty Senate and COGS to promote the plan further, and with the communication office to discuss further university-wide publicity.

Graduate Dean Mark Riley then thanked everyone, commending them for working on a groundbreaking QEP that looks at doctoral education.

The Chair thanked everyone for attending and upon his motion, the Committee adjourned at 1:32 p.m.