



Graduate Studies Committee

August 13, 2014

3:00PM – 4:00PM

Dean's Conference Room (4307, HPNP)

Members: Dr. Hendrik Luesch (MC), Dr. Ian Tebbett (MC-Forensics), Dr. Jason Frazier (PD), Dr. Tony Palmieri (PC), Dr. Almut Winterstein (POP), Dr. Taimour Langae (PTR), Dr. Bill Millard (ORGS), Caitlin Knox (SP)

Guests: Dr. Richard Segal for POP; Dr. Ken Sloan for MC

Absent: Dr. Almut Winterstein; Dr. Hendrik Luesch

A decorative banner with a central rectangular box containing the text "AGENDA TOPICS". The banner has a ribbon-like shape with pointed ends.

AGENDA TOPICS

- ✚ **Accept Minutes** – from July meeting.
- ✚ **Graduate Student Orientation** – Reminder, additional information attached.
- ✚ **International Student Awards** – November 14th. Nominations due by Oct 3rd. See attached list of eligible students.
- ✚ **Post-bac Reception** – Date: September 17th at the Hilton. Emails will be going out soon from Jose.
- ✚ **Dunn Report** – Appendix 4 - Best Practices



Graduate Studies Committee

Minutes from August 13, 2014

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- Members:** Dr. Hendrik Luesch (MC), Dr. Ian Tebbett (MC-Forensics), Dr. Jason Frazier (PD), Dr. Tony Palmieri (PC), Dr. Almut Winterstein (POP), Dr. Taimour Langaee (PTR), Dr. Bill Millard (ORGS), Caitlin Knox (SP)
- Guests:** Dr. Richard Segal for POP; Dr. Ken Sloan for MC
- Absent:** Dr. Almut Winterstein; Dr. Hendrik Luesch
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- ✦ **Accept Minutes:** The minutes from July were accepted as recorded.
- ✦ **Graduate Student Orientation:** Dr. Millard reminded the committee of the university graduate student orientation coming up on Monday, August 18th and asked each department to remind their students. Full details about the orientation are attached below.
- ✦ **International Student Awards:** The International Center will be hosting its 20th Annual Outstanding International Students Awards ceremony on November 14th. Each department was asked to nominate only one student and to notify Debbie by Oct 3rd of their selection.
- ✦ **Post-bac Reception:** The Post-bac Reception is scheduled for September 17th at the Hilton. Emails will be going out soon to the college.
- ✦ **Dunn Report – Appendix 4 – Best Practices:** This was part of the Doctoral Program Improvement plan done 3-4 years ago and distributed to the Deans at the recent Provost retreat. Included was also a survey of graduating doctoral students from the Fall 2103 and Spring 2014 semesters... in which all 10 doctoral graduates completed the survey (100% compliance). This survey will become a mechanism whereby we can compare our graduate student's experiences with other AAU institutions. These attachments will also be posted to the graduate studies committee web and discussed at the next committee meeting.

-----Original Message-----

From: William Millard

Sent: Wednesday, July 30, 2014 3:29 PM

To: Debbie Bambarola; Almut Winterstein; Hartmut Derendorf; Hendrik Luesch; Jason Frazier; Margaret James; Maureen Keller-Wood; Reginald Frye; Rich Segal; Taimour Langae; Tony Palmieri

Cc: Jill Hunt; Sarah Foxx; Pat Khan; Tammy Ridgeway

Subject: FW: Changes to New Graduate Student Orientation at UF

FYI:

With the Staff reorganization that is ongoing it will be imperative this year that the dept graduate coordinators assure that this information is being passed on the your respective unit's new students...

Bill

-----Original Message-----

From: All Graduate Associate Deans [mailto:ALLASSOCGRADDEANS-L@LISTS.UFL.EDU] On Behalf Of gradschool@aa.ufl.edu

Sent: Wednesday, July 30, 2014 3:25 PM

To: ALLASSOCGRADDEANS-L@LISTS.UFL.EDU

Subject: Changes to New Graduate Student Orientation at UF

ANNOUNCEMENT

Date: July 30, 2014

To: All Deans, Associate Deans, Chairs, Directors, Graduate Coordinators and Graduate Staff

From: UF Graduate School

RE: Changes to New Graduate Student Orientation at UF

Dear Department Faculty and Staff,

We are writing to let you know about several upcoming changes to the structure and processes of orientation activities for new Graduate Students at the University of Florida. These transitions will be implemented over the next couple of years.

First, given ongoing space constraints due to construction at the Reitz Union, we will be using multiple sites for some components of this year's New Graduate Student Orientation, scheduled for August 18th, 2014, from 9:00 AM - 3:30 PM.

This year, we will host the first two sessions of Fall New Graduate Student Orientation virtually, via a streaming presentation to five different lecture halls, all located within walking distance of the Reitz Union. The Graduate School Welcome, including an introduction to key resources associated with graduate student success at the University of Florida, as well as the International Student Orientation, will be streamed to these classrooms from one of our campus lecture halls. At the conclusion of each of these sessions, new graduate students will proceed to the Reitz Union for additional orientation activities, including a resource fair, campus tours, and optional informational sessions. Orientation volunteers will direct students to the Reitz Union from their classroom locations.

To assist newly arriving graduate students in attending the first two sessions of orientation, to ensure adequate seats and a sufficient number of locations, all incoming graduate students will be required to register for orientation. Registration can be accomplished here: <http://bit.ly/1yQZbda>. Please be sure to share the site with your incoming graduate students and strongly encourage their participation.

Please be aware that all applicants coded as "admitted" in e-Referral on ISIS Admin will be contacted by e-mail to encourage their participation. Thus it is critically important that all academic units ensure that all applicants who have met general and unit-specific admissions criteria show as "admitted" under status in e-Referral.

To better address students' needs prior to arriving in Gainesville, the Graduate School and Dean of Students office are collaborating on the creation and provision of a set of pre-arrival online orientation modules which will be made available through Sakai and ultimately Canvas. These modules were developed in conjunction with the Dean of Students Office, and will be maintained through their office of New Student and Family Programs. Newly admitted students will be able to access and complete the modules prior to their arrival, to help navigate their way between their current residence and their new home in the Gainesville community. A similar set of modules through Sakai was successfully utilized last year to provide pre-arrival resources specifically targeted to international students, and is currently being expanded for availability and relevance for all incoming students. Among graduate students, it will be especially valuable to students who are new to Gainesville and UF. The modules provide relevant information concerning community and campus resources, and will outline general expectations for new graduate students at the University of Florida.

The Dean of Students office is overseeing the development and maintenance of the modules. The modules will be updated on an on-going basis, in an effort to continuously support incoming students, and will be available for review throughout a student's first year on campus. The modules are intended to complement your own college or departmental efforts, as well as the Graduate School's in-person orientation activities, to better serve our new graduate students. Please note that incoming students in distance learning programs will not be required to attend in-person orientation or utilize the online modules.

In combination, the changes to the in-person orientation, as well as the provision of the online pre-arrival resources, are a part of a transition to a fee-based system for providing orientation services. This is consistent with orientation activities currently provided at the University, through the Preview program and the Voyages video modules currently offered by the Dean of Students Office. Where appropriate, it uses elements of electronic media for which students have expressed a strong preference. Incoming students will be expected to use the modules, and will access them using their Gatorlink ID. They will be charged a one-time fee of \$35.00, which will be used to support the development and maintenance of the modules, as well as the in-person orientation.

Please invite your incoming graduate students to participate in the online modules, and announce the registration and program details for the August 18th New Graduate Student Orientation. If you have any questions, please contact Matt Mitterko: mmitterko@aa.ufl.edu<<mailto:mmitterko@aa.ufl.edu>>. As always, we appreciate your efforts to coordinate the arrival of incoming graduate students in the Fall. Providing them with a positive, effective starting point for their time at UF is an important foundation for other aspects for their success.

From: Crowley, Megan [mailto:m.crowley@ufic.ufl.edu]
Sent: Tuesday, July 22, 2014 2:44 PM
Cc: Julie Johnson; Jennifer Tucker; Debbie Bambarola; William Millard
Subject: 20th Annual Outstanding International Student Awards

It's time again to start considering your nominations for the University of Florida International Center's Twentieth Annual International Student Awards Ceremony. My name is Megan Crowley and I am the coordinator for this year's awards ceremony. The International Student Awards Ceremony is celebrated in tandem with UF's International Education Week and sponsored by the University of Florida International Center. This year's event will be held on Monday, November 17th, 2014 from 5:30-7:30 in the Reitz Union Auditorium, which will be followed by light refreshments.

You have been recognized as the contact/liason for your college. If you should not be considered for this task or a new contact will be designated, please let me know this information as soon as possible.

The following documents are attached:

- Ceremony and Procedure Guidelines: Description of each award, how the nomination and selection process are conducted as well as ceremony procedures. We encourage you to use this to inform your college about these different opportunities.
- An announcement of a separate award, the Scarborough Award, for International Students suffering financially due to medical issues, which will not be awarded at the ceremony for the student's privacy.

One of the main requirements for a nomination is that the student be an international student, which the University of Florida International Center defines as a degree seeking student who holds a valid F-1 or J-1 student visa. Students with other visa types, such as H-1, H-4, F-2 or J-2, or who have obtained permanent residence or a green card, or who are out of status or undocumented unfortunately do not qualify for these awards. Please only officially nominate/select students who appear on the list I will provide to you around September 2nd after drop/add ends. Do not hesitate to contact me if you believe someone should be on the list.

The deadline for nominations is October 3rd, 2014 and we kindly ask each college to select a colleague to represent the college during the awards ceremony by October 24th, 2014. Any changes should be communicated with me as soon as possible as representatives are listed in the event program.

Feel free to contact me if you have any questions, concerns, updates regarding these awards, the ceremony, or process.


Best regards,

Megan Crowley

Program Assistant, International Student Services

University of Florida International Center

1765 Stadium Rd. 170 Hub | PO Box 113225 | Gainesville, FL 32611

P: (352) 273-1540 | F: (352) 392-5575 | www.ufic.ufl.edu/iss | 

APPENDIX 4

Best practices from examination of the graduate programs at UF

The Committee gleaned from both the submitted reports and the broader experience of its individual members a list of practices worthy of consideration by all Ph.D. programs. The Committee recognizes that these practices do not fit all units equally well, but all programs should be receptive to the underlying intent of these activities and should be willing to tailor them to their own context.

1. Each program should provide prospective students with access to the program data compiled by the graduate school.
2. Programs should recruit prospective students as juniors, if possible, to optimize the chances of securing commitments for matriculation.
3. While many programs conduct telephone interviews during the recruitment process, it is also important to place personal telephone calls to accepted students to maximize the chances of securing commitments from the top applicants.
4. An effort should be made to analyze peer school admissions; following up on accepted- but-not-matriculated students can help to determine where they enrolled and, most important, why they chose to study elsewhere. This information can enhance and strengthen our recruitment process.
5. Each program should develop and regularly update a handbook for entering students.
6. Each program should organize a graduate student or department retreat at the beginning of school year (This helps to immerse the student into the program more quickly).
7. Each program should establish a student organization for graduate students; such an organization has numerous benefits to the program.
8. Some programs may find it very helpful to assign a more senior student as a peer mentor. (This can be coordinated by the student organization.)
9. Each program should communicate with students regarding its expectations from a Ph.D. mentor/chair of committee and the dissertation committee.
10. Programs should require regular meetings of dissertation committees throughout a student's program, with at least one per year. In addition, each student should submit an annual reports of his/her activities for the year, and this document should become part of the student's file.
11. Each program should consider providing funds for all first-year Ph.D. students to attend a national meeting to observe presentations by leaders of the field and to see how more senior students present their research in poster format. This also can allow students to get a feeling for the job-placement services provided by national organizations.
12. All opportunities for graduate-assistant funding should be provided on the program's web site, which should also list open positions.
13. Programs should mentor students in all aspects of proposal development and grantsmanship.
14. Programs should provide benchmark awards (such as an increase in stipend) for students who have passed their qualifying exam or been awarded outside grants or fellowships.
15. All programs should actively pursue external funding to support students via research, training, and dissertation grants from federal and state agencies and private funding agencies.
16. Efforts should be made to expose students to successful professors in the field through seminar visits, guided reading assignments, and regional and national/international meetings.

17. In the final year, programs should provide mock job interviews to assist students in obtaining the best placement.
18. Programs should conduct exit interviews with all graduating Ph.D. students and students leaving the program early to assess their experiences and to learn from the students' perspective what features of a program were best and what features need improvement.
19. It is critical for optimal evaluation of the success of a graduate program that the programs collect and report job placement data for their graduates. This is a vital parameter and will require ongoing communication with graduates.
20. Programs should highlight the accomplishments of alumni (including job-placement information) on its website.

The Provost also asked for some additional comments in the specific "Five-Year Plan" for improvement of each graduate program. In his request to the leaders of each program, he asked "...please address a paragraph each to: recruitment, retention, mentoring, size of program, graduation statistics (numbers, time-to-degree), involvement of graduate faculty in doctoral education, minority support, internal and external funding, program structure and expectations, clarity of communications with students, and professional development opportunities." The following paragraphs will offer some general points about the overall responses from the programs that were provided to the Provost and evaluated by the committee.

Recruitment

In the majority of programs the recruiting of new graduate students has been left to the efforts of individual faculty members. On the one hand, this is a good system because typically a professor will communicate with a counterpart in another university, for example in China, and ask for recommendations of graduating seniors who may wish to come to UF for graduate study. Because the UF professor may have developed strong ties with his/her colleague at an outstanding university in China or other country, this can result in good recommendations and successful students. On the other hand, this system can result in highly variable student quality and questionable admissions to graduate programs.

It was not made clear by most programs that use this system whether or not a faculty committee is charged with overseeing the quality of admitted graduate students and vets the candidates. Such a committee could be composed of professors who are actively seeking new graduate students to obtain applications and provide a joint evaluation of the candidate's qualifications. A secondary benefit of this type of system would be that more faculty would become familiar with the new students and would thus have a greater impact on their initial training and mentoring.

Mentoring

Again, in the majority of cases, the mentoring of new graduate students is left in some cases to the professor who recruited them to come to UF and in whose laboratory the student will most likely carry out his/her doctoral work. This system has the one advantage of utilizing the professor who cares the most about the success of that student. However, such a system is also subject to great variability in the quality of the effort because every professor does not approach mentoring with a similar enthusiasm, training, or experience. In other cases, the student is assigned an initial mentor by the program.

One possibly better system would utilize both the person responsible in each for management of the progress of the students through the program, typically called the "Graduate Coordinator" or similar term, plus a committee of faculty who, again, are highly interested in the management of graduate training. While this asks faculty to do some extra work, the benefits in terms of consistency in training students would be well worth the effort. The professor who may have initiated the recruitment of a

specific student can play a leading role in this mentoring, but they would have the assistance of their peers in the process.

Another proposal is that the Graduate School should play a more proactive role in this issue, i.e., establishing standards for mentoring of students, for writing of program handbooks for students entering the program, and for monitoring student progress toward advancement to candidacy. By developing workshops where all program coordinators could be taught the common expectations expected for all graduate programs at UF and the best practices utilized at successful programs at UF and elsewhere, the entire focus of graduate programs could be better coordinated. The role of the graduate coordinators should be clarified so that their efforts are respected and rewarded. This system, or one similar to it, might provide a better means to ensure that each student is attended to and reduces the likelihood of anyone “falling through the cracks.”

Size of Program

In a very diverse university, there will be variation in the size of the different graduate programs. Some appear to be so small that they might not be viable for the future. Others appear to be larger than needed and have high attrition rates most likely because a number of students are not sufficiently attended to; such programs could be improved by better recruitment of higher-quality candidates, in most instances, and improved mentoring in most. An additional problem related to large programs with high attrition rates are low (or even no) stipends provided to doctoral students.

Each program must decide what the field offers in terms of future employment for its graduates and must recruit a suitable number of students for training opportunities. Admission of excessive numbers of students to serve as assistants to the professors for whatever reason without solid job prospects is not conducive to building a high-quality program.

Graduation Statistics (Numbers, time-to-degree)

The numbers reported by the different programs are, in general, improved over the numbers that were collected for the National Research Council report during the 2004-2006 timeframe. Record keeping is also more complete in respect to these numbers, but in nearly all cases further improvement is warranted. The Graduate School has made this a very high priority over the past few years and is continuing to emphasize systematic record keeping. However, the various programs must take the lead in maintaining contact with their graduates as they are the closest points of contact for students.

Involvement of Graduate Faculty in doctoral education

It is now very clear that less than half of UF professors are fully engaged in serving as the primary faculty mentors in Ph.D. education and training, while many other professors have missions including teaching, extension, and clinical care that prevent them from being actively involved in the process.

It should also be emphasized that many of these professors play important roles in serving on Ph.D. dissertation committees and thus mentoring students during the training years through to the completion of the degree. However, assessments such as the National Research Council effort use the ratio of the number of graduates to the number of faculty in a department or program eligible to serve as a primary mentor or to serve on a dissertation committee. It is time to more clearly define graduate faculty status and purge the rolls of many graduate programs of large numbers of faculty without sufficient time or resources to train Ph.D. students.

Support of minority enrollment

All programs indicated their support for improved minority enrollment in Ph.D. programs; accomplishing this, however, will require greater effort than has been described in the reports. Some programs actively recruit at minority conferences around the country, and the administration should encourage and support this practice. Programs seeking to more effectively recruit and enroll minority

students can collaborate with the Graduate School's Office Graduate Minority Programs, which is eager to work with graduate programs on recruitment efforts.

Internal and external funding

This is the hardest aspect of the reports to evaluate simply because there is such a large variance between programs in the sciences and in the humanities, as well as among other programs. Some fields are not able to take advantage of the external funding mechanisms that are available to others. Consequently, some programs are completely dependent upon funding through the Graduate School or through college resources to support graduate students. With the exception of the Graduate School fellowships (full stipends up to \$25,000), these typically pay lower stipends relative to similar programs at peer institutions, with the result being that the quality of graduate students attracted to some programs are below acceptable standards. In addition, the attrition rate in these low-stipend programs can be very high as students give up and pursue other career opportunities, including quality jobs where an advanced degree is not required (e.g., Mindtree). Additional mechanisms must be identified to provide resources in these cases or else reductions in the number of graduate students enrolled will have to be considered in such programs. On the other hand, reductions in Florida residents will have negative effects of state funding to UF. Efforts to combine professors from different departments and colleges on some grant applications should be encouraged by the higher administration. This should be accomplished by clearing away barriers, such as those established with the employment of RCM, for such interactive programs, and funding should be provided to encourage such collaborative efforts.

Program structure and expectations

Too often the reports provided were deficient in thoughtful planning, and graduate programs seemed content with the *status quo*. Additional effort needs to be made in revising and reconfiguring program structures to achieve the improvements in graduate education that will be necessary to bring UF into a leading position in the production of Ph.D.s for tomorrow's jobs.

Clarity of communications with students

This is another area in which many programs defaulted to the dissertation advisor of the student and expected all training and expectations to be handled that way. Again, the potential for extreme variability in the outcome of the graduate experience is unacceptable at a major research institution. From the outset, graduate coordinators should make students fully aware of the expectations for them and for their advisors. Students should be annually assessed, initially by advisors and then by their doctoral committees, regarding their level of progress, and this information should be reported to the graduate coordinator.

Professional development opportunities

While there was a considerable spread in the level of opportunities provided to graduate students in the different departments and colleges, most programs seem to understand the importance of this concept. It is recommended that the campus as a whole work to develop advising practices that emphasize the breadth of opportunities for graduates with advanced degrees, which can include non-academic positions, such as with companies developing new software, with government or non-government organizations, with publishing companies, intellectual property advisory, and others.

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

When you first enrolled as a doctoral student, did your program provide an orientation to explain the process of completing your doctoral degree?

Response	# of Responses	% of all Responses
Yes, and I attended	7	70%
Yes, but I did not attend	2	20%
No	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How effective was this orientation in helping you to understand the process of completing your doctoral degree?

Response	# of Responses	% of all Responses
Very effective	5	50%
Somewhat effective	1	10%
Neither effective nor ineffective	1	10%
Not applicable	3	30%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Did your doctoral program provide you with a written set of expectations about academic requirements and expected progress?

Response	# of Responses	% of all Responses
Yes	8	89%
No	1	11%
Total Responses	9	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Other than course grades and results of written or oral examinations, did your doctoral program provide a formal assessment of your academic progress at least annually?

Response	# of Responses	% of all Responses
Yes	9	90%
No	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the adequacy of support you were provided during your doctoral education and dissertation research in the following area: - Financial support

Response	# of Responses	% of all Responses
Poor	2	20%
Good	2	20%
Very good	1	10%
Excellent	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the adequacy of support you were provided during your doctoral education and dissertation research in the following area: - Information technology (IT) resources

Response	# of Responses	% of all Responses
Good	2	20%
Very good	1	10%
Excellent	7	70%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the adequacy of support you were provided during your doctoral education and dissertation research in the following area: - Your personal work space (e.g., desk or office)

Response	# of Responses	% of all Responses
Good	3	30%
Very good	2	20%
Excellent	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the adequacy of support you were provided during your doctoral education and dissertation research in the following area: - Library and electronic research resources

Response	# of Responses	% of all Responses
Good	1	10%
Excellent	9	90%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the adequacy of support you were provided during your doctoral education and dissertation research in the following area: - Laboratory, clinical, studio or other physical facilities

Response	# of Responses	% of all Responses
Good	1	10%
Very good	1	10%
Excellent	6	60%
Not applicable	2	20%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your dissertation/thesis advisor in the following area? - Selection of a dissertation topic

Response	# of Responses	% of all Responses
Somewhat helpful	1	10%
Very helpful	9	90%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your dissertation/thesis advisor in the following area? - Your dissertation research

Response	# of Responses	% of all Responses
Somewhat helpful	1	10%
Very helpful	9	90%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your dissertation/thesis advisor in the following area? - Writing and revising your dissertation

Response	# of Responses	% of all Responses
Somewhat helpful	2	20%
Very helpful	8	80%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your dissertation/thesis advisor in the following area? - Academic career options

Response	# of Responses	% of all Responses
Not very helpful	1	10%
Somewhat helpful	1	10%
Very helpful	8	80%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your dissertation/thesis advisor in the following area? - Nonacademic career options

Response	# of Responses	% of all Responses
Not at all helpful	1	10%
Somewhat helpful	1	10%
Very helpful	7	70%
Not applicable - I did not receive advice on this.	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your dissertation/thesis advisor in the following area? - Search for employment or training

Response	# of Responses	% of all Responses
Not at all helpful	1	10%
Not very helpful	1	10%
Somewhat helpful	2	20%
Very helpful	6	60%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your dissertation/thesis advisor in the following area? - Selection of a dissertation topic

Response	# of Responses	% of all Responses
Somewhat timely	2	20%
Very timely	8	80%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your dissertation/thesis advisor in the following area? - Your dissertation research

Response	# of Responses	% of all Responses
Somewhat timely	1	10%
Very timely	9	90%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your dissertation/thesis advisor in the following area? - Writing and revising your dissertation

Response	# of Responses	% of all Responses
Somewhat timely	2	20%
Very timely	8	80%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your dissertation/thesis advisor in the following area? - Academic career options

Response	# of Responses	% of all Responses
Not very timely	1	10%
Somewhat timely	2	20%
Very timely	7	70%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your dissertation/thesis advisor in the following area? - Nonacademic career options

Response	# of Responses	% of all Responses
Not at all timely	1	10%
Somewhat timely	1	10%
Very timely	7	70%
Not applicable - I did not receive advice on this.	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your dissertation/thesis advisor in the following area? - Search for employment or training

Response	# of Responses	% of all Responses
Not at all timely	1	10%
Somewhat timely	3	30%
Very timely	6	60%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Was there another faculty member whom you considered to be a mentor (i.e., a faculty member who gave you advice about your education, career development, or other matters of concern to you as a graduate student)?

Response	# of Responses	% of all Responses
Yes	6	60%
No	4	40%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Was the faculty member in your program/department?

Response	# of Responses	% of all Responses
Yes	6	100%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your mentor in the following area? - Selection of a dissertation topic

Response	# of Responses	% of all Responses
Somewhat helpful	1	17%
Very helpful	4	67%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your mentor in the following area? - Your dissertation research

Response	# of Responses	% of all Responses
Somewhat helpful	2	33%
Very helpful	4	67%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your mentor in the following area? - Writing and revising your dissertation

Response	# of Responses	% of all Responses
Not very helpful	1	17%
Very helpful	4	67%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your mentor in the following area? - Academic career options

Response	# of Responses	% of all Responses
Somewhat helpful	2	33%
Very helpful	3	50%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your mentor in the following area? - Nonacademic career options

Response	# of Responses	% of all Responses
Somewhat helpful	2	33%
Very helpful	3	50%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was the advice you received from your mentor in the following area? - Search for employment or training

Response	# of Responses	% of all Responses
Not very helpful	1	17%
Somewhat helpful	1	17%
Very helpful	3	50%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your mentor in the following area? - Selection of a dissertation topic

Response	# of Responses	% of all Responses
Somewhat timely	2	33%
Very timely	3	50%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your mentor in the following area? - Your dissertation research

Response	# of Responses	% of all Responses
Somewhat timely	2	33%
Very timely	4	67%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your mentor in the following area? - Writing and revising your dissertation

Response	# of Responses	% of all Responses
Not very timely	1	17%
Very timely	4	67%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your mentor in the following area? - Academic career options

Response	# of Responses	% of all Responses
Somewhat timely	2	33%
Very timely	3	50%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your mentor in the following area? - Nonacademic career options

Response	# of Responses	% of all Responses
Somewhat timely	2	33%
Very timely	3	50%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How timely was the advice you received from your mentor in the following area? - Search for employment or training

Response	# of Responses	% of all Responses
Not very timely	1	17%
Somewhat timely	1	17%
Very timely	3	50%
Not applicable - I did not receive advice on this.	1	17%
Total Responses	6	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Were you a teaching assistant (TA) at any time during your graduate studies?

Response	# of Responses	% of all Responses
Yes	10	100%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was this experience with respect to your professional development?

Response	# of Responses	% of all Responses
Not very helpful	1	10%
Somewhat helpful	3	30%
Very helpful	6	60%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Did you receive training in instructional methods at any time during your graduate studies?

Response	# of Responses	% of all Responses
Yes	9	90%
No	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was this training?

Response	# of Responses	% of all Responses
Not very helpful	1	10%
Somewhat helpful	4	40%
Very helpful	4	40%
Not applicable - Never received training	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Were you a research assistant (RA) at any time during your graduate studies?

Response	# of Responses	% of all Responses
Yes	3	30%
No	7	70%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How helpful was this experience with respect to your professional development?

Response	# of Responses	% of all Responses
Very helpful	3	30%
Not applicable - Never an RA	7	70%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How many research or scholarly presentations (including poster presentations) did you make on your campus during your graduate studies (not including presentations given in class or in regularly scheduled not-for-credit lab meetings)?

Response	# of Responses	% of all Responses
1	2	20%
3	3	30%
5	2	20%
6	1	10%
10 or more	2	20%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How many research or scholarly presentations (including poster presentations) did you make at meetings away from your campus (regional, national or international)?

Response	# of Responses	% of all Responses
None	1	10%
1	1	10%
3	3	30%
4	1	10%
5	1	10%
6	1	10%
10 or more	2	20%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

If you made a presentation away from campus, did you receive institutional or research funds for travel?

Response	# of Responses	% of all Responses
Yes	5	50%
No	4	40%
Not applicable	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Based on research conducted while you were a graduate student, how many scholarly works that have been published or accepted for publication (e.g., peer reviewed articles, books, book chapters, conference proceedings) have you authored or co-authored?

Response	# of Responses	% of all Responses
None	3	30%
1	1	10%
2	1	10%
3	1	10%
8	1	10%
10 or more	3	30%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

How many others are currently under review?

Response	# of Responses	% of all Responses
None	1	10%
1	3	30%
2	1	10%
3	3	30%
5	1	10%
6	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

If you were to start your doctoral career again, would you select this same university?

Response	# of Responses	% of all Responses
Probably not	1	10%
Maybe	2	20%
Probably	2	20%
Definitely	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

If you were to start your doctoral career again, would you select the same field of study?

Response	# of Responses	% of all Responses
Probably	3	30%
Definitely	7	70%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

If you were to start your doctoral career again, would you recommend this university to someone considering your field of study

Response	# of Responses	% of all Responses
Maybe	2	20%
Definitely	8	80%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the following aspect of your doctoral program: - Quality of the graduate curriculum

Response	# of Responses	% of all Responses
Fair	1	10%
Good	2	20%
Very good	4	40%
Excellent	3	30%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the following aspect of your doctoral program: - Quality of graduate level teaching by faculty

Response	# of Responses	% of all Responses
Fair	2	20%
Good	1	10%
Very good	2	20%
Excellent	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the following aspect of your doctoral program: - Quality of academic advising and guidance

Response	# of Responses	% of all Responses
Fair	1	10%
Good	1	10%
Very good	2	20%
Excellent	6	60%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the following aspect of your doctoral program: - Preparation for candidacy/comprehensive examinations (coursework, seminars, labs, reading courses, etc.)

Response	# of Responses	% of all Responses
Fair	1	10%
Good	1	10%
Very good	3	30%
Excellent	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the following aspect of your doctoral program: - The opportunity to collaborate across disciplines

Response	# of Responses	% of all Responses
Poor	1	10%
Good	3	30%
Very good	1	10%
Excellent	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the following aspect of your doctoral program: - Assistance in finding employment

Response	# of Responses	% of all Responses
Poor	2	20%
Fair	1	10%
Very good	3	30%
Excellent	4	40%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate the following aspect of your doctoral program: - Overall program quality

Response	# of Responses	% of all Responses
Fair	2	20%
Good	1	10%
Very good	2	20%
Excellent	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

To what extent do you agree or disagree with each of the following statement? - Students in my program are treated with respect by faculty.

Response	# of Responses	% of all Responses
Strongly disagree	1	10%
Agree	2	20%
Strongly agree	7	70%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

To what extent do you agree or disagree with each of the following statement? - The intellectual climate of my program is positive.

Response	# of Responses	% of all Responses
Ambivalent	1	10%
Agree	1	10%
Strongly agree	8	80%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

***To what extent do you agree or disagree with each of the following statement? -
The social climate of my program is positive.***

Response	# of Responses	% of all Responses
Ambivalent	2	20%
Agree	2	20%
Strongly agree	6	60%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

To what extent do you agree or disagree with each of the following statement? - Students in my program are collegial.

Response	# of Responses	% of all Responses
Ambivalent	1	10%
Agree	2	20%
Strongly agree	7	70%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Rate the extent to which the following factor was an obstacle to your academic progress: - Work/financial commitments

Response	# of Responses	% of all Responses
Not an obstacle	4	40%
A minor obstacle	3	30%
A major obstacle	3	30%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Rate the extent to which the following factor was an obstacle to your academic progress: - Family obligations

Response	# of Responses	% of all Responses
Not an obstacle	5	50%
A minor obstacle	4	40%
A major obstacle	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Rate the extent to which the following factor was an obstacle to your academic progress: - Availability of faculty

Response	# of Responses	% of all Responses
Not an obstacle	8	80%
A minor obstacle	2	20%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Rate the extent to which the following factor was an obstacle to your academic progress: - Program structure or requirements

Response	# of Responses	% of all Responses
Not an obstacle	9	90%
A minor obstacle	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Rate the extent to which the following factor was an obstacle to your academic progress: - Course scheduling

Response	# of Responses	% of all Responses
Not an obstacle	8	80%
A minor obstacle	2	20%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Rate the extent to which the following factor was an obstacle to your academic progress: - Immigration laws or regulations

Response	# of Responses	% of all Responses
Not an obstacle	6	60%
A minor obstacle	3	30%
Not applicable	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Are there any other obstacles to your academic progress?

Response	# of Responses	% of all Responses
Yes (please explain)	1	10%
No	9	90%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

What is the status of your postgraduate plans (in the next year)?

Response	# of Responses	% of all Responses
Returning to, or continuing in, predoctoral employment	2	20%
Have signed contract or made definite commitment for a "postdoc" or other work	3	30%
Negotiating with one or more specific organizations	1	10%
Seeking position but have no specific prospects	3	30%
Do not plan to work or study (e.g., family commitments, etc.)	1	10%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

What best describes your postgraduate plans (within the next year)?

Response	# of Responses	% of all Responses
"Postdoc" or further training	2	20%
Employment	8	80%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

What one type of principal employer will you be working for (or training with) in the next year?

Response	# of Responses	% of all Responses
U.S. 4-year college or university other than medical school	3	30%
U.S. medical school (including university-affiliated hospital or medical center)	1	10%
U.S. university-affiliated research institute	2	20%
U.S. federal government	1	10%
Industry (for-profit)	3	30%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate your overall satisfaction with the following: - Your academic experience at this university

Response	# of Responses	% of all Responses
Fair	1	10%
Good	3	30%
Very good	1	10%
Excellent	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate your overall satisfaction with the following: - Your student life experience at this university

Response	# of Responses	% of all Responses
Poor	1	10%
Good	1	10%
Very good	3	30%
Excellent	5	50%
Total Responses	10	100%

2013-14 AAUDE Doctoral Survey Results

University of Florida - College of Pharmacy

Please rate your overall satisfaction with the following: - Your overall experience at this university

Response	# of Responses	% of all Responses
Fair	1	10%
Good	2	20%
Very good	2	20%
Excellent	5	50%
Total Responses	10	100%