

UNIVERSITY of WISCONSIN-MADISON

GRADUATE SCHOOL

annual report 2023-2024



Letter from the Dean

Dear Colleagues,

As I reflect on the past year, which was our first with the collaboratively developed strategic plan for graduate education at UW–Madison (2023–2028), I am proud of the number of accomplishments that the Graduate School has achieved within the priority areas of our mission. Not only have we continued to promote excellence across campus with much of our ongoing work, but we have also embarked on new initiatives that will positively impact graduate students and alumni many years into the future. The Graduate School moving administrative homes this year, from the Office of the Vice Chancellor for Research to the Office of the Provost, will be another factor in achieving the academic goals in our strategic plan.

While we have long encouraged graduate programs to use a holistic perspective for graduate admissions – ensuring that no single factor is used to accept or reject any applicant – we have now launched a toolkit that provides resources and guidance to help admissions committees implement best practices in holistic admissions. The resources in the holistic admissions toolkit will continue to grow, helping graduate programs recruit and retain a talented, diverse student body.

Once students arrive on campus, we also seek to support their success, wellbeing, and feelings of belonging. This spring, we established the Wisconsin Sloan Center for Systemic Change with a grant from the Alfred P. Sloan Foundation. The center will bring together faculty and staff across departments in the College of Letters and Science and the College of Engineering to foster best practices in community-building, mentorship training, and other areas that help graduate students thrive and feel a sense of belonging. This initiative truly leverages the depth and breadth of expertise at UW–Madison – including nationally-recognized leadership in bias reduction, mentorship, and equitable and inclusive practices – to bolster success for all students.

No conversation about graduate student support is complete without discussing graduate student funding. We announced this year a stipend forecasting plan committing to increases in the minimum stipend for graduate student teaching, research, and project assistants in each of the next four years. This plan sets competitive stipend levels that, in combination with our strong benefits package, are designed to help graduate students defray their cost of attendance so they can focus on their advanced studies. It also allows faculty and staff to budget for these stipend increases several years into the future.

An exciting development in our academic offerings this year is the approval of a new Graduate/Professional Certificate in Higher Education Teaching and Learning, which prepares students to be confident instructors and mentors at the college level and helps them be competitive for faculty positions and other academic roles that advance teaching and learning. We know that many of our alumni go on to teaching, mentoring, and leadership roles in higher education across the nation and the world, broadening the impact of the training we provide on this campus to generations of students to come.

The following report will provide a more detailed look at what the Graduate School has accomplished over the year, organized by the strategic priorities that connect everything we do as a supporting unit on campus. It is still early in the timeframe of our strategic plan for graduate education, and I look forward to continuing to develop the cross-campus collaborations that will support these strategic priorities and further strengthen graduate education at UW–Madison.



William J. Karpus

Dean of the Graduate School
Professor of Pathology and Laboratory Medicine
University of Wisconsin–Madison



GRADUATE SCHOOL ANNUAL REPORT 2023-2024

EXECUTIVE SUMMARY

STRATEGIC PRIORITY A

pages 3-5

Advance innovative graduate education, career development, and professional success

UW–Madison’s top-ranked graduate programs continue to excel with award-winning initiatives providing new pathways for students. The Graduate School enhances program quality through its academic planning efforts and the Graduate Faculty Executive Committee’s focus on program review, and by offering resources like the Graduate Student Tracking System that help graduate programs support student success. Thousands of students benefit from professional development tools like DiscoverPD, while the Graduate School celebrates achievements and expands career pathways through programs like the Graduate School Industry Internship.

STRATEGIC PRIORITY B

pages 6-8

Recruit and retain a talented and diverse graduate student body

The Graduate School has seen a steady increase in applications, with a notable rise in international applicants. The school implemented a Holistic Admissions Toolkit and led workshops on holistic admissions practices. It continues to attract prospective students through initiatives like Graduate School Day and Resource Fair and the GRADx program. Retention initiatives involved engaging graduate students through events aimed at community building, professional development, and celebrating student achievements.

STRATEGIC PRIORITY C

pages 9-10

Establish and support university-wide expectations for consistent and high-quality graduate student mentorship

The Graduate School expanded Research Mentor Training for graduate students and postdocs, increasing participation and targeting social sciences. New partnerships supported graduate students mentoring undergraduates, while a community of practice for facilitators enhanced RMT facilitation campus-wide. For faculty, the stipend forecasting plan emphasized effective mentorship of graduate students. Additionally, the school launched a Graduate/Professional Certificate in Higher Education Teaching and Learning and awarded Campus-Wide Teaching Assistant Awards.

STRATEGIC PRIORITY D

pages 11-12

Strengthen collaboration among campus partners to support graduate student success, wellbeing, and belonging

The Graduate School launched the new Slate admissions system, began training program managers and coordinators, and overhauled the Admissions KnowledgeBase. The data team collaborated with various campus units to align application data with the Student Information System. The Graduate Student Specialist position in the Office of Student Assistance and Support aided 392 students with mental health and academic concerns, as well as referred many students to programs to address food insecurity and financial crises.

STRATEGIC PRIORITY E

pages 13-14

Facilitate graduate students’ access to funding, resources, and opportunities

The school allocated approximately \$15.8M in funding to graduate students through the Advanced Opportunity Fellowship and Graduate Student Support Competition. It launched a new Funding Landscape Dashboard that analyzes graduate assistantships salaries and a stipend forecasting plan that established graduate assistantship stipend increases over the next four years. The school allocated 390 grants to facilitate research and conference travel and led programming like the Humanities Grant Writing Camp.

STRATEGIC PRIORITY F

page 15

Sustain the Graduate School as a high performing organization

Initiatives within the Graduate School focused on equity and accessibility, as well as increasing transparency across goals, processes, and budgets. These efforts included analyzing staff climate survey data and implementing ongoing improvements to workplace climate.

APPENDICES

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Graduate students, family members, faculty, and staff queue for the annual Graduate School Dash & Bash to celebrate the start of the academic year.

STRATEGIC PRIORITY A

Advance innovative graduate education, career development, and professional success

Initiative A. 1. Offer high-quality graduate programs that enhance student academic and professional success

Graduate programs at UW–Madison once again ranked highly in U.S. News & World Report’s list of “Best Graduate Schools”, including the first-ranked School of Education in the country. It was the 11th straight year the School of Education ranked in the top five, and the first year it took the top spot on the list.

The Midwestern Association of Graduate Schools (MAGS) recognized UW–Madison’s Bridge to the Chemistry Doctorate Program with the [2024 Excellence and Innovation in Graduate Education Award](#). The Bridge Program provides opportunities for students who may not otherwise be accepted into a chemistry PhD program to earn a master’s degree while also gaining research experience and mentorship that prepares them to continue on to a PhD program in the field. To the Bridge Program’s pride, the vast majority of its participants decide to stay at UW–Madison for the chemistry PhD program.

The Graduate School’s academic planning efforts are a key factor that contributes to high-quality graduate programs. Approximately 630 Lumen Program Proposals were administratively approved for the Fall 2024 *Guide*, including proposals presented to the Graduate Faculty Executive Committee (GFEC) and administrative proposals to update tuition status. Graduate School staff reviewed every graduate credential for edits and approval for *Guide* to ensure full transparency and understanding of program admissions requirements, curricular requirements, and

“We offer our students research opportunities and experiences that prepare them to be thought leaders in a wide range of disciplines. We are always pleased to have the work and expertise of our faculty and staff recognized.”

*–William J. Karpus
Dean of UW–Madison’s
Graduate School*



2023-2024

DEGREE PROGRAMS

161

Master’s and specialist degree programs offered

110

Research and clinical doctoral degree programs offered

2,626

Master’s and specialist degrees awarded

920

Research and clinical doctoral degrees awarded

Graduate Faculty Executive Committee (GFEC) and New Program Proposals

The GFEC sustained its commitment to high academic standards for graduate study at UW–Madison. The committee’s actions from the past year include:

- Established new awards: 1 degree, 2 named options, 4 graduate/professional certificates, 1 capstone certificate, and 2 doctoral minors
- Approved 7 proposals to plan new degrees
- Substantially redirected 2 master’s degrees and 2 named options, including changes to admitting status and credit requirements
- Renamed 1 PhD degree, 1 master’s degree, 2 named options, and 1 graduate/professional certificate
- Changed academic homes for 2 PhD degrees, 5 master’s degrees, 1 graduate/professional certificate, and 1 capstone certificate
- Suspended admissions for 1 named option, 1 graduate/professional certificate, 1 capstone certificate, and 3 doctoral minors
- Discontinued 3 named options, 1 graduate/professional certificate, 1 capstone certificate, and 3 doctoral minors
- Approved:
 - » 17 program reviews, 9 program review responses, and 21 three-year check-ins
 - » extension of active graduate faculty status for 6 professors emeriti
 - » changes to 3 Graduate School policies



policies. These updates will also lead to more accurate configuration of Graduate Student Tracking System (GSTS) reports.

Initiative A. 2. Utilize and enhance data resources within the Graduate School to support graduate program quality and student success

With GSTS being fully implemented and all graduate programs onboarded during the previous academic year, the Graduate School focused on continuous improvement and outreach, including coordinator trainings. Staff conducted seven meetings with programs to orient and answer questions about program-specific report configuration, presented at four campus events to educate programs on the GSTS Advisement Report, including transfer credits, and developed a new data resource (IDE) for GSTS Program Milestones. The school expanded the Doctoral Minors Awarded IDE to include Historical Doctoral Minor Enrollment.

Initiative A. 3. Sustain resources to help master’s and doctoral students develop academic and professional skills, as well as explore and prepare for diverse career pathways

The Graduate School takes on a leading and coordinating role to ensure that graduate students have access to a wealth of academic and professional skill building opportunities. In 2023-2024 nearly 5,000 individuals attended events hosted by the Graduate School, with engagement specifically in its professional development courses, workshops, and programs totaling 9,486 contact hours by students across 210 academic programs.

The Graduate School also coordinates and promotes professional development programming from campus partners, which include 18 units offering skill development tailored to master’s and doctoral students in areas like academic writing, career exploration, software training,

PROFESSIONAL AND CAREER DEVELOPMENT SUMMARY	
PROGRAMMING	
4,714	Attendees at events hosted by the Graduate School
570	Programs and classes hosted by the Graduate School and campus partners
9,486	Student contact hours at prof. dev. events hosted by the Graduate School
210	Graduate programs represented by attendees at prof. dev. events
ONLINE SERVICES	
2,880	DiscoverPD users
641	DiscoverPD self-assessments taken
196	CIRTL participants
1,753	Beyond the Professoriate users
1,036	Beyond Graduate School users



leadership, project management, and much more. This year the school promoted 570 events, programs, and classes to graduate students through the Graduate School events calendar and DiscoverPD.

DiscoverPD is an online planning tool that helps graduate students identify their professional development needs and find resources to meet them. Behind it is a curated database of professional activities and resources. Users can take a self-assessment and receive customized recommendations, “favorite” activities, or search the database for resources. In 2023-2024 2,880 users accessed DiscoverPD with 641 skills self-assessments taken.

As part of Graduate Student Welcome Week, the Graduate School hosts New Graduate Student Welcome (NGSW) for newly enrolled graduate students. In Fall 2023 866 individuals attended all or part of the day’s events. NGSW goals are to provide new students with the opportunity to socialize and network with others from across campus and across disciplines, learn about a broad array of campus-wide and community resources, hear how current graduate students navigated their own transitions, and feel a sense of belonging to the larger university community.

UW–Madison is a member of the national Center for the Integration of Research, Teaching, and Learning (CIRTL) Network, whose mission is implemented locally through the Delta Program in the Graduate School. In addition to this local programming, the Network offers online professional development courses and workshops to enhance teaching skills for graduate students as future faculty. Last year, 196 UW–Madison community members participated in CIRTL Network workshops and courses.

The Graduate School funds memberships for two e-learning career development platforms: Beyond the Professoriate for doctoral students and Beyond Graduate School for master’s students. All members of UW–Madison can use the membership. In the reporting timeframe provided (May 2023–April 2024) Beyond the Professoriate

had 1,117 unique platform users, 4,901 pageviews, and 34,135 event counts (clicks, downloads, etc.). In the same period Beyond Graduate School saw 733 users, 2,764 pageviews, and 19,321 event counts.

Sponsored by a coalition of scientific groups including the American Association for the Advancement of Science (AAAS), the Catalyzing Advocacy in Science and Engineering workshop was an opportunity for students to learn from science policy and advocacy experts about the role of science in the federal policy-making process. The Graduate School selected and sponsored two students, [Seth Anderson](#), PhD Candidate in Chemical Engineering and [Samantha Helle](#), PhD Candidate in Environment and Resources, to represent UW–Madison at the workshop, which empowers participants to become a voice for basic research throughout their careers.

For the first time, the popular “Finishing your PhD” workshop for doctoral students was offered virtually which resulted in positive feedback and more students being able to attend. It was recorded so students who did not attend could still receive the information.

Initiative A. 4. Create opportunities for and celebrate student achievements in living the Wisconsin Idea

Doctoral students gained applied experience at various employers in Wisconsin and beyond through the Graduate School Industry Internship program in its second pilot year. The focus on experiential learning expands the school’s professional development portfolio to include in-depth learning in industry settings. Benefits to student interns include developing new skills for dynamic job markets, gaining practical experience for informed career decisions, enhancing professional networks, and receiving a summer stipend and fringe benefits funded by the Graduate School.

The Graduate School partnered with Thermo Fisher Scientific, the Office of Postdoctoral Studies, and WARF to offer, “Careers in Industry: The Different Roles PhDs Can Play in a Company,” a panel discussion and networking lunch. The nearly 90 graduate students and postdocs who attended learned about jobs available in industry and how to make a successful transition from academia to industry.

The Graduate School continued to use its website and social media platforms to highlight and celebrate students whose graduate work is impacting the state, nation, and world. One such example is the story of recent graduate [Ha Nguyen](#), whose plasma physics research has led to a pending patent that will positively impact the biomedical field of protein therapeutics. Other social media highlights focused on students who are partnering with local communities through the UniverCity Year program, students whose lab work is leading to novel discoveries to advance technology and healthcare, and students who have had a positive impact on others in their communities through outreach and mentorship.



Five UW–Madison graduate students joined the Bouchet Graduate Honor Society. Pictured from left to right are Catherine Chan, assistant vice provost for high-impact practices in the Division of Diversity, Equity, and Educational Achievement; doctoral candidates CJ Greer, Mayra Betancourt Ponce, Jimena González, Ashley Scott, and Jairo Villalona; and William J. Karpus, dean of the Graduate School.

STRATEGIC PRIORITY B

Recruit and retain a talented and diverse graduate student body

Consistent with national trends, the number of graduate applicants to UW–Madison has been steadily increasing since its plateau between 2017–2018 and 2019–2020. This past year, applicants increased 8% compared to last year, from 21,199 to 22,879. The change was due to the increase in international applicants, whereas the number of domestic applicants decreased by 3% in the same period. The decrease in domestic applications was reflected at both the doctoral and master’s levels, with a slightly larger decrease to doctoral programs (4%) compared to master’s (2%). While the number of Advanced Opportunity Fellowship (AOF) eligible applicants from underrepresented backgrounds decreased by approximately the same amount (3%) as overall domestic applicants, the decrease was only in PhD applications (6%) while there was a slight increase in masters applications (1%).

Once graduate programs review applications and make admission recommendations, the Graduate School processes applicants’ official documents and admits them. The number of admits has been steadily growing over the last ten years and increased almost 10% this year compared to last year, from 7,183 to 7,880. The number of international admits increased 22% from the previous year, from 3,031 to 3,707. International students admitted to master’s degrees increased by 24% and for doctoral programs by 17%.

While the number of domestic admits stayed approximately the same last year compared to the previous year (4,152 in 2022–2023, 4,173 in 2023–2024), there was a change in the types of programs they were admitted to: a 5% increase for master’s degree programs and a 6% decrease for doctoral programs. This is similarly reflected in AOF eligible underrepresented students of color (URSOC) admits, with a 6% decrease in admits to doctoral programs and a 6% increase for master’s programs.

2023–2024

GRADUATE ADMISSIONS SUMMARY

22,879 Graduate applicants

13,874 International graduate applicants

10% Increase in overall admits since previous year

22% Increase in international graduate admits since previous year

The total number of newly enrolled students increased 9.5% compared to last year, with 3,591 in 2023–2024 compared to 3,279 in 2022–2023. However, the number of international students increased 22% compared with last year (from 1,099 to 1,341) while the number of domestic students enrolling increased 3% (from 2,180 to 2,250). The increase in international student enrollment was approximately the same in both PhD and master’s programs.

The increase in domestic student enrollment was only for master’s programs, with an increase of 6% while PhD programs had a decrease of 4%. The number of AOF eligible URSOC who enrolled increased 12%, with most of that increase in master’s programs (4% PhD, 17% master’s).



Initiative B. 1. Implement tools and resources to help train admission committees to recruit and evaluate applicants using a holistic perspective

A working group of admissions leaders from across the Big Ten Academic Alliance, including UW–Madison’s associate director of graduate admissions, recently created a [Holistic Admissions Toolkit](#) that was adapted by the Graduate School for use at UW–Madison in October 2023. The toolkit has been viewed 2,370 times since publication.

The Graduate School offered “Holistic Graduate Admissions Amidst a Changing Legal Landscape” and “Workshop on Holistic Graduate Admission Practices” during fall 2023, and graduate faculty and staff who attended evaluated the event as being highly successful with useful information and high-quality presenters. These high satisfaction rates indicate the effectiveness and relevance of the offerings in addressing the challenges and opportunities within the evolving graduate admissions landscape.

The data team of the Graduate School adapted Enrollment Management Admissions queries to more specifically track Advanced Opportunity Fellowship–eligible applicants as they progress through the admissions funnel during the first admissions cycle after the Supreme Court decision restricting affirmative action in admissions. Staff also participated in the National Center for Education Statistics Data Institute, collaborating with other institutional research professionals and graduate students across the country to investigate what types of debt-to-earnings ratios students from lower Expected Family Contribution backgrounds are experiencing.

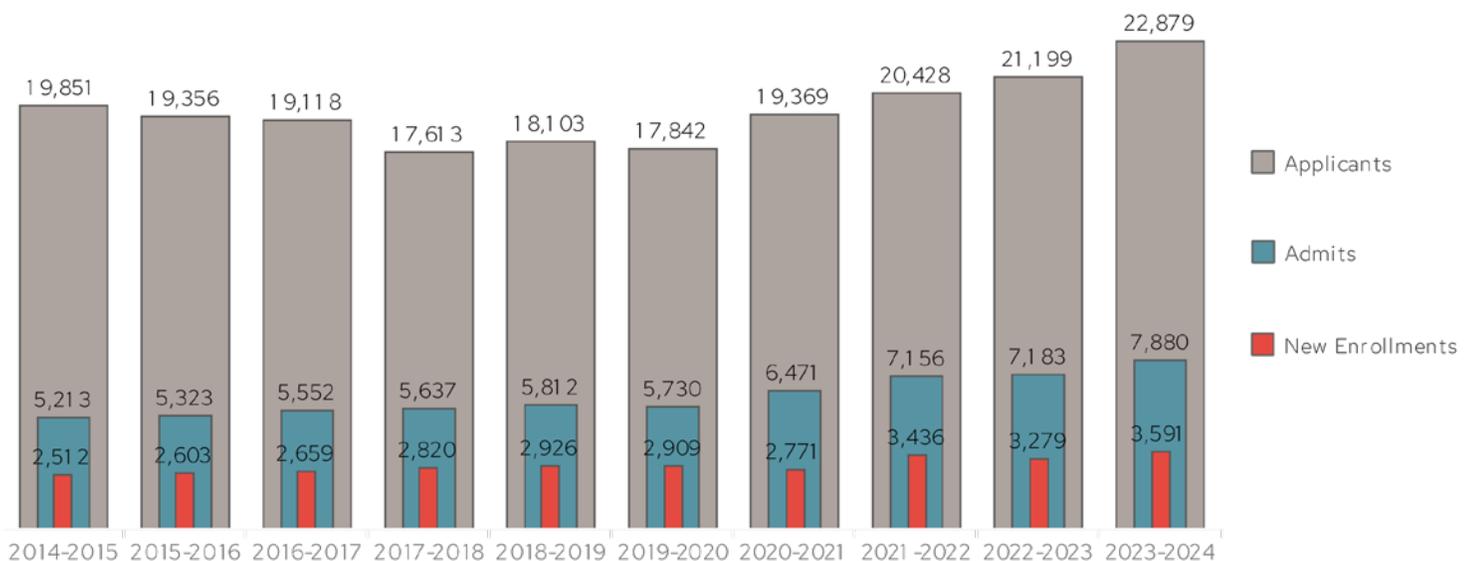
Graduate student recruitment (overarching concept of Priority B)

The Graduate School deployed a survey to Directors of Graduate Studies asking them to identify their peer competitor programs/institutions, peer competitor stipends, and data priorities regarding peer competitors. Aggregated results from the survey and tiers of the top peer competitors at the institutional level were shared with campus leadership and the Directors of Graduate Studies. The Graduate School administered a follow-up survey after the Council of Graduate Schools April 15 Resolution decision deadline to gauge how programs fared in comparison to these institutional peers during the most recent fall application cycle.

The second annual Graduate School Day and Resource Fair, held in July 2023, provided a comprehensive introduction to UW–Madison and its graduate programs for prospective students from diverse backgrounds. Attended by McNair Scholars Program undergraduates from across the country and UW–Madison SROP participants, the event showcased over 50 graduate programs and resources, drawing participation from 225 students.

Undergraduate students from small liberal arts colleges visited UW–Madison in September to learn about graduate school and the university, as part of the [Graduate School Exploration \(GRADx\)](#) program, a collaborative venture between the Big Ten Academic Alliance (BTAA), the Associated Colleges of the Midwest (ACM), and host institutions from the Big Ten. GRADx is designed for underrepresented students and students with nontraditional

GRADUATE STUDENT APPLICATIONS, ADMISSIONS, AND NEW ENROLLMENT





Visiting undergraduates interested in graduate degrees in the arts, humanities, and humanistic social sciences met with UW-Madison faculty and staff, and current graduate students during the Graduate School Exploration (GRADx) program.

paths to college who are interested in pursuing graduate degrees in the arts, humanities, and humanistic social sciences.

The Summer Research Opportunities Program (SROP) provides research preparation to outstanding undergraduate students and supports their recruitment into graduate programs at UW-Madison. The Graduate School received 1,289 applications across 15 SROP programs, with 154 students selected for the 10-week on-campus program.

Prospective domestic graduate applicants who participated in recognized research pipeline initiatives or who were from low-income backgrounds are eligible for grants to cover their graduate school application fee, reducing barriers to access. In the 2023-2024 academic year, 919 prospective students utilized application fee grants of \$75 each.

The Graduate School also aids graduate programs in identifying highly qualified candidates from diverse backgrounds in a number of ways. For example, the school is a member of the Institute for the Recruitment of Teachers, the National GEM Consortium, the National Name Exchange, and the Council of Graduate Schools, through which it receives lists of seniors in the Ronald E. McNair Postbaccalaureate Achievement Program.

Retention initiatives (overarching concept of Priority B)

Over 1,000 graduate students engaged at 25+ Graduate School retention and celebration events, including:

- BIPOC Graduate Student Welcome
- Office of Diversity, Inclusion, and Funding Kickoff Event
- Professional Development Luncheons
- Networking Events
- Heritage Month Sessions

- Wellness and Creative Activities
- Study Jams and Writing Sessions
- Social and Community Building Activities

Through the [Peer Mentor Awards](#) and the [Student Commitment to Engagement and Activism Awards](#), the Graduate School recognizes phenomenal mentorship of students from underrepresented or marginalized backgrounds and social justice and engagement within the department and the larger UW-Madison community. There were six awardees named at the Bucky Awards Ceremony, three for each category, which was held spring in 2024.

The [Edward Alexander Bouchet Graduate Honor Society](#) is a prestigious national organization established to prepare dissertators, postdoctoral researchers, and early career faculty for careers in the professoriate through recognition, networking, and mentorship. Each chapter selects up to five inductees each year who exemplify character, leadership, advocacy, service, and scholarship. The five UW-Madison inductees for 2024 were recognized at a reception, honored among friends and family, and given a plaque to recognize their induction. All inductees presented at the Annual Bouchet Conference on Diversity and Graduate Education at Yale University in April.

Graduate School staff presented at the national meeting of the Association for Institutional Research on how graduate students of color experienced inclusion and intolerance. The presentation was based on analysis of qualitative responses from the UW-Madison Doctoral Student Experience Surveys and Master's Exit Surveys.



Jules Whitaker, Research Mentor Training Specialist, pictured far left, engages graduate student and postdoc participants in a Research Mentor Learning Community.

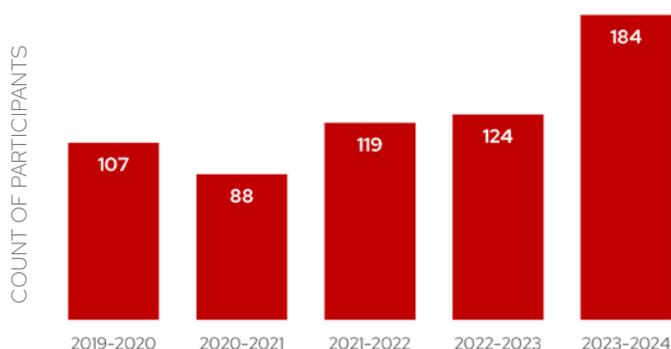
STRATEGIC PRIORITY C

Establish and support university-wide expectations for consistent and high-quality graduate student mentorship

Initiative C. 1. Promote use of evidence-based mentorship best practices

The Graduate School, through the Delta Program, offers Research Mentor Training (RMT) for graduate students and postdocs to build skills as effective and inclusive mentors. A total of 184 graduate students and postdocs completed RMT in 2023-2024 – a significant increase from previous years. The number of social science participants grew due to targeted promotion, sections designed exclusively for behavioral and social science participants, and recruitment of facilitators from these disciplinary areas.

GRAD STUDENT AND POSTDOC PARTICIPATION IN RESEARCH MENTOR TRAINING



The Graduate School, through the Delta Program, developed new partnerships to support graduate student mentors of undergraduate researchers. For example, graduate student mentors of SROP mentees in the department of Atmospheric and Oceanic Sciences participated in a summer RMT seminar while they mentored SROP undergraduates. The Graduate School partnered with the School of Human Ecology on a pilot initiative beginning to support graduate students with a stipend and RMT, as they incorporate undergraduate mentees into their research team. Finally, the school developed a new relationship with the NIH graduate training programs to provide mentorship professional development to a cohort of trainees that began in spring of 2024.

The Graduate School deepened partnerships across campus to expand and improve facilitation of RMT. To create facilitation capacity for an expanding RMT program for graduate students and postdocs, the school co-led a facilitator training with WISCIENCE and initiated a community of practice for facilitators from across campus to network and share adaptations to curriculum, advice, resources, and strategies. Delta will share the leadership of this group with WISCIENCE and the Center for Teaching, Learning, and Mentoring to strengthen the work of RMT facilitators across campus.



The Graduate School's social media platforms regularly share resources and reminders about evidence-based [mentorship best practices and the resources on the Graduate School's website](#) that can help students learn more and implement these strategies. In one instance, a single X (Twitter) post saw 58 engagements of students, faculty, and staff exploring those mentorship resources.

Initiative C. 2. Advocate for expanded participation in mentorship training for faculty and directors of graduate study

The stipend forecasting plan announced this year emphasized the importance of effective faculty mentorship of graduate students as well as assisting graduate students to develop mentor and mentee skills. These priorities were included as part of the stipend forecasting plan and are slated to be implemented across campus by the end of 2027-2028.

Initiative C. 3. Offer training for graduate students to work effectively with faculty mentors

The Graduate School ran a pilot program to explore mentee-focused training, including a six-week, in-person course titled "Navigating Mentorship." The goals of the pilot included providing participants a learning community where they could learn and practice proactive strategies for working effectively with faculty mentors.

Staff also facilitated training for grad students to work with faculty mentors, including presentations to graduate classes on the topic of hostile and intimidating behavior (HIB) and grievance processes, in addition to ongoing promotion of the interactive, self-paced micro-course "[A Graduate Student Guide to Working with Faculty Advisors.](#)"

Initiative C. 4. Ensure graduate students have access to teaching- and mentoring-related professional development

The new [Graduate/Professional Certificate in Higher Education Teaching and Learning](#) is designed to prepare students for careers as future educators in higher education. The certificate builds upon a long history of professional development programming offered by the Delta Program. Students pursuing the certificate will develop foundational knowledge and practical skills in inclusive, evidence-based teaching and learning across disciplinary areas. The certificate can be used to satisfy the breadth requirement for the PhD degree. Cross-campus collaborations will continue to inform the provision of the certificate. The certificate will be directed and overseen by faculty and instructional staff across schools and colleges. The Graduate School will administer the certificate.

"My Delta Courses have been my favorite class every semester of my PhD. They are always the space that I wanted to show up to authentically, absorb both deep and simple ideas, and challenge my assumptions... The Delta experience has been one of the most transformative experiences I've had at UW-Madison."

***-Graduate Student
and Delta Intern***



GradConnections, the Graduate School's email newsletter, shares a variety of professional development, academic, and funding information with students. Among its top priorities are sharing information about teaching- and mentoring-related professional development from the Graduate School, along with campus opportunities from partners like the Center for Teaching, Learning, and Mentoring (CTLM) and WISCIENCE.

The Delta Internship program is designed to support graduate students and postdocs in becoming reflective practitioners of teaching: developing skills to be effective and efficient course instructors in their future careers. Interns work with a faculty partner to develop and implement an intervention that addresses a teaching and learning challenge within their course, and then collect data on student outcomes. Internship projects focused on student outcomes related to conceptual learning, sense of belonging, motivation and engagement, and self-efficacy. Delta Interns develop and implement their scholarly teaching projects and present their results in poster format. This year, 21 interns completed projects in courses that ranged in size from 20 to 240 undergraduates, as well as outreach projects that engaged high school students.

To recognize graduate students with exceptional commitment to the craft of teaching, the Graduate School partnered with the College of Letters and Science to award [Campus-Wide Teaching Assistant Awards](#). Awards focused on the four categories of early excellence, advanced achievement, capstone teaching, and community-based learning.



Rudy Dieudonne, PhD student in Design Studies, pictured on the stage above, won First Place and the People's Choice award for his 3MT talk titled "Lighting, Noise & Behaviors."

STRATEGIC PRIORITY D

Strengthen collaboration among campus partners to support graduate student success, wellbeing, and belonging

Initiative D. 1. Strengthen processes and resources to train and support graduate coordinators

Slate, the new admissions application system, was launched in January 2024 to admit students into spring 2025. The Graduate School started training graduate program managers and coordinators in fall 2023 and continued throughout spring 2024. Staff overhauled the Admissions KnowledgeBase. To improve the user experience, a landing page was created to display KB docs sorted by topic. New KB docs were created on subjects that were frequently asked about and old docs were revamped to improve the quality of information. A separate KB section was created to house Slate process documents in one easy-to-find location.

The Graduate School's data team served as a key contributor on the project team for the Slate implementation, helping to align application data with the Student Information System and Data Warehouse. They organized joint admissions meetings with the Office of Admissions and Recruitment; the Office of the Registrar; Data, Academic Planning, and Institutional Research; the Wisconsin School of Business; the Division of Continuing Studies; and other units to help align practices, language, and processes in the new graduate application system and

the downstream effects to and in the Student Information System and Data Warehouse.

Graduate program staff play a crucial role in students' success from admission to career. To recognize their contributions, the Graduate School selected two staff members for the [Award for Excellence in Graduate Student Support](#), Ana Garić from the Neuroscience Training Program and Sara Hladilek from Mechanical Engineering/NEEP/MD+I. The award honors individuals who enhance the academic, research, and scholarly success of master's and doctoral students while fostering a welcoming and inclusive environment at UW-Madison.

Initiative D. 2. Grow current partnership with Dean of Students Office to focus on assistance and support for graduate students

In 2023-2024 the Graduate School continued to support the Graduate Student Specialist position in the Office of Student Assistance and Support (formerly Dean of Students Office). Their office served 392 graduate students, maintaining similar numbers to the previous year. Key support areas include mental health, general information seeking, student concerns, and academic process and policy inquiries.



Additionally, 234 graduate students sought assistance for food insecurity and were provided with Badger Fare grants; 23 graduate students received crisis loans totaling \$11,500, and another \$12,000 in crisis grants were provided to 24 graduate students.

The Graduate Student Specialist and their colleagues in the Office of Student Assistance and Support provided essential support to students affected by global events and campus protests, offering resources and assistance to help them navigate these challenging situations.

The Graduate School Dean's Advisory Board helped enhance the inclusivity and effectiveness of the organization. It brought together a diverse group of graduate students with varied backgrounds, perspectives, career stages, and degree goals. Student board members engaged in discussions with the Chancellor, Provost, and Dean of Students and offered ideas and feedback on various topics including paid parental leave, enhancing exit surveys, creating a graduate student medical leave policy, the university's hate and bias reporting process, and research mentor training.

Initiative D. 3. Ensure that all graduate students have access to career services

The school produced a summary data report for graduate student career services based on results from exit surveys to help inform campus-wide advising and career services, and organized a career training series for graduate program coordinators and managers for the 10th consecutive year, with the goal of increasing graduate students' access to career expertise at the program level by building basic career development knowledge and referral skills in graduate staff.

Initiative D. 4. Support and offer programming that promotes a sense of belonging among grad students

With leadership from the Graduate School and from colleagues across campus, UW-Madison established the [Wisconsin Sloan Center for Systemic Change](#), or WiSC2, to transform graduate education in science, technology, engineering, and math (STEM). WiSC2 will foster best practices in equitable and inclusive community-building, mentorship training, graduate student recruitment and other areas that help graduate students thrive on campus and achieve positive career outcomes. Seed-grant funding from the Alfred P. Sloan Foundation will help WiSC2 initiate collaboration within and across campus departments to enhance graduate students' sense of inclusion, wellbeing, satisfaction, belonging, and empowerment.

The Graduate School continues to support graduate student use of Individual Development Plans (IDPs) through a collection of resources for mentees and PIs, broad communication, and workshops about how create an IDP and share it with mentors. In 2023-2024 the school partnered with 12 graduate programs to offer specialized workshops for their students. These efforts not only support graduate student career planning and engagement but also institutional and PI compliance with mandates for IDP use by the National Institutes of Health and the National Science Foundation.

The [Three Minute Thesis](#) (3MT) competition organized by the Graduate School helped build essential communication and career skills among graduate students. The 3MT winner, pictured on page 11, represented UW-Madison at the regional competition hosted by the Midwest Association of Graduate Schools (MAGS). Not only did the event embody the Wisconsin Idea, it also emphasized the university's commitment to student engagement, belonging, and innovation. 3MT competitors showcased the breadth of research excellence present at UW-Madison, and the planning process for the event exemplified effective cross-campus collaboration, as the committee included ten members of graduate program staff and students representing all four disciplinary divisions across campus.

Additional examples of programming to support belonging include events like "Coffee, Bagels, and Confidence: Building a Network of Mentors," "Dissertation Writing Camps," "Flourishing in Graduate School: How to Manage Stress and Maintain Your Mental Health," "Prelim Prep Accountability Group," and "Power of Inclusive Teams."



UW-Madison students awarded National Academy of Education/Spencer Foundation Dissertation Fellowships, pictured left to right, include: Yaa Oparebea Ampofo, Ariel Borns, Anshu Jain, Jonathan Marino and Alexandra Pasqualone

STRATEGIC PRIORITY E

Facilitate graduate students' access to funding, resources, and opportunities

In 2023–2024 the Graduate School continued the annual Student Research Grants Competition and allocated 390 awards totalling \$511,500 from Vilas Trust. Through this popular competition, graduate students receive funding for travel expenses to present research at a conference or complete research for a thesis or final exhibition.

The [Graduate Research Scholars](#) (GRS) fellowship initiative supported 176 GRS fellows through \$6.3 million in funding in 2023–2024. The Graduate School supplements Advanced Opportunity Fellowship state funding with Wisconsin Alumni Research Foundation funding, allocated to the school/college GRS communities. These two-year fellowships support outstanding prospective students from underrepresented backgrounds and/or select pipeline programs.

Staff developed a Funding Landscape Dashboard to inform discussions around graduate assistantships, stipends, and the breakdown of how graduate students are funded. An ancillary dashboard to analyze salaries for postdoctoral fellows was also developed.

Initiative E. 1. Incentivize and increase extramural graduate funding

Graduate students pursuing degrees in the humanities and humanistic social sciences participated in the [Humanities Grant Writing Camp](#), the second year of a Graduate School pilot program in partnership with the Writing Center. The four-day event provided participants with a structured introduction to the nuts and bolts of writing funding

In the past year, UW–Madison graduate students have succeeded in securing prestigious, highly competitive external fellowships, for example:

- PhD student Ryan Martinez and Assistant Professor Jake Brunkard received the Gilliam Fellowship from the Howard Hughes Medical Institute (HHMI) to support their research and leadership as scientists and mentors.
- In spring, 19 UW–Madison graduate students and another five undergraduates were offered the Graduate Research Fellowship from the National Science Foundation.
- Four doctoral students in the humanities and humanistic social sciences earned Dissertation Innovation Fellowships from the Mellon Foundation and American Council of Learned Societies to support their creative dissertation research.
- Two PhD students received the Department of Energy's Office of Science Graduate Student Research Award to conduct research at national laboratories that builds on their work at UW–Madison.
- Five PhD students in the Educational Policy Studies department, pictured above, received fellowships from the National Academy of Education and Spencer Foundation that will support their dissertation completion.





proposals to support a wide range of humanities work, from research travel and dissertation writing to public humanities projects.

Initiative E. 2. Set competitive stipend levels that take into consideration student needs and cost of attendance

In March 2024, the Graduate School announced a [stipend forecasting plan](#) that demonstrates the university’s commitment to investing in graduate student teaching, research, and project assistants. The plan includes increases to the minimum stipend for graduate assistants in each of the next four years. Compared to setting minimum rates year-to-year, this new approach gives students, faculty, and staff the ability to budget for these stipend increases several years into the future.

Along with the comprehensive benefits package offered to graduate assistants, these planned increases in the minimum stipend are designed to help graduate students defray their cost of attendance. The total compensation for graduate assistants includes stipend, tuition remission, health

insurance at a reduced out-of-pocket premium, and other benefits such as paid time off – including the new paid parental leave benefit.

The first of the four planned increases is a \$4,008 increase in the minimum stipends for graduate assistants for the 2024-2025 academic year, with many individual graduate programs already paying stipend rates above the minimum to respond to competitive factors within the discipline. Those minimum rates will reflect a 79% increase in the minimum stipend for teaching assistants (TAs), a 52% increase in the minimum stipend for annual research assistants (RAs), and a 76% increase in the minimum stipend for annual project assistants (PAs) compared to 10 years prior. The plan also includes an additional \$3,240 increase to minimum stipend rates for the 2025-2026 academic year, a \$1,781 increase in 2026-2027, and a \$1,871 increase in 2027-2028. Individual graduate programs may continue to pay stipend rates above the minimum to address competitive factors.

Allocation Total
\$15,747,323

Advanced Opportunity Fellowship	\$3,290,184	Advanced Opportunity Program (State of Wisconsin)
	\$3,060,195	Wisconsin Alumni Research Foundation
Graduate Student Support Allocation	\$2,280,132	Social Sciences
	\$1,705,771	Physical Sciences
	\$1,943,324	Biological Sciences
	\$3,467,717	Arts & Humanities (Includes Chancellor’s Fund dollars)

FY24



STRATEGIC PRIORITY F

Sustain the Graduate School as a high performing organization

Initiatives F. 1. Use equity and accessibility as a lens for all activities that Graduate School touches; F. 2. Increase transparency regarding goals, processes, and budgets

In fall 2023 the Graduate School Engagement, Equity, and Diversity Committee (EEDC) analyzed UW–Madison Staff Climate Survey data, comparing Graduate School employee responses with comparable units, then obtained leadership support to engage staff members in a collective climate improvement process. The EEDC facilitated participatory meetings with non-leadership team staff members about the key findings in the memo to generate recommendations to improve climate in the Graduate School, then drafted priorities and recommendations, outlining staff-generated ideas for improving the workplace climate, which the group shared with leadership.

The dean addressed these recommendations in an all staff meeting and met with the EEDC to further discuss how to move forward with viable recommendations. Some recommended actions have been implemented, some are in progress, and others have yet to be addressed. Six months after initial recommendations were made, the EEDC surveyed staff members and reported back to them and leadership to celebrate the positive changes made, acknowledge the efforts of all involved, and build momentum for future positive change.

To share the process as a model for other units across campus, the EEDC led a Showcase breakout session “Fostering Positive Workplace Change: A Collective Approach to Climate Issues,” a panel discussion that featured Graduate School staff members and leadership.

Initiative F. 4. Prioritize the professional and personal development of staff with a focus on equity

The EEDC prompted creation and facilitation of Unit-Led Community Building events for the Graduate School, which included a variety of social and networking events to build rapport among staff. In addition to its major climate improvement efforts, the EEDC organized a Go Big Read book discussion and presentation by the McBurney Disability Resource Center.

Initiative F. 3. Embrace continuous process improvement and invest strategically in technology and infrastructure

The Graduate School participated in several enterprise projects, including as an evaluator for the Universities of Wisconsin Enterprise Document Management System vendor selection and as a tester for the Blackthorn events management system. The school updated its data reports to align with UW–Madison’s most recent guidelines for Legal Sex and Gender clarification, continued improvements to the Grad Portal to increase efficiency and functionality, and expanded and improved the auditing of enrollment and academic requirements.

Appendix 1

GRADUATE SCHOOL STRATEGIC PLAN FOR GRADUATE EDUCATION AT UW-MADISON 2023-2028

PRIORITIES & INITIATIVES

(A) Advance innovative graduate education, career development, and professional success

1. Offer high-quality graduate programs that enhance student academic and professional success
2. Utilize and enhance data resources within the Graduate School to support graduate program quality and student success
3. Sustain resources to help master's and doctoral students develop academic and professional skills, as well as explore and prepare for diverse career pathways
4. Create opportunities for and celebrate student achievements in living the Wisconsin Idea

(B) Recruit and retain a talented and diverse student body

1. Implement tools and resources to help train admission committees to recruit and evaluate applicants using a holistic perspective
2. Develop coordinated and collaborative pipeline programs for recruitment
3. Offer students inclusive mechanisms to bring forth concerns related to equity and inclusion
4. Prepare graduate students to foster environments of diversity, equity, and inclusion (DEI)

(C) Establish and support university-wide expectations for consistent and high-quality graduate student mentorship

1. Promote use of evidence-based mentorship best practices, such as compacts and goal setting
2. Advocate for expanded participation in mentorship training for faculty and directors of graduate study
3. Offer training for graduate students to work effectively with faculty mentors
4. Ensure graduate students have access to teaching- and mentoring-related professional development

(D) Strengthen collaboration among campus partners to support the success, wellbeing, and belonging of graduate students

1. Strengthen processes and resources to train and support graduate coordinators
2. Grow current partnership with Dean of Students Office to focus on assistance and support for graduate students
3. Ensure that all graduate students have access to career services
4. Support and offer programming that promotes a sense of belonging among graduate students

(E) Facilitate access to funding, resources, and opportunities

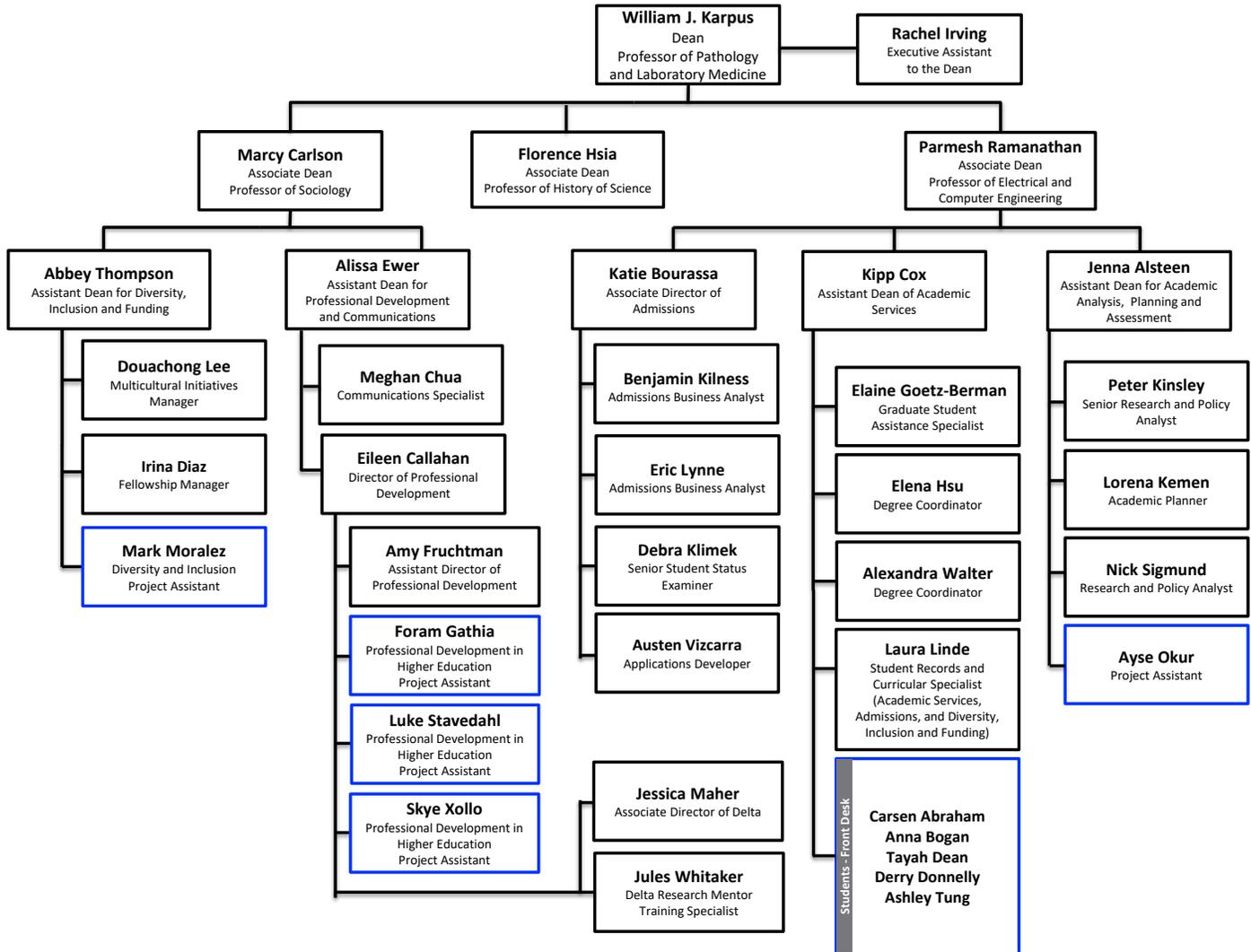
1. Incentivize and increase extramural graduate funding, such as creating and maintaining a repository of extramural funding sources and providing workshops about pursuing external funding
2. Set competitive stipend levels that take into consideration student needs and cost of attendance
3. Collaborate with programs to offer multi-year funding guarantees and address gaps in student funding as needs arise
4. Advocate with campus partners to promote attention to providing opportunities such as conference funding and professional development
5. Cultivate philanthropic partners to increase grants and opportunities

(F) Sustain the Graduate School as a high performing organization

1. Use equity and accessibility as a lens for all activities that Graduate School touches, e.g., recruiting, admissions, funding, advising, career development.
2. Increase transparency regarding goals, processes, and budgets
3. Embrace continuous process improvement and invest strategically in technology and infrastructure
4. Prioritize the professional and personal development of staff with a focus on equity

Appendix 2

GRADUATE SCHOOL ORGANIZATIONAL CHART

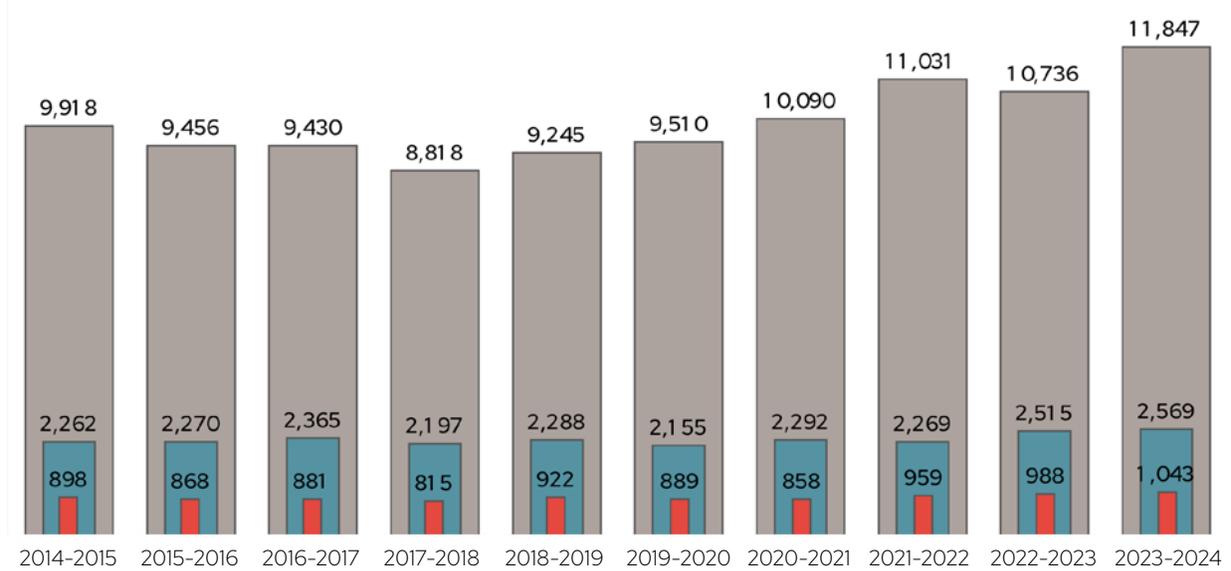


= student employees

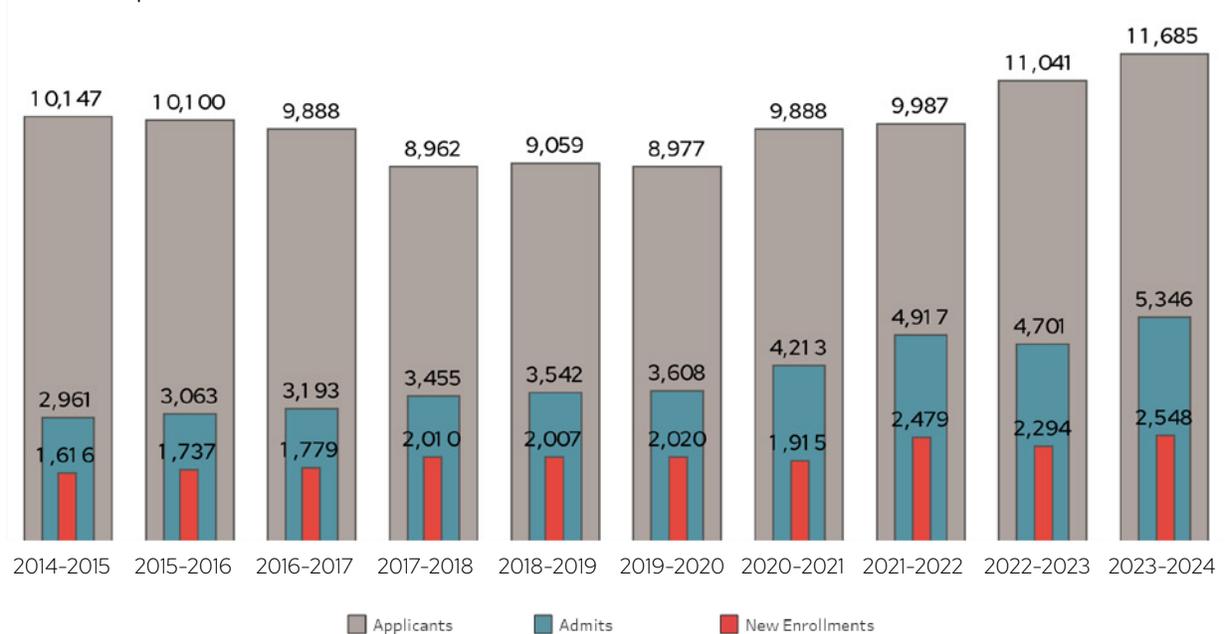
Appendix 3

APPLICATION, ADMISSION AND NEW ENROLLMENT

Research and clinical doctorate



Master's and specialist

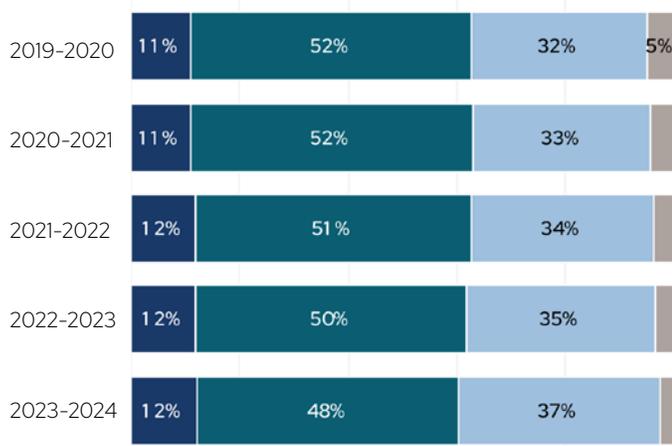


Data visualizations retrieved 6/24/24. See grad.wisc.edu/data for up-to-date data.

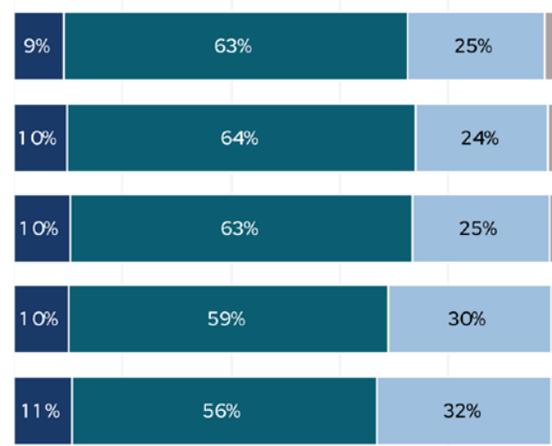
Appendix 4

ENROLLMENT AND DEMOGRAPHICS

Research and clinical doctorate
Enrollment by demographic group

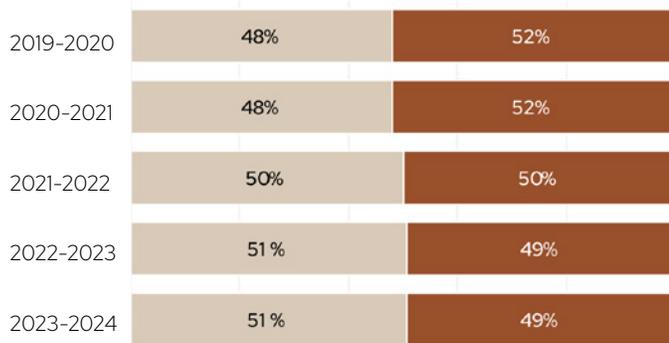


Master's and specialist
Enrollment by demographic group

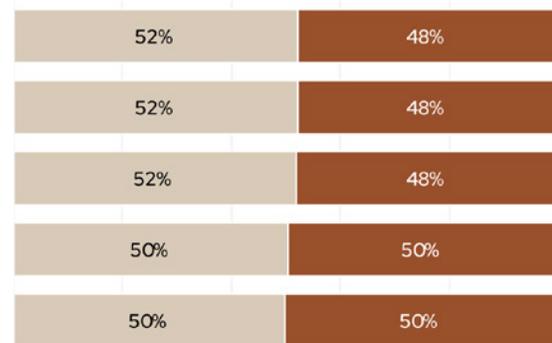


■ Underrep. Stud. of Color (Domestic)
 ■ Not Underrepresented (Domestic)
 ■ International
 ■ Unknown (Domestic)

Research and clinical doctorate
Enrollment by gender



Master's and specialist
Enrollment by gender



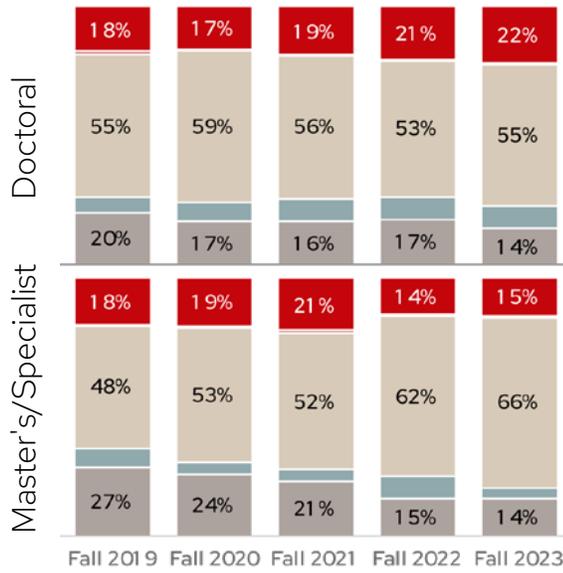
■ Female
 ■ Male

Data visualizations retrieved 6/26/24. See grad.wisc.edu/data for up-to-date data.

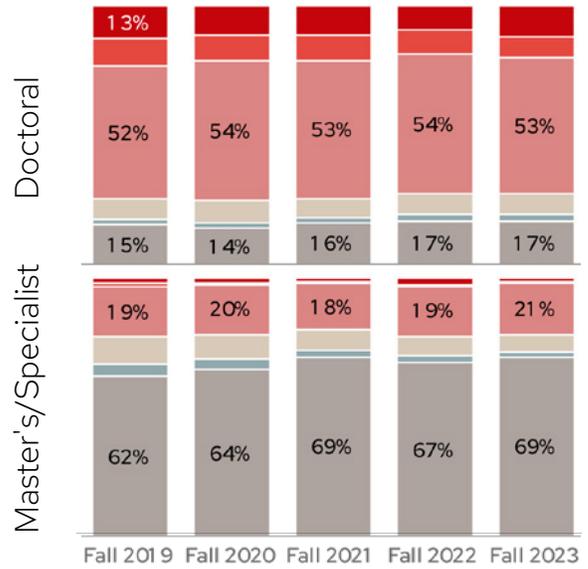
Appendix 5

STUDENT FUNDING BY DIVISION

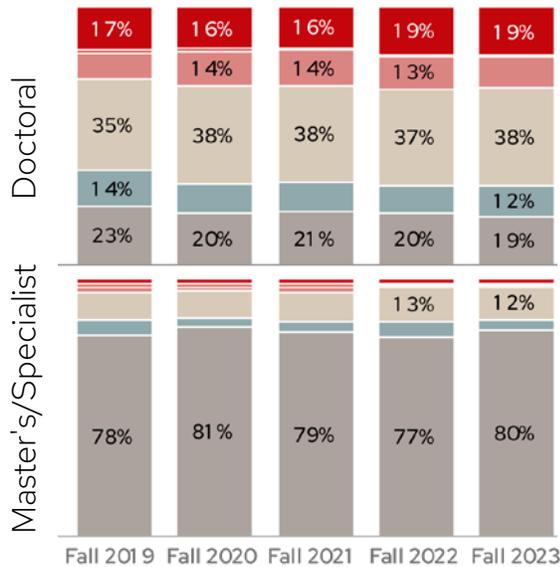
Arts & Humanities



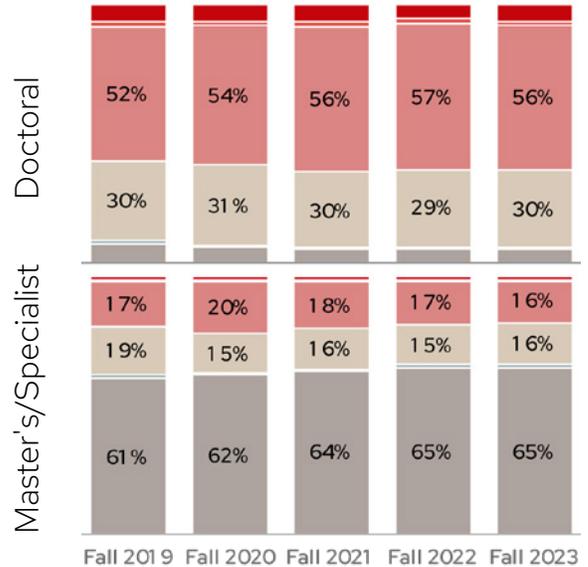
Biological Sciences



Social Sciences



Physical Sciences



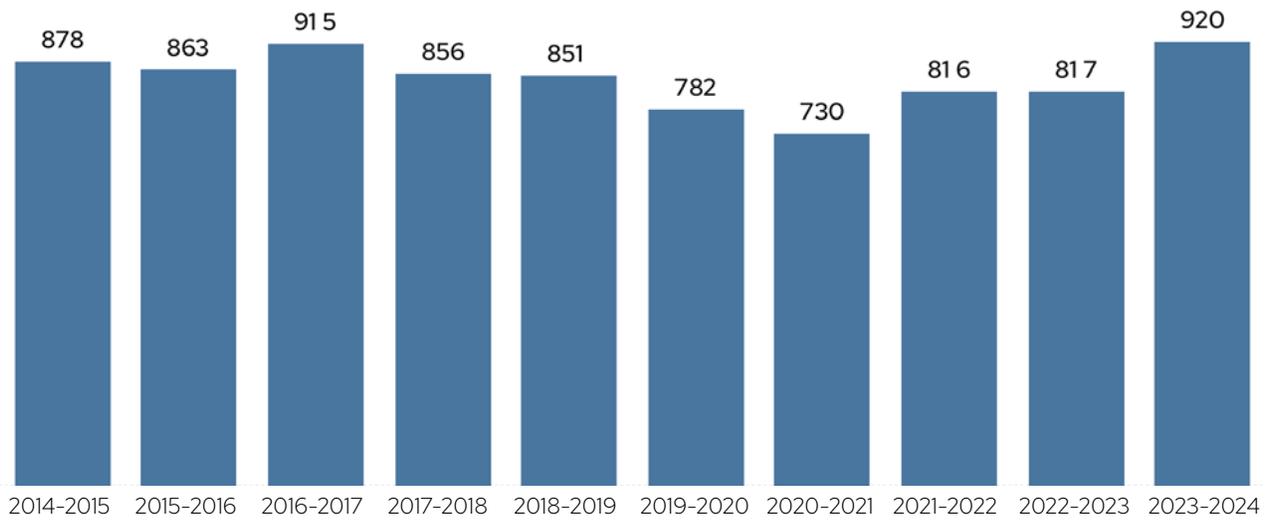
■ Fellows ■ Trainees ■ Research Assistants ■ Teaching Assistants ■ Project Assistants ■ Other Funding

Data visualizations retrieved 6/30/24. See grad.wisc.edu/data for up-to-date data.

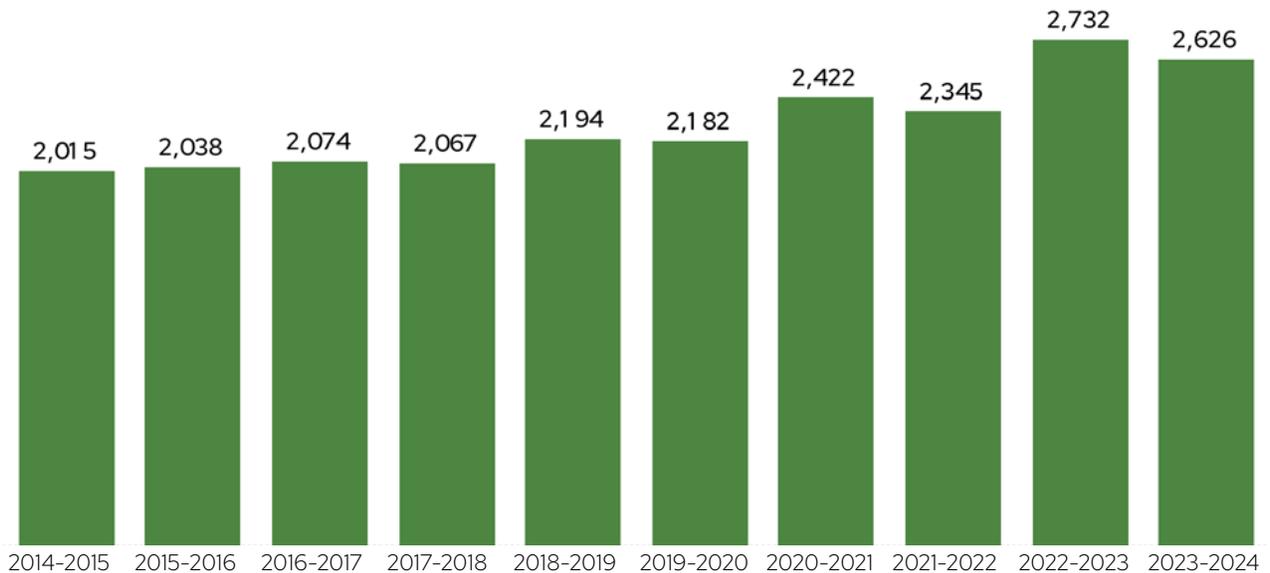
Appendix 6

DEGREES AWARDED

Doctoral Degrees by Graduation Year



Master's and Specialist Degrees by Graduation Year

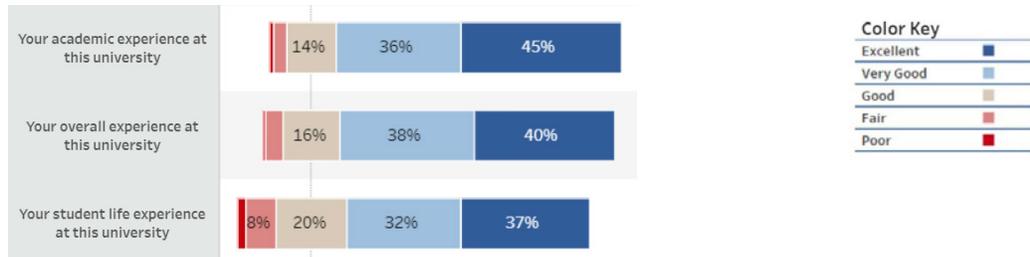


Data visualizations retrieved 6/30/24. See grad.wisc.edu/data for up-to-date data.

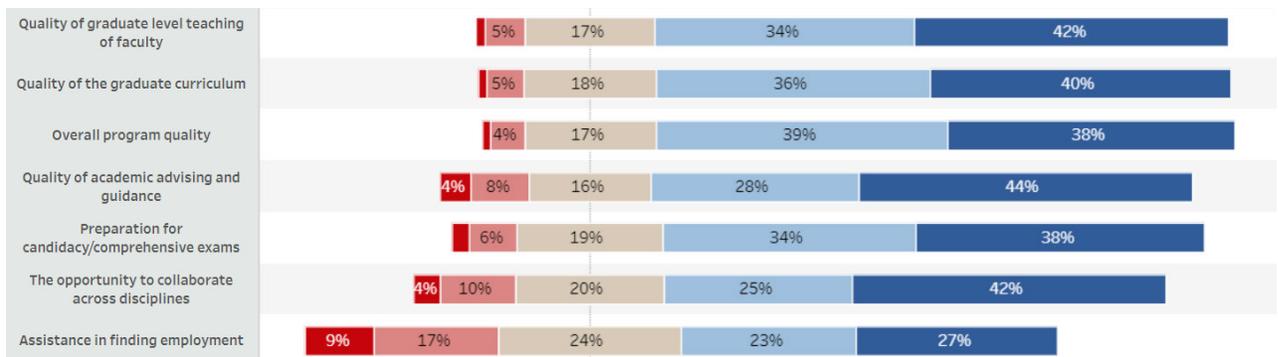
Appendix 7

STUDENT SATISFACTION

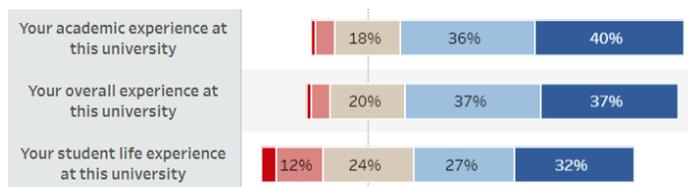
Doctoral Exit Survey
Overall satisfaction:



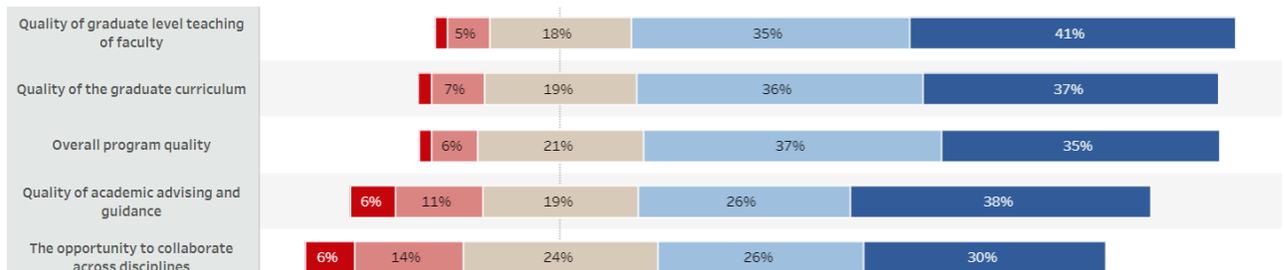
Aspects of doctoral program:



Master's Exit Survey
Overall satisfaction:



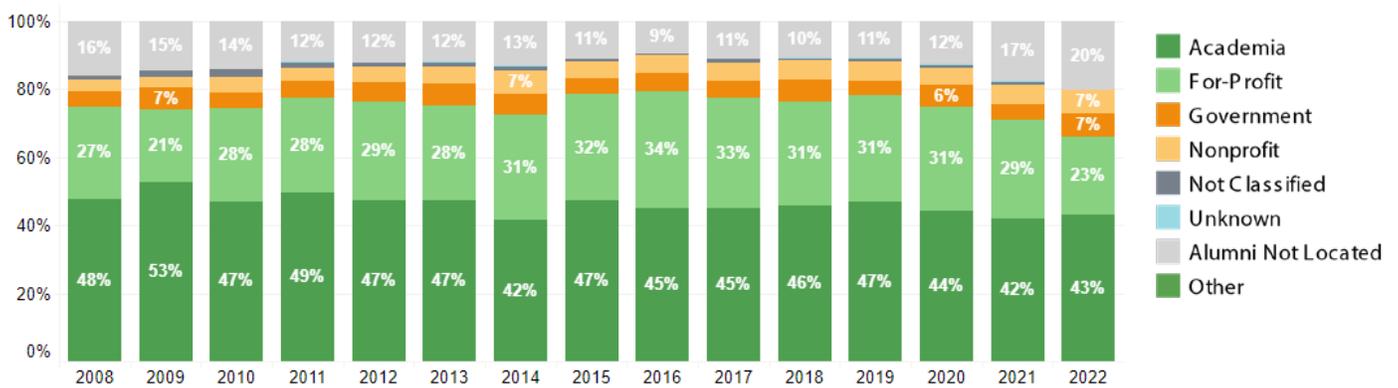
Aspects of master's program:



Appendix 8

CAREER OUTCOMES

Doctoral career outcomes - job sector
Stratified by departure year



Doctoral career outcomes - job type
Stratified by departure year

