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### Looking Forward

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Graduate education is the centerpiece of a major research university. Graduate students at the University of Wisconsin-Madison work alongside faculty doing cutting-edge research and assist in teaching our university’s nearly 30,000 undergraduate students. The Graduate School plays a crucial role in maintaining excellent graduate education and allowing the UW-Madison to adapt and thrive in a rapidly changing graduate education landscape. The Graduate School sets university-wide standards and policies, facilitates the development of new approaches to graduate education, promotes diversity initiatives, and advocates for graduate students and graduate education.

**Accomplishments**

In light of the decision in 2014 to divide the Graduate School from the Office of the Vice Chancellor for Research and Graduate Education, this year the Graduate School completed its reorganization. William Karpus was appointed Dean of the Graduate School effective August 1, 2015, and an administrative structure change was put into place, including the appointment of two associate deans, Daniel Kleinman and Ray Vanderby, and the separation of the Office of Academic Services and Admissions into two units with two directors, Michelle Holland and Judy Bauman.

Over the past year, the Graduate School has worked to maintain the University of Wisconsin-Madison’s preeminence as a center for excellent post-baccalaureate education. Toward this end, partnering with the Division of Continuing Studies and the Office of the Provost, the Graduate School has facilitated and overseen the development of new professional certificate and master’s programs. Graduate School staff have also worked with Ph.D. programs on campus as they seek to reorganize in light of a changing academic ecology. Beyond these efforts, the Graduate School has played a central role in developing innovative graduate student professional development programs and new means for providing funding for Ph.D. students. Finally, the Graduate School has built new alliances in its efforts to foster diversity among the graduate student body and has led efforts to rethink the Ph.D. dissertation.

**Priorities**

William Karpus, concluding his first year as Dean of the Graduate School, has overseen a transition that includes Graduate School restructuring, personnel changes, and absorption of budget cuts. Key priorities of the coming year will require finalization of some remaining issues surrounding the restructuring as well as the integration of new personnel. Overall, areas of emphasis for the Graduate School continue to be improving funding for students, shortening time to degree, promoting diversity and inclusion, and advocating for broader student training to enhance career opportunities beyond the academy.

**Challenges**

The greatest challenge for the Graduate School, both now and into the future, is the ongoing task of balancing the needs of students and programs with the available resources. Additional resources are needed to fund activities and staff support, in order for graduate education at UW-Madison to remain one of its key strengths. Graduate student funding remains a difficult challenge. Increased Wisconsin Alumni Research Foundation (WARF) support has allowed the Graduate School to expand the margin of excellence in graduate education. However, continued resources are needed by the Graduate School and by UW-Madison’s graduate programs to recruit and retain a diverse and elite community of students. Resources are also needed to implement programs that could significantly affect campus climate and to expand the increasingly important role of professional development for graduate students.

**Staffing Needs and the Campus Role of the Graduate School**

The Graduate School has a lean staff, but one that has been quite effective in helping to maintain the preeminence of graduate education on our campus. Limitations in current staffing result in limited opportunities for developing innovative policies and practices. Significantly, existing personnel levels are insufficient to realize the objectives put forth by the Working Group on Leadership Changes in the Office of the Vice Chancellor for Research/Dean of the Graduate School (Faculty Document 2483) and the University Committee (Faculty Document 2500), each of which envisioned a proactive and innovative Graduate School. The conclusions of these two bodies were reinforced by the findings of the Ad Hoc Committee on Graduate School Restructuring, which pointed to the Graduate School being “severely understaffed for its many responsibilities.”

**Funding of Graduate Students**

Assistantship and fellowship funding for graduate students is a central issue of concern for the UW-Madison campus. Graduate student support increases the research and scholarship productivity of our institution. Fellowship funding, in particular, benefits campus by increasing our capacity to recruit the most competitive graduate student applicants and by improving the retention of faculty who seek to work with the best graduate students.
Year in Review

Office of the Dean

A number of initiatives were launched in academic year 2015-16 to improve graduate student funding. Many of these were a direct result of the enhanced support of graduate education by the Wisconsin Alumni Research Foundation (WARF). To address the strategic objective of enhancing degree completion, the Graduate School initiated a dissertation completion fellowship competition. A faculty committee chose 38 fellowship recipients and the program resulted in 63% dissertation defenses to date.

Consistent with the strategic objective of underrepresented minority (URM) student completion, which continues to be a national concern, additional resources were allocated to for Advanced Opportunity Fellowships. In partnership with the Office of the Vice Chancellor for Research and Graduate Education (OVCRGE) and the UW Foundation, the Graduate School facilitated a plan to make the Wisconsin Distinguished Graduate Fellowship program sustainable over the long term.

Also in partnership with the OVCRGE and their innovative UW2020 research grant program and utilizing WARF resources, the Graduate School added a funded research assistant position to each UW2020 grant selected for funding. The idea behind this initiative was to accelerate the pace of discovery and expose graduate students to the leading edge of research at UW-Madison.

Graduate student engagement is a critical strategic objective designed to gather critical information about all aspects of the overall experience of graduate students and to drive improvements in graduate education. To that end Coffee Chats with the Dean were established that bring together Dean Karpus and approximately twelve different graduate students each month, representing a wide breadth of programs and points along the educational timeline. Topics discussed include but are not limited to advising, climate, funding, professional development, teaching, and career outcomes. This has provided a personalized way for the Graduate School to be aware of graduate education pressure points and to prioritize those issues for closer attention. Additionally, Interim Associate Dean Ray Vanderby convened a graduate student discussion group that meets monthly to devote a more in-depth discussion on similar topics generated by both the students and the Graduate School. The group consists of approximately twenty-four graduate students representing programs in the four divisions, students at various time points in their careers, and master’s and Ph.D. degree students. The discussion group functions to bring areas of graduate education from the students’ perspective to the attention of Graduate School leadership for further discussion and action.

A national graduate education discussion about the future of the dissertation has been occurring in various venues, including those sponsored by the Council of Graduate Schools. Senior Associate Dean Daniel Kleinman participated at the national level and convened a UW-Madison faculty committee to continue the dialog on campus. The committee generated a number of recommendations that include dissertation committee size, dissertation evaluation criteria, public performance, collaborative and co-authored dissertations, data access, and alternative formats. Additional UW-Madison faculty input is being sought and the discussions will continue.
The Office of Academic Planning and Assessment (OAPA) plays a critical role in the perpetuation of high-quality graduate programs, and in turn, the successful graduate student experience on campus. The unit has two core functions: academic planning and program review, and data analytics and reporting. The unit supports activities related to the Graduate Faculty Executive Committee (GFEC) and Graduate School Academic Planning Committee (GSAPC), develops resources for program review, and serves as an advisor to faculty, staff, schools, and colleges regarding academic program changes and developments.

**Graduate Exit Survey**
Since the fall of 2012, the Graduate School has conducted exit surveys of graduating master’s and doctoral degree recipients. The surveys inquire about students’ overall program experience, orientation, advising, mentoring, career services and post-graduation plans. In 2015, in order to compare outcomes on a variety of measures across degree levels, the Graduate School added relevant questions from the Association of American Universities’ doctoral survey to the master’s survey, as well as questions focused on climate and professional development.

With three years of responses collected, in late 2015 post-graduation employment data was made available to programs and prospective students (www.gradsch.wisc.edu/mas/), shedding valuable light on both possible career paths available to graduates and the skills necessary to be successful in a chosen career.

**Improved Services and Processes for Program Review**
In recent years, UW-Madison has increased its commitment to timely completion of academic program reviews. In 2015-16 alone, the GFEC discussed and approved 26 program reviews, up from just five reviews as recently as 2012-13 (Figure 1).

To support this effort, the OAPA created a series of data reports on key graduate program health indicators, including admissions and new enrollment trends, diversity statistics, funding rates, time to degree and degree completion rates, and exit survey results. The results are analyzed by demographic group and compared to campus peers, and insights are shared with program leaders and review committees to help define areas of strength and opportunities for improvement.

**MARC: Madison Academic Repository for Curriculum**
This year the OAPA completed another biennial publication of the Graduate School Catalog. The catalog contains updated information regarding over 200 graduate degree/major, certificate and minor programs for the 2016-17 through 2017-18 academic years. This catalog will be the last publication of its kind however, as a new catalog publication process will be available when graduate program content is next updated in 2018. This new process will be managed by a software workflow system sponsored by the Office of the Provost. Throughout 2015, OAPA was an active participant in the structural development of this system.

**Program Learning Outcomes and Assessment Plans**
In another successful partnership, the OAPA continued its work with the Office of the Provost on the University Assessment Plan. The first stage in the new assessment process, completed in the fall of 2015, was the collection of learning outcomes from each program by degree level. Throughout 2015-16, the OAPA also supported workshops, graduate-level communications, and template development for the second phase of the project: creation of program assessment plans.

![Graduate Faculty Executive Committee Governance of New Program Approvals and Reviews 2011-12 through 2015-16](image-url)
Year in Review

Office of Admissions

The Office of Admissions is usually the first interaction that an applicant has with the Graduate School. The office partners with 150 academic programs to process approximately 20,000 applications annually. We serve as a resource for applicants, students, faculty and academic programs throughout the admissions process, from prospect through matriculation. We offer one-on-one training to our academic programs on admissions process and systems. Annually, we evaluate international academic records of approximately 1,400 international applicants and create I20 forms for nearly 900 international applicants which is necessary in obtaining their visas.

The Office of Admissions’ major achievement over the last academic year was launching a new online application for admission. The application design:

- Uses adaptive display which allows questions to be shown or hidden depending on answers to previous questions. This makes it less confusing to the applicant.
- Shows the applicant the completeness of the application, by section.
- Allows applicants to easily view all the documents that have been uploaded through the new document center. Applicants can make changes to their documents without contacting admissions staff.
- Allows applicants to send comments to each recommender when making their request for a recommendation.
- Allows recommenders to make changes to their submitted recommendations without contacting admissions staff.
- Includes supplemental applications for most programs. Supplemental applications allow for program-specific questions. In the past, these could only be created at the plan level (master’s/doctorate). However, they can now be at the official option level, which is where we differentiate our online/hybrid programs. Since the application is all inclusive, it allows for an easier applicant review at all levels.
- Allows program deadlines for receipt of application materials to be set at the option level for online/hybrid programs.
- Provides programs an easier process to pay the application fee for applicants with financial need and gives more flexibility to the programs.
- Links to the residency smart app, so that the information goes directly to the Residency Office, which improves efficiency and customer service.

We have spent the last several months discussing a new Applicant Review System. Instead of maintaining three different systems for different stakeholders, we will maintain one system and will grant access depending on the work of different users. We have had several meetings to engage our graduate program coordinators and Graduate School staff to gather requirements for the design of the new system. We will also gather requirements from admission committee members. The system will allow flexibility for our decentralized campus, as well as ensure consistency in how the system is used. This system will go live in April 2017 and will be used for applicants applying to the spring 2018 term.

In the last year the Office of Admissions has seen more online and hybrid programs, outside of the traditional programs. We are starting to get a better understanding of these programs and have started to discuss efficiencies in working with them.
**Year in Review**

**Office of Diversity, Inclusion, and Funding**

The mission of the Office of Diversity, Inclusion and Funding (ODIF) is to provide recruitment and fellowship support across our many graduate programs and to support the recruitment and retention of graduate students from underrepresented backgrounds. ODIF promotes a shared campus-wide commitment to an inclusive climate for all UW-Madison graduate students, oversees the Graduate School’s fellowship and funding competitions, serves as the coordinating unit for multiple external fellowships, and provides assistance to graduate students, staff, and faculty on campus-wide funding issues.

Graduate fellowships allocated through ODIF benefit campus by improving recruitment outcomes of the most sought-after prospective students. These fellowships likewise are valuable in student retention and decreasing time to degree. Through the divisional fellowship competitions, Dissertation Completion Fellowships (new in 2015-16), and travel grants, the ODIF supports students later in their graduate careers, funding their education and professional travel. Funding workshops help students prepare competitive applications for external fellowship opportunities.

The primary sponsor for graduate student support, including fellowships, continues to be WARF, with additional support from a number of other sources. $766,500 in research and conference travel grants were awarded to 775 graduate students; these grants were supported by the Vilas Trust, with additional international research travel awards sponsored by the UW Foundation’s Twin Cities Women’s Philanthropy Council. Four major fellowship competitions were held in 2015-16, one for each of the four campus divisions. Each was run differently and adapted to divisional culture.

UW-Madison has steadily increased its underrepresented graduate student population, bringing more diversity to campus and enhancing the quality of all students’ educational experiences. To recognize the achievements of and efforts in support of our underrepresented students, the UW-Madison Bouchet Graduate Honor Society chapter selected its sixth class of inductees in the Spring 2016 semester, bringing the total number of UW-Madison inductees since the chapter’s inception in 2010 to 26. This year’s inductees included five dissertators and one postdoctoral researcher. The Vice Provost for Diversity again partnered with the Graduate School to provide professional development awards to each inductee.

An important way the Graduate School recognizes students who have exhibited exemplary mentoring qualities is with Peer Mentor Awards. This award, sponsored by ODIF and the Graduate School’s Office of Professional Development and Communications, was presented to five graduate students in Spring 2016, with many of these students recognized for work aimed at supporting underrepresented groups. For the first time, the 2016 Peer Mentor Awards were presented as part of the Center for Leadership and Involvement’s Bucky’s Awards, which reinforced to the larger campus community that mentoring is a form of leadership.

The Office of Diversity, Inclusion, and Funding works to support students throughout their graduate experience. In addition to annual events like the Multicultural Graduate Network (MGN) Welcome, Dine Around, and happy hours, ODIF in 2015-16 piloted a series of mixers and luncheons for students from racial/ethnic minority groups to minimize the sense of isolation voiced by many students. These luncheons additionally allowed the Graduate School an opportunity to share underrepresented students’ experiences and identify ways to better support them. This series was organized in partnership with the Multicultural Student Center, with additional funding from the Vice Provost for Diversity’s Innovation Grant.

Recruitment and retention of a diverse graduate student population is a long-term commitment that requires engagement throughout an individual’s educational career. To help build a pipeline of prospective graduate students from underrepresented groups, ODIF annually supports campus Summer Research Opportunities Programs. In SROP 2015, 126 undergraduate students participated through eight programs across campus. To support UW-Madison undergraduates interested in pursuing graduate studies, ODIF is also home to the Ronald E. McNair Post-baccalaureate Achievement Program, sponsored by the US Department of Education. McNair annually supports 31 students from underrepresented backgrounds. Twelve students graduated during the 2015-16 academic year and at least 11 will graduate school in fall of 2016. Four UW-Madison McNair 2016 graduates applied for the National Science Foundation Graduate Research Fellowship (GRFP); one was awarded the GRFP and another received an honorable mention. Additionally, one alumnus was awarded a fellowship through the National GEM Consortium. To support the larger McNair Scholars Program, in 2015 ODIF hosted graduate program visits for 102 McNair Scholars from eight other universities. The Graduate School additionally partners with 14 predominately minority-serving institutions and two consortia to promote UW-Madison summer and graduate program opportunities to their students.
The Office of Academic Services serves as a campus resource to promote and facilitate excellence in graduate education for current graduate students, from the time of matriculation until conferral of the graduate degree, as well as to those faculty and staff across campus who also support them during this time.

During the 2015-16 academic year, the Office of Academic Services granted dissertator status for 894 doctoral candidates and approved 874 dissertations deposits to ProQuest (July 1, 2015 through June 30, 2016). During the fall and spring semesters, 1,708 master’s degrees were granted, and 462 doctoral degrees conferred (summer degree conferral is ongoing at the time of report publication). The Office of Academic Services staff also advise and review special committee degrees and joint degrees, degree programs for students whose academic interests are not well-served by matriculation in a single degree program.

The Office of Academic Services works closely with directors of graduate studies and graduate program coordinators.

We provide training for coordinators on relevant graduate education policies and student information systems. Jump Start, for example, is a training program held each fall for new graduate program coordinators.

The Office of Academic Services is the lead Graduate School office responsible for ensuring that graduate students are maintaining satisfactory academic progress. The office regularly monitors student progress and conducts evaluations and interventions as needed.

The Office of Academic Services serves as a source of “neutral” counseling independent of academic mentors and programs in cases where a student is having a problem with her/his studies, program, or advisor. The office investigates and organizes adjudication of graduate student grievance procedures.

**Highlighted accomplishments:**

- Transitioned to an updated administrative structure with a Director of Academic Services and a newly hired Admissions & Academic Services Coordinator
- Introduced the option of Skype (instead of in-person) final dissertation review for any graduating doctoral students
- Implemented the campus system Scheduling Assistant for students to schedule their final review appointments online to relieve the Graduate School front desk staff of making 800+ appointments over the phone each year
- Updated the transcript processing from ISIS to ImageNow for the Office of Academic Services work flow to improve efficiency from 20 minutes to two minutes to electronically produce a transcript
- Participated in the initial development of a Graduate Student Tracking System
- Coordinated with the Registrar’s Office to create an online form and establish improved workflow processes for issuing degree completion letters to students

**Year in Review**

**Office of Academic Services**
Year in Review

Office of Professional Development and Communications

The Office of Professional Development and Communications houses two units with distinct missions. The Office of Professional Development (OPD) coordinates, develops, and promotes learning opportunities to foster the academic, professional, and life skills of the graduate education community. The Communications Office portrays, through various media platforms, the opportunities, values and identity of the Graduate School.

Office of Professional Development

OPD sponsored or co-sponsored 25 workshops and 16 other events this past year, 40% of which were new sessions. Among these were Doug Kalish’s talk “The Enjoyment of Employment: Finding the Right Workplace Culture” and career consultant Kristina Vack’s workshop on “First Steps to Building Your Personal Brand.” We continue to cultivate partnerships across campus, publicizing 280 professional development events campus-wide. OPD co-sponsored three Mellon-Wisconsin Dissertation Writing Camps. Each camp offers 20 dissertators focused time to write in a supportive atmosphere amid other writers.

OPD led the onboarding and welcome efforts for approximately 2,500 incoming graduate students. Each summer month new students are emailed timely and essential information about what to do before and when they arrive on campus. OPD hosted New Graduate Student Welcome and Welcome Week, aimed at socializing graduate students to their new roles as researchers, scholars, and community members.

OPD continues to be a primary source of Individual Development Plan support and information, presenting workshops, answering questions, and working to facilitate peer-to-peer IDP mentoring.

The availability of career services for graduate students varies widely across campus. In some instances, graduate students who are interested in non-faculty career paths do not have access to career resources. In an effort to begin to fill these gaps, OPD offers training for graduate program coordinators, to allow them to have career-related conversations and provide referrals. During summer 2015 OPD organized five professional development events, and about 100 coordinators attended one or more of these sessions.

GradConnections Weekly is a newsletter produced by OPD and distributed to our 9,200+ graduate students. It provides a weekly digest about professional development events, academic deadlines, and announcements; funding opportunities; and tips written with grad student life in mind.

The Report of the Ad Hoc Committee on Graduate School Restructuring identified graduate student professional development as an area of high priority. As a result, OPD reviewed literature on graduate student development theory, examined national reports on graduate education and employment, and consulted with peer institutions about their professional development models. This work led to development of a new framework for graduate student professional development, which was then vetted with faculty, students, and staff. Future work includes creation of an online platform for the framework.

Communications Office

The Communications Office developed a series of alumni career path profiles on the Graduate School website to show current graduate students the variety of career paths available to them, and to demonstrate the success of our alumni. Our office also publishes original articles and cross-promotes existing publications about the success of our current graduate students. These include brief biographies about graduate students with WARF funding, which intend to demonstrate the immense positive impact that the WARF gift has on our graduate students and how it continues to fuel the engine of research discovery on campus.

This past year the Graduate School website had over 2.7M pageviews. Twitter (@UWMadGSED) is our primary social media platform for engaging graduate students, with over 1,300 followers. We use Twitter to announce professional development, funding opportunities, and academic deadlines, and to drive traffic to the stories published on our website.

Our office supported the Office of Professional Development’s outreach efforts, creating a variety of print and electronic announcements. We brought in ThinkInk Design to work with the Office of Diversity, Inclusion, and Funding on a redesign of the SROP and McNair recruitment brochures.

CoordLink newsletter is produced by our office for graduate program coordinators. It contains updates, event ads, policy announcements, and training opportunities.

In collaboration with the Office of Academic Services, we revamped the Unit Directory, a communication tool that identifies people who hold key roles in each academic program, and redesigned the Major Areas of Study pages, which provide a one-stop-shop for prospective students to browse and quickly search across our 150+ graduate degree programs.
Looking Forward: Priorities for 2016-2017

Office of Academic Planning & Assessment

We will transform our graduate program profiles and exit survey results into a series of interactive visualizations to better support the needs of different audiences and provide deeper analysis of data.

We will develop training workshops for programs and committee members preparing for graduate program review, and begin monitoring program quality checkpoints throughout the 10-year review cycle.

To support the new Madison Academic Repository for Curriculum system, we will review and reimagine our internal processes and communications for catalog development and academic planning.

We will to continue to look for ways to leverage partnerships with other organizations and programs to collect graduate alumni data and connect our alumni with the Graduate School.

Office of Admissions

A new Applicant Review Program will be in place by April of 2017, making the process of admissions decision-making more efficient.

We will change our student status check that accompanies the Applicant Review Program. This added information will help our programs understand how they are losing applicants, and if possible, make changes accordingly.

We will move to an electronic review of our applications. This will remove the need for paper files.

As new types of programs emerge, we hope to streamline admissions processes to better handle the variety of programs, whether they be traditional, online, or hybrid.

As we strive to be more holistic in our approach to admissions, we would like to engage our faculty admission committees in dialogue about the shortcomings of current admissions processes.

Office of Diversity, Inclusion, & Funding

While there has been growth in the amount of measurable diversity within the graduate student population, new strategies are necessary to make the campus climate more welcoming to all students. Additionally, efforts to streamline funding processes are underway to allow the Graduate School to better support students and academic programs. Therefore, the following are the priorities for this Office over the next one to three years.

We will use data more effectively to evaluate student retention by division/school/program, demographic group of interest, funding type, etc. to identify and make recommendations on promising practices. We will also strengthen and expand our survey partnership with TEAM-Science to provide actionable data on underrepresented students’ mentoring experiences, and support campus climate survey initiative.

In 2015-16 we piloted a mixer/luncheon series, and in the future we will expand this effort, aimed at supporting students underrepresented in various demographic dimensions, such as students with disabilities and students who identify as part of the LBGTQ community.

We intend to implement a Bouchet Society seminar series and professional development events aimed at promoting the organization more publically and providing special opportunities to members.

We will pilot workshops for graduate admissions committees on unconscious bias in partnership with the Women in Science and Engineering Leadership Institute (WISELI).

Our goal is to deepen and expand collaborative relationships with internal and external partners to improve recruitment of underrepresented graduate students, evaluating success and sunsetting partnerships as appropriate.

This upcoming year we will develop an Arts and Humanities-focused SROP to support Big Ten Academic Alliance-ACM Mellon project and broaden impact beyond ACM students.

We will pilot a new method to waive
Looking Forward: Priorities for 2016-2017

Office of Academic Services

OAS will finalize updating the Add/Change/Discontinue Program form from an existing PDF paper form to an online electronic submission interface for students, graduate program coordinators, and Graduate School staff.

Our work will include completing the initial pilot phase of the Graduate Student Tracking System project, evaluating the project, and determining plans moving forward.

We intend to improve the graduate student final review process by collecting data and evaluating the administrative workflow as well as the student experience.

We will be involved in developing the Graduate School Student Portal, an integrated online student facing system to continually improve the student experience.

We will provide the opportunity for a graduate student project assistant to interact with the Graduate School offices of Admissions and Academic Services and Academic Assessment and Planning through the Academic Leadership fellowship program.

Office of Professional Development & Communications

Office of Professional Development

This upcoming year we will integrate our new professional development framework into the core of our professional development program and launch and promote the new interactive online professional development framework tool.

Our goal is to continue steady and responsible growth of high-quality professional development events that are central to our mission and expand partnerships/sponsorships with academic programs and other units.

We will continue our efforts to implement the Higher Education Leadership Project Assistantship program, assess in year one, and grow into a PA model for campus.

We aim to increase the use of Individual Development Plans.

We will expand outreach efforts to visit more programs to promote professional development opportunities.

We will continue to advocate for graduate student access to career services and continue to shift perceptions about non-academic careers through our Beyond the Tenure Track series.

Communications Office

We will continue to maintain the Graduate School website, Twitter account, Major Areas of Study, and Unit Directory. New initiatives will include launching a Graduate School Facebook and LinkedIn presence. We will continue utilizing analytic tools to understand and enhance website and social media use.

Our goal is to develop an on-demand repository of professional development event videos.

In partnership with University Health Services and the Graduate School’s Office of Academic Services, we will implement a sexual violence prevention program.

Our work will include supporting the Office of the Dean through activities like Coffee Chats with the Dean and other student discussions groups.

We will continue to raise the visibility of the Graduate School by adding to our alumni profiles, student success stories, and WARF student profiles.
Shaoqin “Sarah” Gong, a researcher at WID and associate professor of biomedical engineering, graduate student Qifeng Zheng, and Zhiyong Cai, a project leader at the USDA Forest Products Laboratory, have recently created and patented a new aerogel technology.