



GRADUATE SCHOOL

2020-2021 ANNUAL REPORT

Dear colleagues,

The Graduate School centers its work on the themes of service, diversity, and engagement. The 2020-21 year gave us ample opportunities to excel in each of these areas, and I want to highlight a few of these accomplishments here.

It has been a particularly successful year for students receiving external funding support, including our National Science Foundation Graduate Research Fellowship recipients and many students who have won prestigious fellowships. Support from the Graduate School's fellowships office has helped supplement the impactful work that earned these graduate students their fellowships. I want to congratulate each of these students and their faculty advisors on these accomplishments. This year we created a new, searchable database of external fellowships that will help more students find external and federal funding opportunities like these to support their academic and research goals.

Our committed staff have continued to find ways to create flexibility and remain responsive to student needs as the COVID-19 pandemic and its effects remain a part of our lives. We have provided flexibility for applicants seeking a change to their first term of study, worked with individual students to identify academic policy exceptions to promote their success, and hosted virtual professional development events to keep our community connected during what was, for many, an isolating year.

Furthermore, we have found new ways to engage with students who have been historically underrepresented at our university. Our Office of Diversity, Inclusion, and Funding doubled its programming in the past year, offering well-attended events that created space for underrepresented graduate students to find community with one another. These efforts extended to those who are not yet our students as well, with several successful Virtual Open House events introducing UW-Madison to these prospective students.

We also continued our push to increase data access and transparency for our campus community and the public, making more information than ever before available to explore and analyze. You can find these interactive data explorers on our website, covering everything from admissions and enrollment to alumni career outcomes and more.



I invite you to read the rest of this report to learn more about what the Graduate School has achieved in the past year. As we look ahead to the coming year, we will continue to build on these successes as well as examine and act on ways we can continue to better serve graduate students, staff, and faculty on our campus. We look forward to a return this fall to the in-person activities that make our campus community strong and vibrant, and that we have missed over the past year.

On, Wisconsin!

William J. Karpus

Dean of the Graduate School
Professor of Pathology and Laboratory Medicine
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EXECUTIVE SUMMARY

Service

Advance graduate recruitment and admissions

- Continued to be responsive to the changing landscape brought on by the COVID-19 pandemic
- Counseled and offered flexibility to concerned applicants impacted by global shutdowns
- Permitted deferrals and extended the application close date
- Transitioned to fully electronic operations
- Embraced the new campus-wide Terra Dotta system for international student admission processing
- Implemented enhancements to the eApp, Applicant Review, and DataMart; explored Kira Talent for holistic admission review

Bolster student funding

- Recognized graduate students awarded prestigious fellowships including the Schmidt Science Fellowship and HHMI Gilliam Fellowship
- Launched a searchable database of external funding opportunities

Promote academic excellence

- Met a multitude of institutional requests for data to help navigate the unique complexities of the pandemic
- Administered a campus-wide survey to assess graduate program readiness to deliver remote and hybrid instruction
- Administered a large-scale survey of PhD program alumni as an institutional participant in Understanding PhD

Career Pathways for Program Improvement

- Continued meeting Graduate Student Tracking System implementation goals

Support career success and professional development

- Shifted all professional development events to virtual formats, maintaining high quality and quantity of programming and engagement
- Placed special focus on supporting graduate students and creating connections through programs like the Winter Professional Development Challenge, Student Interest Groups, and Dissertation Writing Camps

Diversity

Foster inclusive experiences

- Brought together graduate students of color, LGBTQ+ students, disabled students, and other underrepresented students from across UW–Madison to foster community and develop relationships
- Offered the first-ever Graduate Student Service Scholarship to recognize and honor graduate students who volunteer for service roles

Increase student diversity

- Hosted two Virtual Open Houses
- Supported 161 Graduate Research Scholars (GRS) fellows through \$6.6 million in funding
- Awarded over 650 application fee grants

Celebrate achievement

- Honored 10 Edward Alexander Bouchet Graduate Honor Society inductees
- Recognized graduate student mentors through the Peer Mentor Program

Engage staff in DEI training

- Offered learning opportunities to grow staff knowledge of equity, diversity, and social justice topics
- Conducted an Employee Wellness and Engagement Pulse Survey and released a Remote/Flexible Work Equity Report

Use data to inform diversity initiatives

- Provided data reports for campus review of the GRS Communities
- Integrated new questions on diversity, equity, and inclusion into new program proposals and three-year check-in forms

Engagement

Build awareness and connections

- Continued to elevate and celebrate the stories of UW–Madison graduate students
- Maintained a website for prospective and current graduate students with over 1.5 million pageviews
- Published 41 issues of GradConnections Weekly, 19 issues of the online master's student newsletter, as well as a new student welcome campaign and reorientation emails for first-year graduate students

Support student wellbeing

- Responded with support, flexibility, and compassion as graduate students and programs encountered difficulties related to the COVID-19 pandemic
- Issued guidance on laboratory rotations and course modality when the campus transitioned to remote-only modality
- Created a fellowship for students whose progress was delayed by the pandemic
- Marked an increase in the complexity of graduate student cases seen by the graduate student assistance specialist

Improve data access and transparency

- Supported multiple campus stakeholders with custom data queries and reports used for program assessment and review, grant preparation and reporting, faculty tenure review, and more
- Developed three data visualizations for the Doctoral Exit Survey, Master's Exit Survey, and Doctoral Student Experience Survey
- Launched the Graduate Admissions Competitor Landscape data visualization

Appendices

View detailed data charts on:

1 Application, admission, and enrollment - page 14

2 Enrollment and demographics - page 15

3 Funding allocation by division - page 16

4 Degrees awarded - page 17

5 Satisfaction with university, program - page 18

6 Career outcomes - pages 19-20

SERVICE



Supporting graduate education through high-quality service to current and prospective graduate students, faculty, and staff is core to the operational goals of the Graduate School.

Advance Graduate Recruitment and Admissions

Throughout the 2020-2021 academic year, the Graduate School continued to be responsive to the changing landscape brought on by the COVID-19 pandemic. Many international applicants experienced hardship due to embassy and institution closures, GRE and TOEFL site shutdowns, and restricted travel. In response, admissions staff made changes to systems, processes, and communications and counseled and offered flexibility to many concerned applicants who had hoped to start in fall 2020. Since the arrival for international applicants was uncertain, the Graduate School modified its deferral policy to allow deferment for a full academic

year. As a result, admissions staff manually performed 537 term changes from fall 2020 to future terms.

The Graduate School continued to process I20s throughout the pandemic, enabling international students to make visa appointments, when and where available. U.S. Immigration and Customs responded to the pandemic by allowing digital signatures on I20s, which enabled staff to sign all I20s digitally and make documentation available to applicants through the campus Terra Dotta system. This created both a time and cost savings for international applicants who were urgently trying to make visa appointments.

To continue helping applicants through the pandemic, the Graduate School began allowing international institutions

Graduate Admissions Academic Year 2020-2021

19,386 applicants
6,466 admits
2,776 new enrollments

32.6% admission rate
40.1% yield rate

See appendix 1 for additional data.

to send official transcripts electronically, which diminished the paper backlog and expedited the overall evaluation process. The school continued to accept paper transcripts to those who chose to send them.



SERVICE (cont.)

To assist graduate program staff, graduate IT staff created a process to pre-download viewable application summaries within the Applicant Review System. This reduced download time for program staff and lessened the security risk of program staff downloading application materials to their own computers.

Graduate admissions staff worked with IT developers to automate the term change process. This change saves time and allows both admissions and program staff to track all term change requests and processing updates. Staff continue to refine the process.

As national guidance changed and the pandemic evolved, the Graduate School updated communications and resources for applicants and programs. In addition, staff worked in coordination with campus partners (e.g. International Student Services (ISS)), where admissions input was needed.

The school piloted a vendor solution between Kira Talent and the Occupational Therapy doctorate program. Kira Talent allows programs to engage with applicants through an online interview platform to aid in evaluation of applicants. As a result of a successful year for this pilot, the school hopes to develop interest and add additional programs to the online interview initiative.

Bolster Student Funding

In 2020-2021, UW–Madison graduate students were awarded prestigious fellowships in a wide variety of subject

areas. Notable, 32 incoming students were selected for the National Science Foundation’s Graduate Research Fellowship Program, placing UW–Madison in the top 15 institutions nationwide for 2021 awardees. Three UW–Madison students were also awarded the National Academy of Education Spencer Fellowship, tied for 3rd most awardees of any institution.

Fellowship awards were granted to UW–Madison graduate students from the American Bar Association, the American Educational Research Association, the American Heart Association, the Ford Foundation, the Smithsonian Institution, the Social Science Research Council, the U.S. Agency for International Development, and the Wisconsin Policy Forum.

A UW–Madison PhD alumna was named to the 2021 cohort of Schmidt Science Fellows, a prestigious program that seeks to develop the next generation of scientific leaders addressing the world’s most pressing problems.

Additionally, two student-adviser pairs were named Howard Hughes Medical Institute (HHMI) Gilliam Fellows and Advisers. The HHMI Gilliam Fellows program aims to ensure that students from groups historically excluded from and underrepresented in science are prepared to assume leadership roles in science and science education, and to foster the development of a healthier, more inclusive academic scientific ecosystem by partnering with faculty and institutions committed to advancing diversity and inclusion in the sciences.

The Graduate School launched a new, searchable database of external funding opportunities to help graduate

students find funding opportunities from external federal agencies, professional organizations, and private foundations. The database contains dozens of fellowships, many of which UW–Madison graduate students have received in past years. Users can search for specific fellowships, filter results by disciplinary division or demographics, or browse the database to discover new opportunities.

Travel restrictions related to COVID-19 resulted in considerably fewer Student Research Grants Competition applications and awardees than in previous years. Given travel restrictions, students in 2020-2021 were allowed to apply for funding for virtual conference fees so the Graduate School could continue to support graduate students presenting at conferences, providing they presented at a minimum of two conferences. Seventy-two students were awarded conference presentation grants under these new rules. Another 12 students were awarded research travel grants. All research travel required authorization from campus leadership to protect student and campus safety during the pandemic.

Promote Academic Excellence

UW–Madison graduate programs were once again highly ranked in the 2022 edition of U.S. News & World Report’s “Best Graduate Schools.” The School of Education ranked fourth nationwide for the second year in a row. The history program was ranked 11th overall in the nation, with its African history program ranked first place, and its women’s history program ranked second place.

SERVICE (cont.)

The Library and Information Studies program also ranked 11th overall. UW–Madison was ranked fifth in the nation by the National Science Foundation for the number of PhD degrees awarded (780 doctoral degrees awarded), based on 2019 data from the Survey of Earned Doctorates.

As the COVID-19 pandemic continued to create uncertainty for students and the campus community, the Graduate School continued to maintain up-to-date information relevant to graduate students. The COVID-19 page on the Graduate School’s website continued to answer questions specific to graduate education, while additional welcome emails to new graduate students provided detailed guidance about what students could expect for the coming semester and what they needed to do to prepare.

The Graduate School worked with the UW Libraries to ensure graduate students were aware of how and when they could access library resources to keep their research and scholarship on track throughout a difficult year. The all-graduate student newsletter, *GradConnections Weekly*, regularly featured updates from UW Libraries and ways that graduate students could access library services both remotely and in-person.

During the challenges that have been presented by COVID-19 in 2020-2021, the Graduate School responded by meeting numerous institutional requests for data to help navigate the unique complexities especially associated with recruitment and admissions. Graduate School analysts created an internal benchmarking data set for applications,

admits, matriculations, and enrollments comparing current months to the same times in previous years to assess trends and project future enrollment. They evaluated current policy and practices related to student deferments to future terms, and not only was policy adjusted to accommodate for students who wished to delay beginning their graduate programs because of COVID-related obstacles, but more effective manners of identifying those who were deferring to future terms were implemented to create efficiencies for both university staff and students.

The school constructed and administered a campus-wide survey to assess graduate program readiness to deliver remote and hybrid instruction during the 2020-2021 academic year by surveying graduate program directors on the specific challenges they anticipated due to the move to remote instruction. The Graduate Education Continuity Workgroup used survey findings to develop recommendations for delivering graduate education in accordance with pandemic-related guidelines. Each graduate program received custom survey reports to inform program strategic planning.

The Graduate Faculty Executive Committee approved an expansion to policy defining how doctoral students can achieve the requirement of breadth throughout their time in their doctoral programs. Doctoral minors are still an ideal and valued pathway for students to bring breadth to their major program curriculum, but graduate/professional certificates will also be allowed to meet the breadth requirement. This modification to the policy broadens the opportunities for students in exploring

Enrollment

(Fall 2020)

Total enrollment: 9,365

Master’s: 4,183

Doctoral: 5,446

International: 2,727

Targeted minority: 991

Female: 4,753

Male: 4,612

Degrees conferred

(2020-2021)

Master’s: 2,392

Doctoral: 727

See appendices for additional data.

not only additional fields of study, but diverse credentials as well.

The Graduate School administered a large-scale survey of PhD program alumni as an institutional participant in the Understanding PhD Career Pathways for Program Improvement project run by the Council of Graduate Schools. The survey was the final in a series of annual alumni surveys collecting a range of data on the employment outcomes of PhD graduates. Ongoing analyses of the data continue to help programs understand the career trajectories of their graduates, as well as inform efforts to expand and improve PhD career readiness training.

SERVICE (cont.)

The Graduate School continued the Graduate Student Tracking System (GSTS) project, having fully onboarded 47% of all graduate programs and started the process with an additional 33%. Staff created six new program milestones for individual programs to flexibly track non-coursework requirements required for degree completion. They developed a template form for consistency and trained 94 coordinators on adding program milestones to student records.

Staff prepared the highly-requested GSTS Exceptions Tool, which will launch in early fall 2021. The tool will let programs enter course exceptions, waive requirements or credits, and declare students in internal program emphasis areas. The Graduate School also focused on engagement with programs, creating six new GSTS related KB docs, updating resource pages on the GSTS website for all user groups, adding FAQ sections to the GSTS website, and starting a community of practice and Teams group for GSTS.

Support Career Success and Professional Development

The shift to online brought about by the COVID-19 pandemic meant providing all graduate student professional development events in virtual formats. This required Graduate School staff to quickly learn new technology, find ways to create engaging experiences for participants, and maintain effective

communication and coordination with presenters.

The New Graduate Student Welcome (NGSW) event was modified from its typical in-person format and reconfigured for virtual participation. To build excitement, a specially-created NGSW website was designed and set to open at a specific time, starting with pre-recorded welcome remarks by campus leaders. Live panels of current students discussed how they transitioned to graduate school. Resource fair vendors - campus offices and community services relevant to graduate students - offered information about their services and brief videos on the NGSW webpage. The live resource fair also offered virtual break-out rooms where students could talk with vendors about services of interest.

In addition to NGSW, the Graduate School hosted a virtual Welcome Week for all new and returning graduate students. Dr. Fatimah Williams, founder of Beyond the Tenure Track, kicked off the week with her talk “How to Develop a Mentor Network for Academic and Career Success.” Other Welcome Week events addressed topics like technology tools to increase productivity, reducing implicit bias, managing stress and maintaining mental health, and time management.

Additionally, a Canvas course titled “Successful Online Learning” prepared students for learning in the virtual space and included modules on preparing for online classes, strategies for learning, and maximizing time.

The Graduate Faculty Executive Committee (GFEC) sustained its commitment to high academic standards for graduate study at UW-Madison. The GFEC actions from 2020-2021 include:

- Established new awards: 3 degrees, 5 named options, 1 doctoral minor, 3 graduate/professional certificates, and 5 capstone certificates
- Approved 1 Notice of Intent to plan a new degree
- Restructured 1 master's degree and 1 named option
- Renamed 1 program including the PhD, master's degree, and doctoral minor
- Suspended admission for 2 master's degrees, 5 named options, 1 graduate/professional certificate, and 1 capstone certificate
- Discontinued 1 PhD, 1 PhD named option, 2 master's degrees, 5 master's named options, 1 doctoral minor, and 3 capstone certificates
- Approved 16 program reviews and 8 three-year check-ins

SERVICE (cont.)

Throughout the fall and spring semesters, the Graduate School hosted an engaging and relevant lineup of professional development programming. Dr. Valerie Young, author and internationally recognized expert on impostor syndrome, presented “Rethinking Impostor Syndrome” to graduate students, faculty, and postdoctoral scholars. Dr. Anne Krook presented her popular “Guide to the Non-Academic Job Search” during two virtual presentations, drawing more than 500 registrants.

The school placed a special focus on ways to support graduate students and create connections among them, in recognition of the isolation and strain placed on everyone during the pandemic and related closures. These efforts included the “Winter Professional

Development Challenge,” a fun and incentivized program that drew over 300 attendees. It kept students motivated and connected to campus during the extended winter break by engaging in up to 31 activities. Additionally, the school hosted peer-to-peer special interest groups that focused on work-life integration, preliminary exam preparation, and job market preparation, as well as a virtual co-working space/virtual coffee shop. Additionally, Dissertation Writing Camp, the school’s long-standing collaboration with the Writing Center, pivoted to a virtual format with high success.

The Graduate School partnered with University Communications and the Office of the Vice Chancellor for Research and Graduate Education to support a graduate student in

the American Association for the Advancement of Science Mass Media Science & Engineering Fellowship. The fellowship pairs graduate scientists with news organizations across the country where they work as science journalists and contribute to the public understanding of science.

The school continued membership services that offer virtual professional development. Aurora by Beyond the Professoriate is an e-learning platform with on-demand, self-paced learning modules for exploring non-academic and faculty career options and discovering ways to apply the skills acquired through graduate education. The National Center for Faculty Development and Diversity provides online career development on topics related to academic life, such as mentorship, writing productivity, and work-life balance.

Professional development (PD) programming:

- 608 PD events in campus-wide graduate student PD calendar (69 in summer 2020, 179 in fall 2020, 360 in spring 2021)
- 878 active, unique users on the New Graduate Student Welcome webpage on August 26; 410 new students attended the panel presentations by current students
- 750 attendees at Welcome Week events (excluding New Graduate Student Welcome), which address success in graduate school, productivity, mental health, and more
- 40 events hosted by the Graduate School Office of Professional Development and Communications (6 in summer 2020, 15 in fall 2020, 19 in spring 2021)

Tips for Grads: 42 columns; example topics:

- Searching for Non-academic Jobs during COVID-19
- Searching for Academic Jobs during COVID-19
- Cleaning Up Your Digital Footprint
- Preparing Application Materials for the Pandemic Job Market
- Looking Ahead to the Fall 2020 Semester (Smart Restart)

DIVERSITY



The Graduate School aims to increase enrollment of students from underrepresented backgrounds while supporting students to be as successful academically and fulfilled personally as their majority counterparts.

Foster Inclusive Experiences

The Graduate School leads many efforts that emphasize its commitment to diversity, equity, and inclusion. These initiatives fall under the following two broad categories: preparation for and recruitment to graduate study, and graduate student retention.

Through its Inclusion and Engagement programs, the school aims to increase enrollment of students from underrepresented backgrounds while supporting students to be as successful academically and fulfilled personally as their peers. The programs bring together graduate students from across UW–Madison to foster community and develop relationships and are designed to address the needs of students of color, LGBTQ+ students, disabled students,

and other underrepresented students. The programs have two primary objectives: creating multicultural spaces through which graduate students can build

communities across disciplines and connect with others from shared cultural backgrounds, and providing learning and professional development opportunities

Graduate School Diversity Statement (adopted in 2021)

“Diversity, Equity and Inclusion in all its forms is central to a robust educational, professional, and research environment. The Graduate School aims to increase the enrollment of students from historically underserved and underrepresented populations while helping them be successful academically and personally. The Graduate School is committed to supporting our schools and colleges in creating an inclusive environment for all students to thrive.

“Graduate students on our campus are valued individuals who are teachers, leaders, workers, volunteers, advocates, family members, and researchers in our community. We endeavor to support them in all aspects of their identities.”

DIVERSITY (cont.)

to support graduate students from the beginning to the end of their graduate program(s).

The school continued to build its partnerships with the Multicultural Student Center, student organizations, and the Division of Diversity, Equity & Educational Achievement. In concert with campus partners, it hosted activities focused on specific identities, including APIDA (Asian, Pacific Islander, Desi-American); Black/African American; Latinx/Chicanx; Indigenous (American Indian, Alaska Native, or Native Hawaiian); first-generation students; and LGBTQ+ graduate students.

The first-ever Graduate Student Service Scholarship recognized and honored graduate students who volunteer for service roles in addition to their research, work, and family obligations. The Graduate School recognizes that

graduate students from underrepresented groups disproportionately engage in unpaid service, and this scholarship values and rewards service roles that shape the university's future. In its inaugural year, faculty and staff nominated 71 students, and 11 students were awarded the scholarship.

Increase Student Diversity

The Graduate School helps prepare and recruit outstanding prospective students from underrepresented backgrounds through research-based opportunity programs, select memberships and initiatives, and targeted funding mechanisms. New in 2020, the school twice hosted the event "Virtual Open House: Explore and Apply for Graduate School at UW–Madison," attracting more than 2,100 prospective students

from underserved backgrounds. The open house was a collaboration with over 100 academic programs and other campus service providers to showcase the university's strong academic programs by offering the opportunity for prospective students to interact with them directly.

To continue engagement with admitted students during the pandemic where campus visits are not possible, graduate programs had the opportunity to send admitted PhD students from underrepresented communities a branded package, including UW–Madison branded items.

The Recruiting Diverse Graduate Students Discussion Series was designed to engage all interested campus partners in a conversation about best practices in the recruitment of diverse graduate student populations.

Graduate student enrollment data by racial/ethnic category and sex

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Total	9,320	9,173	9,201	9,212	9,211	9,365
Domestic Non-Targeted	5,769	5,678	5,670	5,641	5,516	5,424
Domestic Targeted	865	872	899	914	925	991
International	2,686	2,623	2,632	2,657	2,770	2,735
Male	4,824	4,693	4,720	4,649	4,591	4,612
Female	4,496	4,480	4,480	4,563	4,620	4,753

See the appendices for additional data.

DIVERSITY (cont.)

The Graduate School doubled its diversity and engagement programs, engaging with 555 graduate students at 50+ events, including:

- Welcome Reception
- Peer Mentor Awards Ceremony
- Edward Alexander Bouchet Honor Society Induction Ceremony
- Badgers in Action - Politically Engage in 2021 for Communities of Color
- BIPOC Graduate Students in Community Engaged Scholarship
- How Graduate Students Are Driving Change on D&I Initiatives
- Let's Talk: Graduate Students Diversity & Inclusion Initiatives for Change
- Tenure and Promotion Process at UW–Madison
- End of Semester Celebrations
- Community Events like Trivia Night, Happy Hour, Dance, Yoga, Workout, and Paint Night

Each session featured a specific topic related to recruitment activities and provided time for participants to discuss with colleagues and create actionable items. Started in April 2021, this monthly series has attracted more than 200 faculty, staff, and graduate students over time. The series received overwhelmingly positive evaluations and earning a NetPromoter Score over 8.0.

The Graduate Research Scholars (GRS) fellowship initiative supported 161 GRS fellows through \$6.6 million in funding in 2020-2021. The Graduate School supplements Advanced Opportunity Program 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.

The Summer Research Opportunities Program (SROP) provides research preparation experience to outstanding undergraduate students and supports recruitment of these students into graduate programs at UW–Madison. Despite the COVID-19 disruptions, the Graduate School received 1,093 applications for SROP, a 3% increase from the previous year. Eighty-seven students were selected to participate in the 10-week virtual summer research experience.

The Graduate School is a member of the Institute for the Recruitment of Teachers, the National GEM Consortium, and the National Name

Exchange, and as a member of the Council of Graduate Schools, receives lists of seniors participating in the Ronald E. McNair Postbaccalaureate Achievement Program, which it shares with academic programs to identify highly-qualified candidates from diverse backgrounds.

Domestic prospective students who participate in a recognized pipeline initiative and/or who grew up in low-income households are eligible for grants to cover their application fees, reducing a barrier to access. In 2020-2021, over 650 prospective students were awarded application fee grants worth \$75 each. Academic programs may also purchase application fee coupons to provide to students they seek to target and recruit.

In 2020-2021, academic programs purchased over 1,600 application fee coupons, over 300 of which (19%) are exclusively to recruit underrepresented students. Many others are reserved for students with financial hardships. 2020-2021 data are still pending, but data from recent years suggest that prospective students who receive an application fee grant matriculate into UW–Madison at a higher rate than those who do not receive an application fee grant, suggesting that reducing the access barrier of application fees is a successful tactic for diversifying the graduate student population.

Celebrate Achievement

The Edward Alexander Bouchet Graduate Honor Society is a prestigious national organization established to prepare dissertators, postdoctoral researchers, and early career faculty

DIVERSITY (cont.)

for careers in the professoriate through recognition, networking, and mentorship. Each chapter selects up to five inductees each year who exemplify the five characteristics of the Bouchet Society: character, leadership, advocacy, service, and scholarship. Due to COVID-19 related closures, the 10 UW–Madison inductees for 2020 and 2021 were recognized and honored virtually on a prerecorded video and mailed plaques honoring their induction. All nominees were invited to present at the Annual Yale Bouchet Conference on Diversity and Graduate Education.

Through the Peer Mentor Awards, Graduate School recognizes outstanding mentorship of students from underrepresented or marginalized backgrounds. Awardees are named at the Bucky Awards, which was held virtually in 2021.

Engage Staff in Diversity, Equity, and Inclusion Training

The Graduate School Engagement, Equity and Diversity Committee (GS-EEDC), composed of staff member volunteers, developed a diversity statement for the Graduate School. The committee studied existing campus diversity statements, garnered feedback from colleagues in the Graduate School and Division of Diversity, Equity & Educational Achievement, and made many revisions to ensure this statement is reflective of the importance of and the Graduate School's commitment to diversity, equity, and inclusion in graduate education. This statement

builds upon the institutional statement on diversity and complements the diversity statements that other schools and colleges have adopted, further reflecting this important aspect of UW–Madison's educational mission.

In March 2020, the GS-EEDC conducted the Employee Wellness and Engagement Pulse Survey, which focused on staff wellness and engagement over what was a challenging year for many in the campus community. The survey asked staff to reflect on lessons learned as well as practices the Graduate School can carry forward to be a stronger campus unit and better serve the graduate education community.

Staff in the Graduate School participated in learning opportunities to increase their knowledge of equity, diversity, and social justice topics. Staff also joined the campus-wide Go Big Read book reading of *Just Mercy* by Bryan Stevenson, with a discussion hosted by the GS-EEDC. Many staff also choose to participate in the Office of the Vice Chancellor for Research and Graduate Education's book club reading *How to Be an Antiracist* by Ibram X. Kendi.

The GS-EEDC released the "Remote/Flexible Work Equity Report" summarizing the available research on how remote and flexible work policies improve the work environment and working outcomes for women, people of color, and people with disabilities, while also improving the institution's ability to recruit and retain employees.

A new webpage provides an overview of diversity training resources across campus that can help graduate students

engage with diversity, equity, and inclusion (DEI) topics. Increased activism around anti-racism and social justice in the past year led to more students looking for guidance from the university on ways to engage with DEI.

Use Data to Inform Diversity Initiatives

The Graduate School provided customized data reports for campus review of the GRS Communities. The reports included data on the communities both individually and collectively for comparison purposes.

In collaboration with the Office of the Provost, four new questions related to diversity, equity, and inclusion were integrated into all new program proposals presented to the Graduate Faculty Executive Committee with support and advisement from the Graduate School. These four questions aim to better understand how programs will advance inclusive excellence in curriculum and learning outcomes, pursue equity in recruiting diverse staff, faculty, and students, and note strategic initiatives that are linked with the greater mission of the university.

The school updated its three-year check-in form for all new programs to include a question asking programs to report on the diversity of their student populations including current practices and future plans to recruit diverse populations.

ENGAGEMENT

By fostering strong, collaborative relationships with partners across the university, the Graduate School is instrumental in advancing shared goals in a decentralized environment.



Build Awareness and Connections

The Graduate School continues to elevate and celebrate the stories of graduate students in the UW–Madison community, posting news features and profiles illustrating student stories. Some features focused on an individual student, while others highlighted the ways graduate students were still able to connect through virtual graduate student groups and writing groups spurred by the Graduate School’s Dissertation Writing Camp.

The school’s website continues to serve as a resource for prospective and current students, as well as graduate programs and faculty, with over 1.5 million pageviews in the past year. The most visited pages on the website cover topics like applying for graduate school, finding funding, information for international students, a guide to

completing the doctoral degree, and the Graduate School’s glossary of policies.

The Graduate School continued to share opportunities and important information with students through its welcome emails and regularly scheduled newsletters. Emails over the past year included 41 issues of *GradConnections Weekly*, 19 issues of the online master’s student newsletter, seven onboarding emails to welcome new students to campus, and eight reorientation emails to help students become familiar with campus resources and services.

Support Student Wellbeing

As graduate students and programs encountered various difficulties related to the COVID-19 pandemic, the university responded with support, flexibility, and compassion. For example, the Graduate School created

The Graduate School’s social media community continued to grow.

- Twitter: 2,746 followers in 2020-2021 (up from 2,296 in the previous year)
- Facebook: 789 (up from 654)
- Instagram: 837 (up from 258)

Newsletter engagement remains above industry average.

- Open rate: 44%, or 307,000 emails opened
- Click rate: 9%, or 36,600 clicks over the year

ENGAGEMENT (cont.)

a \$1.2 million fellowship program that provided single-semester support for PhD and MFA students who were close to completion but whose progress was delayed by the pandemic. The school issued guidance on laboratory rotations and course modality when the campus transitioned from in person to remote-only modality after Thanksgiving. It also disseminated information about basic needs assistance, emergency funding, mental health services, reduced cost parking options, and more. Further, individual staff members working directly with graduate students worked to grant appropriate COVID-19 related policy exceptions.

The Graduate and Professional Student Assistance Specialist, a shared position between the Dean of Students Office and the Graduate School, marked an increase in the complexity of graduate student cases during the past academic year. These cases required partnering closely with students, faculty, and programs to reach resolutions to extremely complicated situations. In 2020-2021, of all graduate students supported, 70% were PhD students. In 2019-2020, this

number was 56%. The most common concerns were general information seeking and mental health support.

Improve Data Access and Transparency

The Graduate School supported multiple campus stakeholders with custom data queries and reports that were used for a variety of purposes including program assessment and review, grant preparation and reporting, and faculty tenure review.

The school developed three unique data visualizations to display student survey data from the Doctoral Exit Survey, Master's Exit Survey, and Doctoral Student Experience Survey, through which the Graduate School encourages programs to evaluate student satisfaction and their approach to student services.

The new Graduate School Explorer data visualization has filters and metrics to better meet the needs of faculty and staff seeking more detailed student data including larger dashboards with more

information on each dashboard to make clearer patterns that cut across multiple related areas, additional filters, and the ability to apply multiple filters at once in order to drill down on specific student populations or terms.

The school also developed four data visualizations for public access on the Graduate School Data webpage to share program information on admissions and enrollment, doctoral student funding, degrees awarded, and doctoral career outcomes.

The new Graduate Admissions Competitor Landscape data visualization displays enrollments of new PhD students who were cross-admitted to UW–Madison and another institution over the last five years. It provides an indication of how well the university competes for the top graduate students as well as the reasons for not accepting UW–Madison graduate program offers of admission. All data visualizations can be accessed at grad.wisc.edu/data.

In addition to creating new data visualizations, the school's analysts developed video tutorials, KnowledgeBase documentation, and Lunch and Learn sessions, so that data will be consumed consistently and appropriately across campus.

Members of the Graduate School served on campus data community and governance bodies to develop common, standardized data definitions, tools, and reporting conventions. These groups include the Business Intelligence Community of Experts, Tableau Developer Community, subcommittee to revise campus dashboard publication standards, and a subcommittee that helped draft the university's first ever Institutional Data Policy and its subsequent Standards and Procedures.

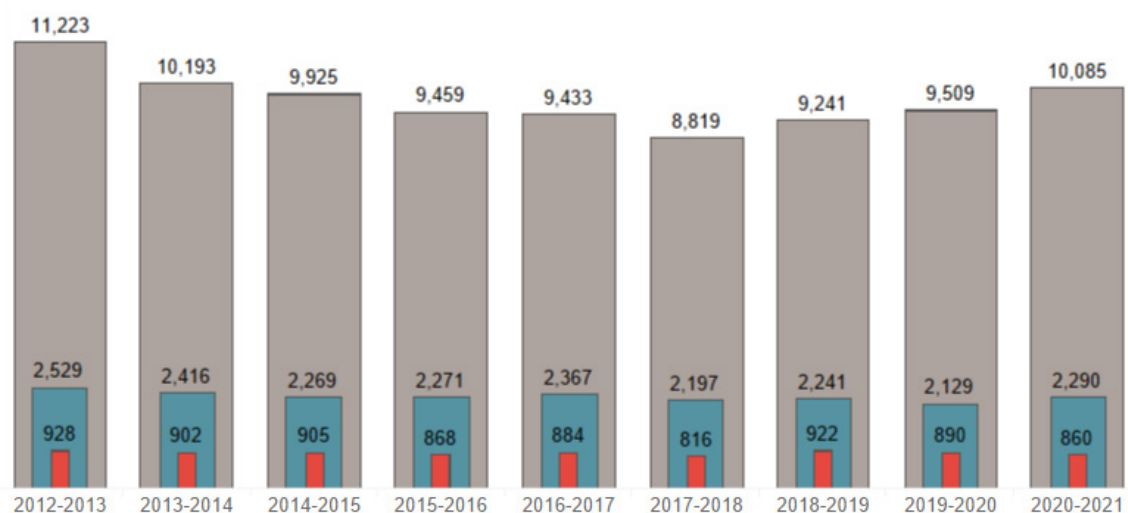
The Graduate School trained graduate program coordinators through orientation, expert- and peer-led workshops, and one-on-one meetings. Topics included:

- Balance at Work
- Using Advisor Notes System
- Financial Aid for Graduate Students
- ESL Classes for Graduate Students
- Disability Accommodations and Graduate Education
- Graduate School Explorer
- New Handbook Template
- Helping Grad Students Apply for Federal and State Government Jobs
- Understanding the Impact of Mental Health, Addiction, and Autism Spectrum Disorder on the Job Search
- Discussing Job Negotiations with Graduate Students

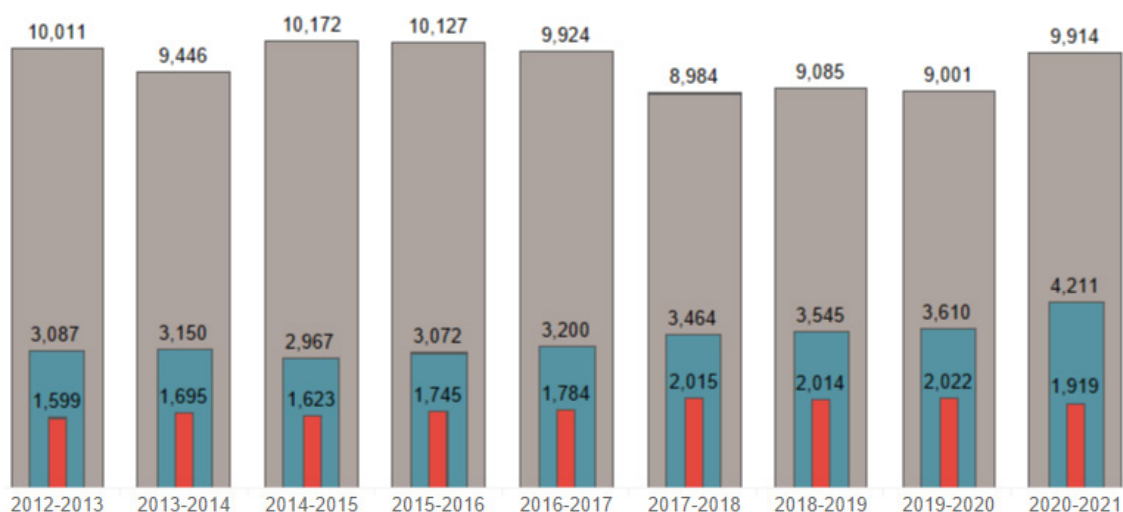
APPENDIX ONE

Application, admission, and enrollment

Degree level: Research and clinical doctorate



Degree level: Master's



Applicants

Admits

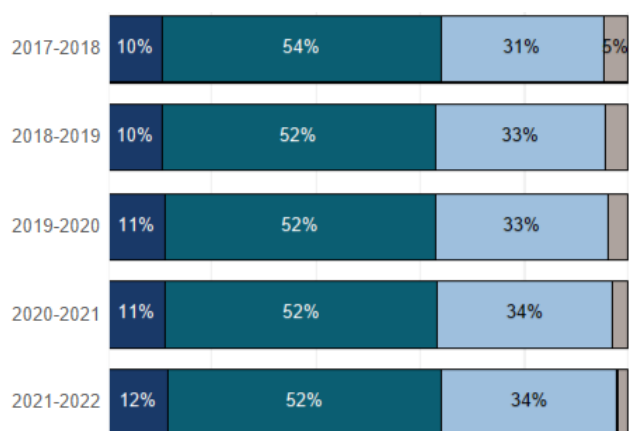
New Enrollments (Matriculants)

APPENDIX TWO

Enrollment and demographics

Degree level: Research and clinical doctorate

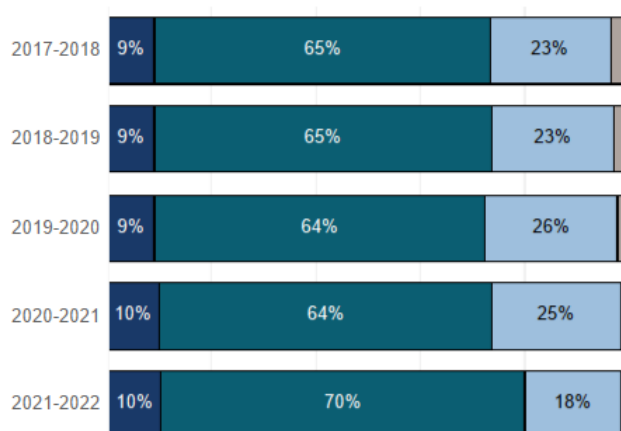
Enrollment by Demographic Group



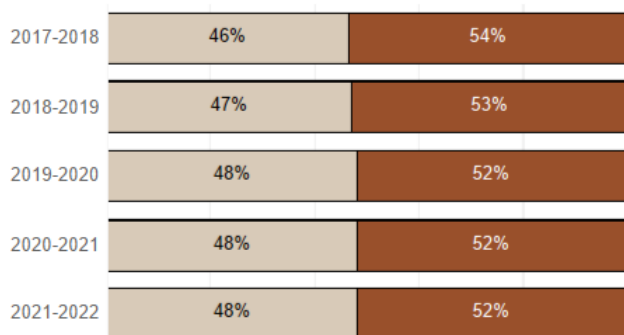
■ Targeted Minority (Domestic)
 ■ Non-Targeted (Domestic)
 ■ International
 ■ Unknown (Domestic)

Degree level: Master's

Enrollment by Demographic Group

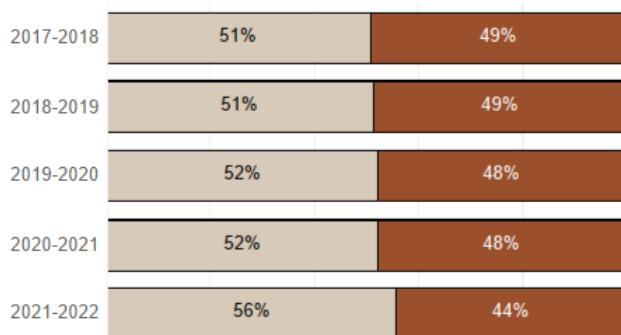


Enrollment by Gender



■ Female
 ■ Male

Enrollment by Gender

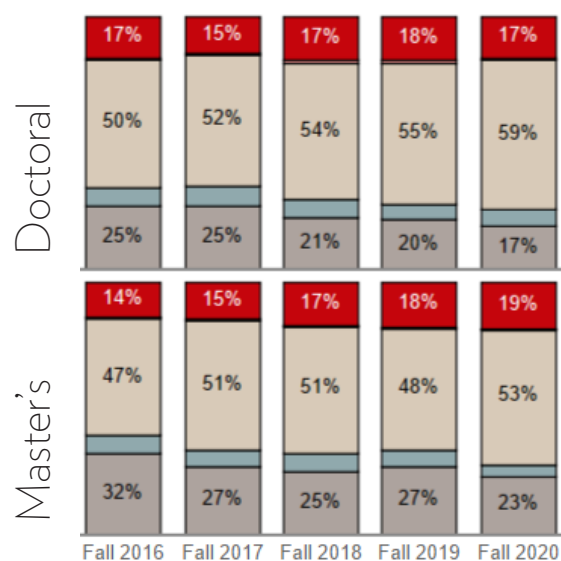


■ Unknown

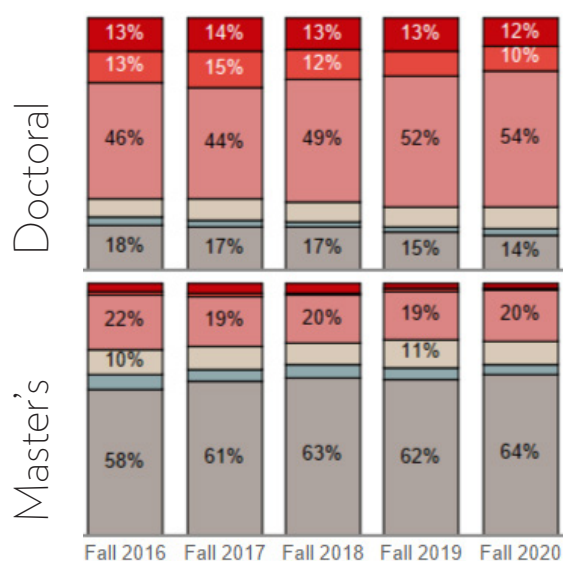
APPENDIX THREE

Funding allocation by division

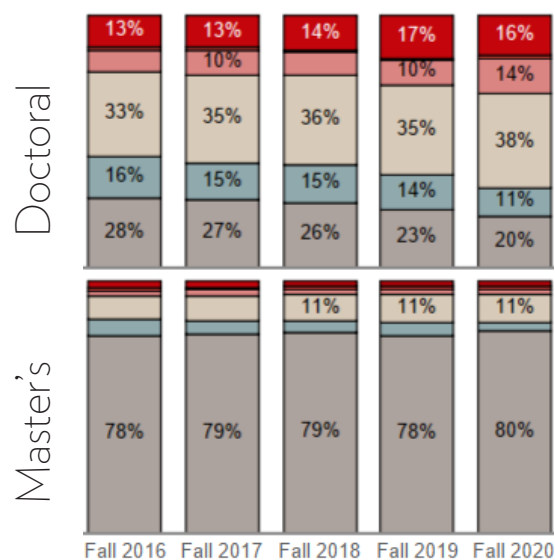
Arts & Humanities



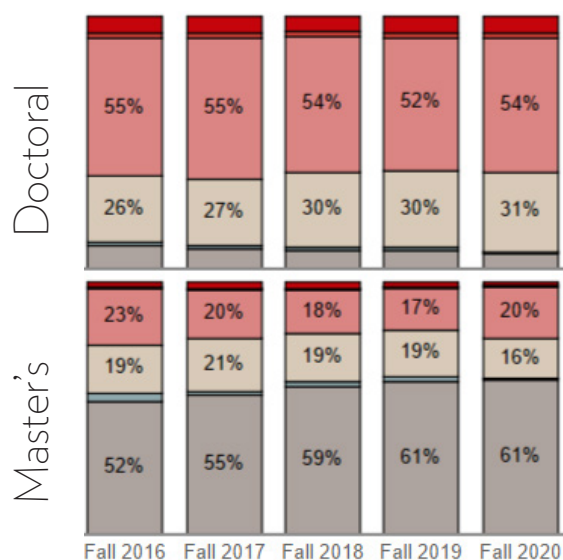
Biological Sciences



Social Sciences



Physical Sciences



Fellows
Trainees

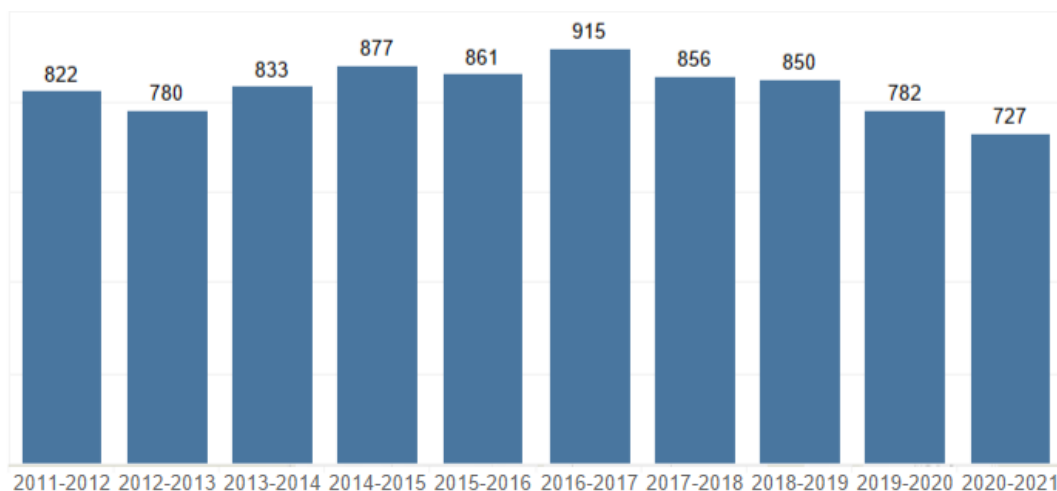
Research Assistants
Teaching Assistants

Project Assistants
Other Funding

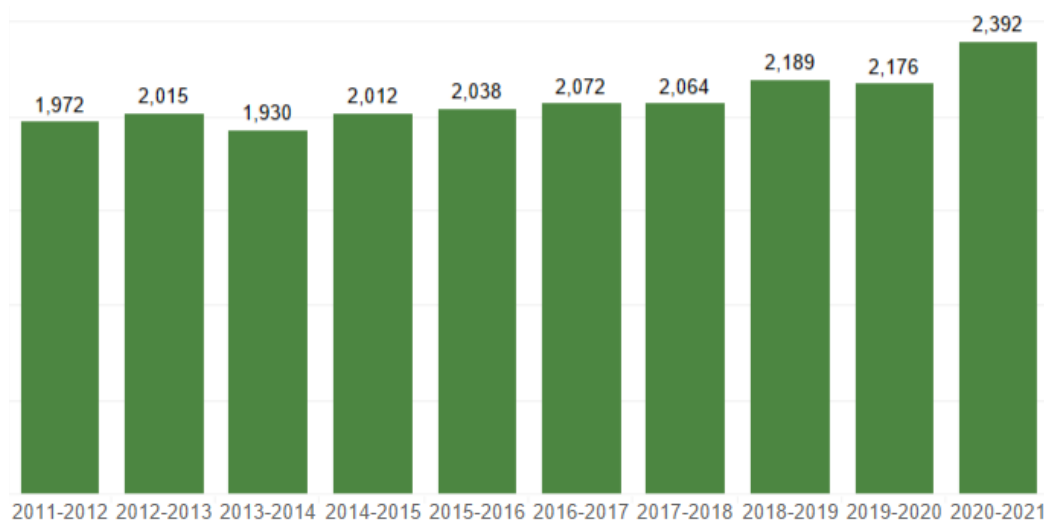
APPENDIX FOUR

Degrees awarded

Doctoral Degrees by Graduation Year



Master's Degrees by Graduation Year

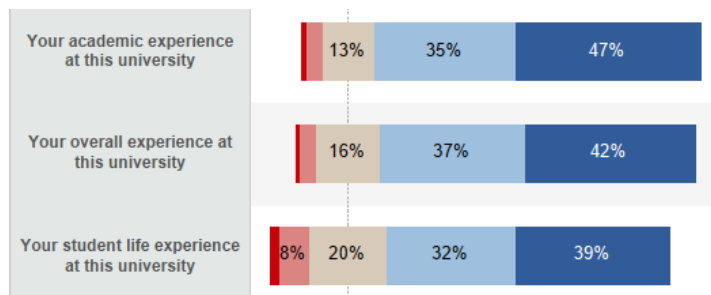


APPENDIX FIVE

Satisfaction with university, program

Doctoral Exit Survey

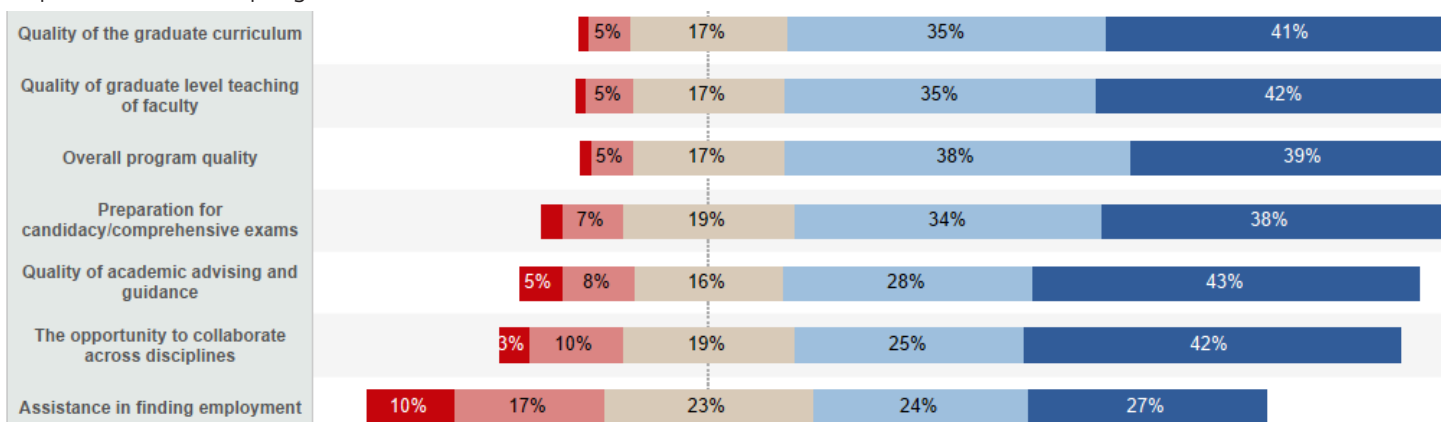
Overall satisfaction:



Color key:

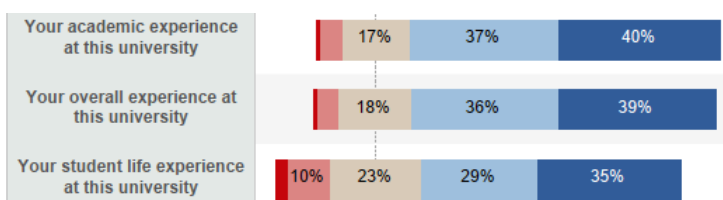
Excellent	■
Very Good	■
Good	■
Fair	■
Poor	■
N/A	■

Aspects of doctoral program:

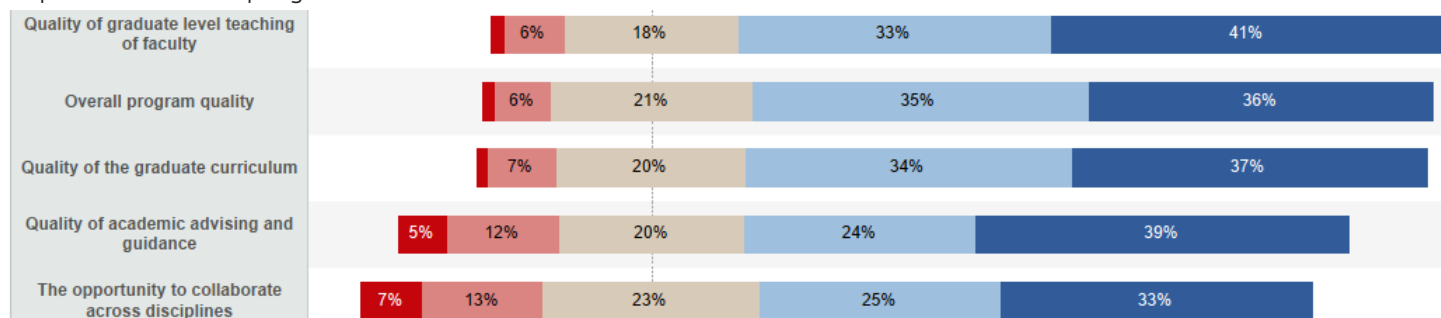


Master's Exit Survey

Overall satisfaction:



Aspects of master's program:

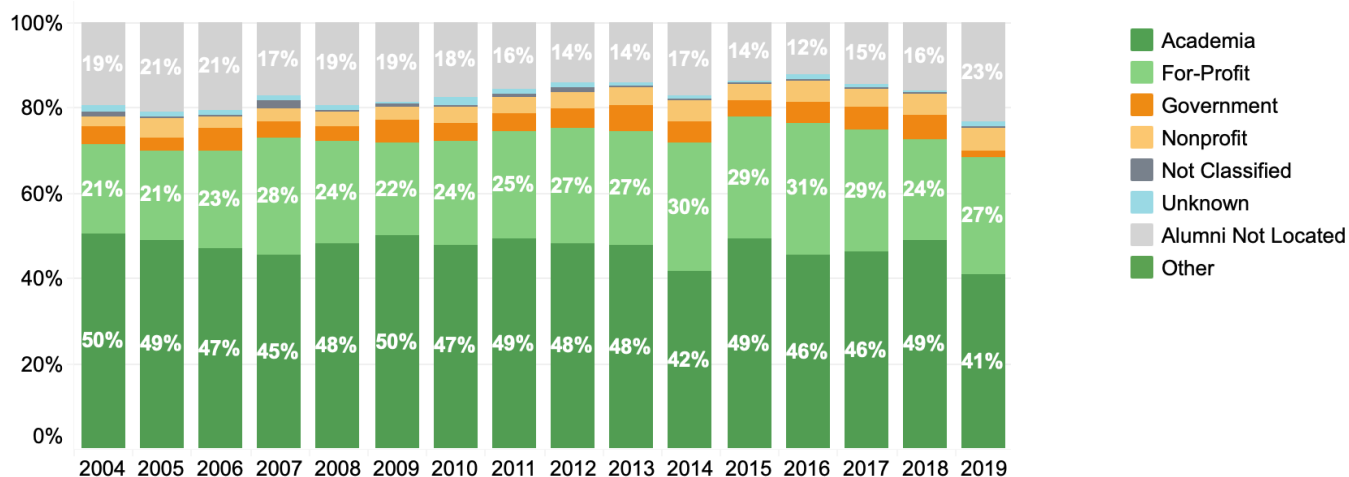


APPENDIX SIX

Career outcomes

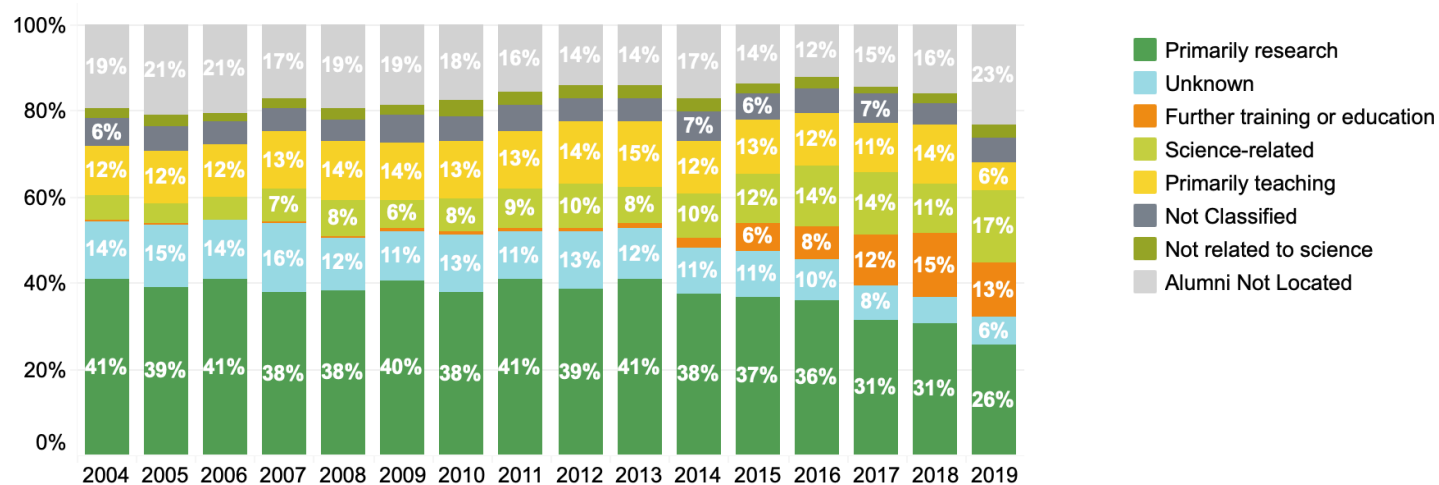
Doctoral career outcomes - job sector

Stratified by departure year



Doctoral career outcomes - job type

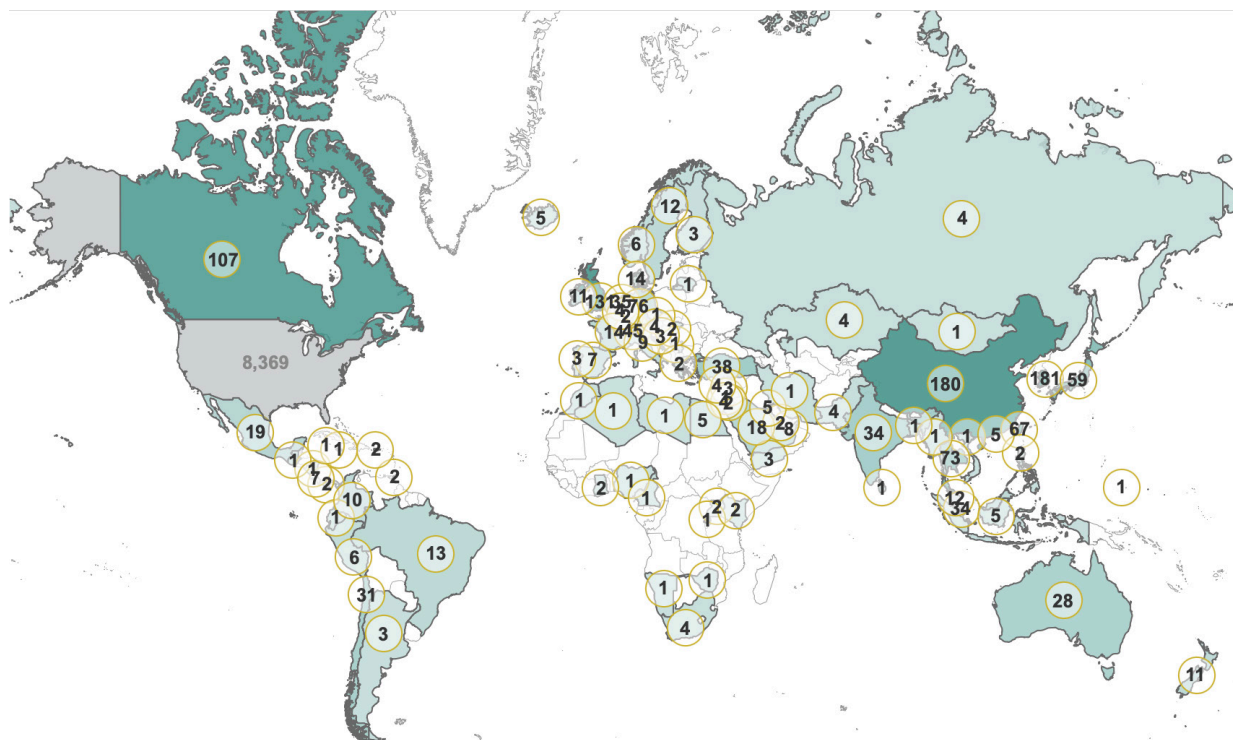
Stratified by departure year



APPENDIX SIX

Career outcomes

Career destination of doctoral graduates, by country





GRADUATE SCHOOL ANNUAL REPORT 2020-2021

Photos: University Communications | Design elements: University Marketing
See the Graduate School Data Explorer at grad.wisc.edu/data for additional data
on admissions, enrollment, funding, and degrees.

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