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GRADUATE SCHOOL

annual report 2021-2022

letter from the dean

Dear colleagues,

As I reflect on the past academic year, I both take pride in the Graduate School's accomplishments and look forward to the initiatives we have in store for the coming year. Just as the challenges and the demands of recent years have underscored the need for flexibility, creativity, and perseverance, each new year presents us with an equal opportunity to solve problems and find innovative ways to improve graduate education at the University of Wisconsin–Madison.

The Graduate School plays a vital role in setting campus-wide policies and procedures, administering admissions, funding, and degree completion processes for our 10,000-plus graduate students, communicating with and advocating for graduate programs and students, and promoting diversity and community-building initiatives. The bottom line is this: we work, often behind the scenes, to make UW–Madison a great place to earn a graduate degree.

A few initiatives from this past year make this particularly true:

- We have added to our suite of readily available data reports and dashboards, allowing graduate programs to prepare grant reports, better inform their strategic planning, and enhance graduate curricula to provide a better career development experience for students.
- Admissions staff continue to identify and remove barriers to graduate education. This year, we enhanced access for applicants who do not meet traditional admissions criteria due to previous hardships that affected their educational experiences.
- Our recruitment and outreach strategies aimed at historically underserved student populations in graduate education have continued to provide opportunities for exceptional prospective students. In fall 2021, enrollment of underrepresented students of color exceeded 1,000 for the first time.
- We have onboarded nearly all graduate programs into the Graduate Student Tracking System, which allows for efficient, accurate, and consistent advising for graduate students and their faculty and staff advisors. It also empowers students to take control of their degree progress.
- This past fall, we welcomed the Delta Program in Research, Teaching, and Learning to the Graduate School. Since then, we have leveraged Delta's strengths while integrating it with our already-strong professional development offerings, further elevating opportunities for graduate students to build skills for their academic and career success.

I am also proud that our graduate programs continue ranking highly in national and international publications, reflecting the quality of education, experience, and outcomes that UW–Madison provides its graduate students.

I invite you to read through this annual report to learn about our achievements and initiatives in the Graduate School over the past year.

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine
University of Wisconsin–Madison



executive summary

SERVICE pages 3 - 7

Advance graduate recruitment and admissions

- Continued to embrace inclusivity and remove barriers to grad education (e.g. pronouns and preferred names for applicants and flexibilities in response to COVID-19 delays)
- Transitioned I-20 processing to International Student Services
- Explored vendor solutions for application, evaluation, and status check
- Revamped data for prospective students, adding visualizations on funding, degree outcomes, and more

Bolster student funding

- Developed a new tuition remission eligibility data tool for units employing grad students
- Encouraged pursuit of external fellowships and showcased graduate student recipients of prestigious awards
- Allocated \$16 million of funding to support fellowships, stipend enhancements, and recruiting funds

Promote academic excellence

- Continued to rank highly in the U.S. News & World Report's "Best Graduate Schools" with 12 UW-Madison grad programs in the top 20
- Sustained high academic standards through GFEC actions
- Onboarded nearly all grad programs into the Graduate Student Tracking System (GSTS)
- Resumed in-person degree completion workshops, plus an online Canvas version
- Launched a new eWarrants system
- Helped develop and implement a new UW System Medical Withdrawal Policy

Support career success and professional development (PD)

- Hosted graduate student welcome events on communication, time management, stress reduction, and implicit bias
- Led campus coordination of PD activities for graduate students, incorporated the Delta Program into the school, and situated it to align with existing programming
- Expanded reporting of career outcomes for doctoral alumni and postdocs

163 MASTER'S/SPECIALIST PROGRAMS

108 DOCTORAL PROGRAMS

10,831 2021-2022 ENROLLMENT

5,482 MASTER'S/SPEC.

6,047 DOCTORAL

3,205 INTERNATIONAL

1,188 UNDERREPRESENTED STUDENTS OF COLOR

2,316 MASTER'S/SPEC. DEGREES CONFERRED

816 DOCTORAL DEGREES CONFERRED

DIVERSITY pages 8 - 10

Foster inclusive experiences

- Offered community building programming for graduate students of color, LGBTQ+ , disabled, and other underrepresented groups
- Ran the Graduate Research Scholars fellowship initiative to support 177 GRS fellows through \$6.5 million in funding

Increase student diversity

- For the first time, enrolled more than 1,000 underrepresented students of color in in fall semester
- Hosted "Virtual Open House: Explore and Apply for Graduate School" for 2,700+ prospective students

- Coordinated Summer Research Opportunities Program across 15 programs with 1,097 applications and 167 undergraduates selected
- Awarded over 895 application fee grants

Celebrate achievement

- Welcomed 5 new inductees into the Bouchet Graduate Honor Society
- Hosted Peer Mentor Awards and Student Commitment to Engagement and Activism Awards

Engage Staff in DEI Training

- Fostered an equitable and diverse workplace

through the Engagement, Equity and Diversity and the OVCERGE Equity and Diversity Committees

Use Data to Inform Diversity Initiatives

- Facilitated data-informed selection in the Graduate School Support Competition
- Transitioned Graduate Research Scholars data reports and queries to Tableau
- Tailored data reports to inform campus applications for HHMI Gilliam Fellowships
- Enhanced data visualizations to represent data more accurately from students of more than one race/ethnicity

ENGAGEMENT pages 11 - 12

Build awareness and connections

- Hosted website with 1.47 million+ pageviews, drew 5,000+ social media followers, and continued *GradConnections Weekly* and online master's student newsletters
- Elevated graduate education by featuring alumni and student profiles online and in university publications
- Offered training opportunities for graduate program coordinators on admissions operations, holistic review, career development, GSTS, and more

- Contributed to university shared governance via Academic Staff Assembly and Committee on Academic Staff Issues representation

Support student wellbeing

- Continued partnership with the Dean of Students Office, with 20% increase in graduate students served on topics such as mental health and academic policies
- Supported students experiencing increased rates of anxiety following the COVID-19 pandemic and those identifying parental leave support needs

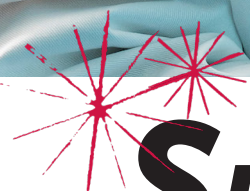
Improve data access and transparency

- Helped revise campus dashboard publication standards and supported migration to Badger Analytics
- Fulfilled over 50 ad hoc requests for custom data reports and guided campus community on Graduate School data resources
- Enhanced Doctoral Peer Institution Comparisons dashboard that benchmarks time-to-degree, completion, and retention metrics

APPENDICES View detailed data charts on:

1 Application, admission, enrollment - page 13
2 Enrollment and demographics - page 14
3 Funding allocation by division - page 15

4 Degrees awarded - page 16
5 Satisfaction - page 17
6 - 7 Career outcomes - pages 18-19



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

In 2021-2022 the Graduate School strengthened its commitment to inclusivity and facilitating access to graduate education through a number of operational and policy enhancements. The school destigmatized pathways to graduate education for individuals not meeting traditional admission criteria, often due to hardship or lack of academic resources during undergraduate study. It enhanced its application for admission so that prospective graduate students can indicate pronouns and preferred names as they apply and is working on making this information available to graduate programs. The school continued to offer flexibility in response to COVID-19 delays for applicants who experienced difficulties scheduling visa appointments or obtaining records due to institution closures globally.

20,445 APPLICANTS

7,163 ADMISSIONS

3,443 NEW ENROLLMENTS

35.0% ADMISSION RATE

48.1% YIELD RATE

The Graduate School remained focused on high-quality service to students and efficient operations. Mid-academic year, I-20 processing transitioned to International Student Services to better serve international students. Staff explored vendor solutions for the application for admission, evaluation system, and status check in an effort to decrease reliance on internal IT support for the current suite of homegrown admission tools. The Degree Programs page on the Graduate School's website was redesigned to create program-specific links for four public dashboards that showcase key data to help prospective students make informed decisions.

Bolster Student Funding

The Graduate School supports graduate student funding in a variety of ways. For example, campus units that employ graduate students can use a new Student Assistant Tuition Remission Institutional Data Exporter, developed by data analysts in the Graduate School. The tool identifies and reports to the Bursar's office students eligible for tuition remission, in compliance with new university policy on tuition remission eligibility.

The school encourages the pursuit of external fellowships and showcases graduate student recipients of prestigious awards, including the National Science Foundation Graduate Research Fellowship (NSF-GRFP). This year, the school engaged GRFP applicants in a workshop series that provided insight into the review process, supported them in developing broader impacts statements, and offered opportunities to receive feedback on

SERVICE (cont.)



draft materials. The NSF selected 22 UW–Madison graduate and undergraduate recipients of this fellowship and an additional 23 students were recognized as honorable mentions.

Across disciplines, graduate students won external fellowships to pursue important work. A PhD candidate in political science received a predoctoral fellowship to continue his work on interventions to reduce intergroup prejudice. A spring 2022 graduate from soil science went on to a Fulbright fellowship to study the effect of climate change on carbon cycling in the arctic. A physics PhD student was part of the Department of Energy Office of Science Graduate Student Research Program to assist with a planned hardware upgrade of the ATLAS detector, part of the Large Hadron Collider that allows physicists to find and study rare particles. A recent alumna from the School of Human Ecology won a Leading Edge Fellowship from the American Council of Learned Societies to share lesser-known stories from Philadelphia’s Historic Germantown.

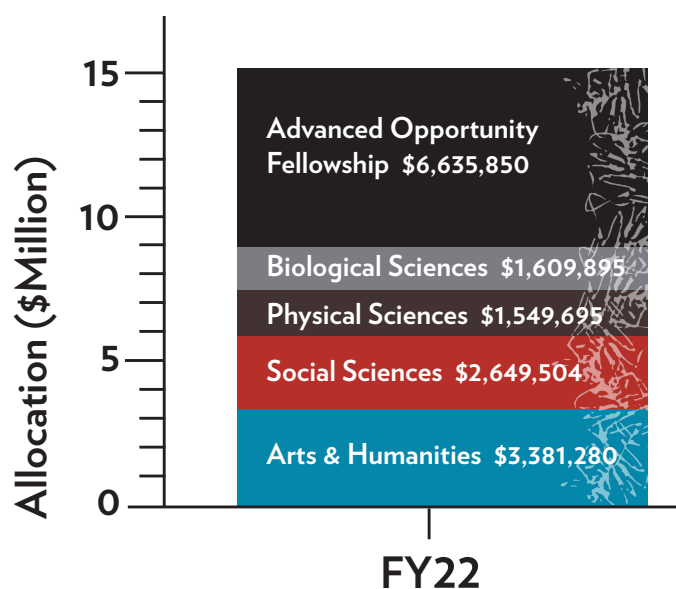
UW–Madison graduate students also received awards through the National Institutes of Health, Ford Foundation, American Educational Research Association, the National Academy of Education/Spencer Foundation, the Harvard Kennedy School, Stanford University, and more. The Graduate School, Office of the Vice Chancellor for Research and Graduate Education, and University Communications jointly sponsored a student to be a Mass Media Fellow with the American Association for the Advancement of Science. For many of these external awards the Graduate School partners with schools and colleges and departments to supplement the tuition, stipend, and/or fringe benefits.

In support of graduate student recruitment and degree completion, the Graduate School allocated \$16 million of support from the Wisconsin Alumni Research Foundation (WARF), central campus resources, and the Kemper Knapp Bequest. The support was distributed across the disciplinary divisions (see figure) in the form of fellowships, stipend enhancements, and recruiting funds, depending on the needs of the graduate programs/departments.

In 2021-2022 the Graduate School resumed the annual Student Research Grants Competition and allocated \$280,000 from Vilas Trust and WARF sources. 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.

Promote Academic Excellence

UW–Madison graduate programs ranked highly in the U.S. News & World Report’s “Best Graduate Schools” 2023 edition. Twelve UW–Madison graduate programs placed in the top 20 with the School of Education ranking fifth, marking the ninth straight year it has ranked in the top five. The Graduate School plays a central role in establishing university-wide standards and policies for graduate education. Recent examples of this are shown in the Graduate Faculty Executive Committee (GFEC) activity, Lumen program proposals, and completion of the Graduate Student Tracking System (GSTS) project.



SERVICE (cont.)

In addition to proposals reviewed by GFEC, the Graduate School approved 354 Lumen Program Proposals for the Fall 2022 Guide and 40 Lumen Program Proposals for the Spring 2022 Guide. Many of these proposals impacted GSTS program requirements, calling for strategic coordination across processes and systems.

The Graduate School has onboarded nearly all graduate programs into the GSTS, expecting 100% configuration by the end of summer 2022. The system facilitates efficient, accurate, transparent, and consistent advising in graduate education. It helps programs assess degree progress to provide timely feedback and empowers graduate students to take control of their degree attainment.

The Graduate School provides timely and responsive service to students seeking information about degree progress and

academic policies. The doctoral degree completion workshops offered each semester transitioned back to in-person format in 2021-2022, in addition to a new online Canvas version. The school launched an eWarrants system, replacing the antiquated paper process, and assisted with the transition to a new eForm process for grade changes developed by the Registrar's Office.

Robust welcome efforts from the Graduate School connect newly admitted graduate students with the university. Welcome Week took place at the start of fall semester and Welcome Back Week prior to spring semester, where programming focuses on communication, stress reduction, productivity tools, and minimizing implicit bias.

Graduate Faculty Executive Committee and Lumen Program Proposals

The graduate education governance body sustained its commitment to high academic standards for graduate study at UW-Madison. Its actions from 2021-2022 include:

- Established new awards: 6 degrees, 18 named options, 1 graduate/professional certificate, and 2 capstone certificates
- Approved 5 Notices of Intent or Fast-Track proposals to plan a new degree
- Substantially redirected 1 master's degree named option and 1 capstone certificate
- Renamed 1 PhD degree, 1 master's degree, 4 master's degree named options, 1 graduate/professional certificate, and 1 capstone certificate
- Changed mode of delivery for 1 master's degree named option
- Suspended admissions for 1 PhD degree, 2 master's degrees, 12 named options, 1 graduate/professional certificate, 2 capstone certificates, and 17 doctoral minors
- Discontinued 1 PhD degree, 2 master's degrees, 7 named options, 1 graduate/professional certificate, 1 capstone certificate, and 17 doctoral minors
- Approved 11 program reviews, 11 program review responses, and 11 three-year check-ins
- Approved extension of active graduate faculty status for 10 professors emeriti



Graduate Student Tracking System

Highlights of the four-year implementation phase of the project include:

- 36 GSTS trainings, including 13 in 2022
- 146 faculty and staff trained
- Introductory training developed as a Canvas course, with optional in-person training available for those pursuing advanced use of GSTS
- 128+ discovery meetings and 90 initial meetings with programs

SERVICE (cont.)



New Graduate Student Welcome provided new students a space to socialize with others from across disciplines, learn about campus-wide and community resources, engage with university leadership, and hear from current graduate students about navigating the transition to graduate school. In fall 2021 the event returned to its in-person format and nearly 900 students attended. Also in fall 2021, the Graduate School hosted a Welcome Back Reception for second-year graduate students who did not have the opportunity to network in-person during their first fall on campus due to the COVID-19 pandemic.

Support Career Success and Professional Development

Graduate students' professional development from admission to graduation is a priority of the Graduate School. The Graduate School provides training and resources to support graduate students' transition to graduate school, acquisition of academic, personal, and professional skills, and preparation for careers.

In 2021-2022, over 592 professional development events were available to graduate students through the Graduate School events calendar, and they were offered in different formats: online, hybrid, or in-person. The high number of activities is possible due to programming led by Graduate School staff, as well as partnerships within the university and institutional memberships for external services. These events address skills mapped to the DiscoverPD competency framework, which includes inquiry, discovery, and creation; leadership; disciplinary expertise and interdisciplinary connections; managing projects and people; communication; inclusion and diversity; and more.

The Delta Program in Research, Teaching and Learning transitioned to a new administrative home within the Graduate School in fall 2021. The move improved alignment of activities supporting professional development for graduate students and postdoctoral fellows. Since 2003, the Delta Program has provided professional development to advance the skills of graduate student and postdoctoral future faculty to become inclusive and effective teachers and research mentors. Delta facilitates the university's membership in the Center for the Integration of Research, Teaching and Learning (CIRTL), a network of 42 research universities that offer local and cross-institutional professional development programming.

The Delta Program embraces the evidence-informed principle that sustained engagement is crucial to build participant

skills and career preparation for teaching and research mentoring. Reflecting this value, local higher engagement offerings (>8 hours in duration) included 21 courses and learning communities hosted in partnership with campus collaborators, totaling 4,400 participant contact hours, as well as five cross-institutional online courses through the national CIRTL Network, in 2021-2022. Additionally, Delta facilitated 28 workshops or workshop series totaling 1,100 participant contact hours on topics such as designing effective discussions and interviewing for teaching-related jobs. The Delta Internship Program offered mentored, cohort-based experience through which 19 graduate students and postdocs completed teaching-as-research projects that address real-world teaching challenges with evidence-based pedagogical strategies.

The Humanities Grant Writing Camp (HGWC) was a new collaboration between the Graduate School, the Institute for Research in the Humanities, and the Writing Center. The four-day camp provided participants a structured introduction to the nuts-and-bolts of writing funding proposals to support a wide range of humanities work, from research travel and dissertation writing to public humanities projects. The HGWC was modeled after the long-standing Dissertation Writing Camp, which the school has hosted with the Writing Center for over a decade.

Supported by the Graduate School and facilitated by senior Writing Center staff, the January and May Dissertation Writing Camps provided dissertators in all disciplines intensive, focused time to write and revise their dissertation chapters in a supportive atmosphere alongside other writers. This year the two week-long camps were facilitated in a hybrid format, allowing participants the option to attend either virtually or in person in the Writing Center. Participants wrote over 200,000 during the camps.

The Graduate School utilizes membership services to offer online options for career development. Beyond the Professoriate is an e-learning platform with on-demand, self-paced learning modules that allow PhDs and postdocs to explore diverse career options, inside and outside of higher

SERVICE (cont.)

524 GRAD PD EVENTS
CAMPUS-WIDE

36 EVENTS HOSTED BY
OFFICE OF PROF. DEV.

2,600 STUDENTS
ATTENDED

28 WORKSHOPS
HOSTED BY DELTA

1,100 CONTACT HOURS

21 COURSES & COMMUNITIES
FROM DELTA & COLLABS.

4,400 CONTACT HOURS

education. Over 950 users accessed the platform in 2021-2022, and 498 of these users accessed the platform for more than 10 minutes. In addition, Beyond the Professoriate's live events continue to be well-attended, with 86 attendees at the May Career Conference and 226 at live webinars.

The National Center for Faculty Development and Diversity (NCFDD) provides online career development on topics related to academic life, such as mentorship, writing productivity, and work-life balance. UW-Madison is an institutional member of NCFDD, and the Graduate School promotes the webinars and other resources on career development and dissertation support to graduate students. NCFDD has 2,008 subscribers from UW-Madison who participated in 3,780 active sessions; the majority of these subscribers are graduate students.

Graduate programs and other university members have access to expansive reports on career outcomes for doctoral alumni and postdoctoral scholars. This is due to the Graduate School's work in partnership with Academic Analytics, which annually collects employment data from a range of websites and databases for over 15,000 alumni and postdoctoral scholars. Summary employment data is incorporated into existing internal and external Graduate School dashboards, along with detailed employment

Professional Development Programming

The campus-wide PD calendar, curated by the Graduate School's Office of Professional Development and Communications (OPDC), contained 524 events for graduate students: 68 in summer 2021, 208 in fall 2021, and 248 in spring 2022. OPDC hosted 7 Welcome Week events, attended by 827 students, plus 870 students participated in the New Graduate Student Welcome. Throughout the remainder of the semester, OPDC hosted 28 events attended by 903 graduate students from 130 graduate programs. Example events include:

- **Building Your Small Talk and Networking Skills: Language and Cultural Intelligence to Build Your Network** – addressed linguistic and cultural demands of non-native English speakers
- **Welcome Back Reception for Second-Year Graduate Students** – returning graduate students were happy to meet students from other programs at this reception on the Pyle Center rooftop because there were few opportunities to socialize in person due to COVID-19 restrictions the previous year
- **Intentionally Crafting Your Career Path: A Session for Grad Students**, led by Christina Olstad, Dean of Students – 100% of respondents said they would use the info immediately, within, or beyond the academic year
- **Three Minute Thesis Competition** – students from all academic divisions competed in semi-finals, 11 advanced to finals, and the winner competed at the regional 3MT

Highlights of the Delta Program's offerings:

- **Research Mentor Training** – an evidence-based and nationally recognized curriculum that provides concrete tools to support a successful mentor/mentee relationship
- **Getting the Job: Workshop & Panel Series** – a successful and popular series that provides graduate students and postdocs critical preparation and practice to impress employers
- **Beyond Rhetoric: Developing an Ethical and Equitable Practice** – a course that explores educational approaches and their intersection with promoting inclusivity and justice in the classroom
- **Improv to Improve Science Communication and Teaching** – storytelling and character-development techniques of theatrical improvisation to build confidence, teamwork, leadership, listening, and decision-making skills

workbooks and an accompanying data query for doctoral programs and other campus stakeholders to access individual employment records.



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 is committed to building a diverse community of scholars, which it does through robust recruitment and retention efforts. In 2021-2022 the school offered community building programming for graduate students of color, LGBTQ+ students, disabled students, and other underrepresented students. This programming engaged 723 graduate students at over 25 receptions, lunches, awards ceremonies, workshops, and courses.

The Graduate Research Scholars (GRS) fellowship initiative supported 177 GRS fellows through \$6.5 million in funding in 2021-2022. 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 select pipeline programs.

Increase Student Diversity

The Graduate School's innovative personal recruitment and outreach strategies provide opportunities for exceptional prospective students from underrepresented backgrounds. For the first time, in fall 2021, the university enrolled more than 1,000 graduate students who identify as underrepresented students of color. Since fall 2019, enrollment of female students has exceeded enrollment of male students.

The school hosted its “Virtual Open House: Explore and Apply for Graduate School at UW–Madison,” attracting more than 2,700 prospective students from underserved backgrounds who interacted with over 100 academic programs and services, showcasing the university's strong commitment to academic excellence and student support.

The Graduate School established a new recruitment program that utilizes relationships between faculty, staff, and students at UW–Madison and at Minority Serving Institutions (MSIs) across the U.S. The four UW–Madison proposals selected for the new MSI Partnership Program will receive grants of up to \$25,000 to create long-term and mutually beneficial relationships in areas such as research collaborations, faculty professional development, creation of collaborative activities, and exchange programs for faculty, staff, and students.

The Summer Research Opportunities Program (SROP) provided research preparation experience to outstanding undergraduate students and supported recruitment of these students into graduate programs at UW–Madison. Among the 15 programs offered, the Graduate School received 1,097 applications for SROP, with 167 students selected to participate in the 10-week or two-week on-campus 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

DIVERSITY (cont.)

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. Over 895 prospective students were awarded application fee grants worth \$75 each.

Academic programs purchased over 468 application fee coupons, over 75 (16%) of which are exclusively to recruit underrepresented students. Many others are reserved for students with financial hardships. 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 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. A reception recognized the five UW–Madison inductees for 2021 and 2022 as they were honored among friends and family and given a plaque to commemorate their induction. All nominees were invited to present at the Annual Yale Bouchet Conference on Diversity and Graduate Education.

Through the Peer Mentor Awards and the Student Commitment to Engagement and Activism Awards, the



Graduate student enrollment data by racial/ethnic category and sex

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total	9,173	9,201	9,212	9,211	9,365	9,845
Non-Underrepresented	5,678	5,670	5,641	5,516	5,424	5,614
Underrepresented students of color	872	899	914	925	991	1,083
International	2,623	2,632	2,657	2,770	2,735	2,952
Male	4,693	4,720	4,649	4,591	4,612	4,766
Female	4,480	4,479	4,563	4,620	4,753	5,079

DIVERSITY (cont.)

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.

Fifteen graduate students completed Delta certificates during 2021-2022. The Delta Certificate recognizes a recipient's achievements in teaching and mentoring professional development and instructional applications in an internship project. Delta aims to develop future faculty members who are committed to implementing and advancing effective teaching practices for diverse student audiences. As a capstone to this work, candidates develop written materials in which they reflect on their experiences and articulate their approach as an educator.

Engage Staff in Diversity, Equity, and Inclusion Training

The Graduate School Engagement, Equity, and Diversity Committee (GS-EEDC) developed a set of resources for new hires and their peer partners within the Graduate School. Each new staff member is matched with a peer partner to orient the new staff member to the workplace culture and institutional history and connect them with other resources and people on campus. The resources the GS-EEDC developed include a process overview, best practices for peer partners, and a guide about how to get the most out of a peer partner relationship. The GS-EEDC integrated these resources into the new hire onboarding checklist.

The GS-EEDC organized two book discussions to bring together Graduate School staff across units. Staff discussed the Go Big Read selection, *Transcendent Kingdom*, including topics about women and their identities in science, narratives and stereotypes about immigration and racialization, and mental health struggles. In spring 2022, the GS-EEDC organized a discussion of *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*, facilitating engagement among staff and the change to discuss a topic that was outside their typical day-to-day work.

Use Data to Inform Diversity Initiatives

The school encouraged data-informed selection decisions in the Graduate School Support Competition, by providing custom dashboards and data queries to programs applying to the competition, as well as for use by the competition review committee. It transitioned GRS annual data reports and queries to Tableau, thus streamlining data acquisition and interpretation. Data analysts created tailored data reports to support and inform campus applications for the prestigious Howard Hughes Medical Institute Gilliam Fellowship and enhanced the Graduate School Explorer data visualization to represent data more accurately from graduate students identifying as more than one race/ethnicity.





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's website had more than 1.47 million pageviews in 2021-2022, with the most popular topics including admissions, academic programs, funding, information for international students, a guide to doctoral degree completion, and the SROP. The website is also a primary platform through which the school elevates graduate education by featuring alumni and current student profiles.

The Graduate School's newsletter for students, *GradConnections Weekly*, continued to keep students informed of professional development events, campus announcements, wellness activities, and funding opportunities. Included in the newsletter is an advice column written by graduate students for graduate students, called Tips for Grads. This year, more guest columnists than in previous years contributed to the Tips for Grads section, broadening the voices that were able to share their advice and be represented in the newsletter. Additionally, Graduate School project assistants introduced a new Pet of the Week feature to the newsletter, showcasing current students' pet photos. The feature provides an opportunity for students to engage with the newsletter in a fun way and builds a sense of community among a large group of diverse students.

Effective engagement with graduate program staff and faculty is essential to Graduate School success. As such, the school offers training opportunities for graduate program

coordinators/managers on topics such as graduate admissions, holistic admission review, disability services for students, career development, and GSTS. Newly hired graduate program coordinators and managers are onboarded with an online JumpStart training, and the school engages frequently with the group via Google Group. Staff hosted semesterly update meetings and welcomed coordinators to a summer meet-and-greet at Bascom Hall. Additionally, four graduate program coordinators, sponsored by the Graduate School, completed the Facilitating Career Development course, a 13-week online course in the Department of Counseling

The Graduate School's social media communities continued to grow:

- Twitter followers 2021: 2,746
- Twitter followers 2022 (May 25): 3,055
- Facebook page followers in 2021: 789
- Facebook page followers in 2022 (May 25): 998
- Instagram followers 2021: 837
- Instagram followers 2022 (May 25): 979

ENGAGEMENT (cont.)



Psychology. The goal in offering this sponsorship is to increase graduate students' access to career development support from their graduate program coordinators.

The school recognized the dedication and excellence of UW–Madison graduate program staff by awarding two Awards for Excellence in Graduate Student Support, organized in partnership with the Office of Undergraduate Advising. The honor highlights outstanding academic, research, and scholarly success of master's and doctoral students through their work across the graduate student lifecycle.

More broadly, Graduate School staff actively contributed to university shared governance as representatives for the Academic Staff Assembly and Committee on Academic Staff Issues. GS-EEDC members participated in cross-campus collaboration by representing the Graduate School and contributing to the work of the OVCRGE Equity and Diversity Committee, as well as the Division of Diversity, Equity, and Educational Achievement's Equity and Diversity Chairs Committee.

Support Student Wellbeing

The school continued its strong partnership with the Dean of Students Office (DoSO). The graduate and professional student assistance specialist, a shared position between the two units, reported a 20% increase in the number of graduate

students served over the previous year. Graduate students seek DoSO services for help with issues ranging from mental health concerns to questions about academic policies. Similar to previous years, this position served PhD students at a higher rate (approximately 65%) and saw an increase in students experiencing higher rates of anxiety and depression following the COVID-19 pandemic, as well as those identifying parent and parental leave support needs. The graduate and professional student assistance specialist continued to work directly with department staff and faculty to address students of concern. Outreach to students, graduate assistants, faculty, and staff have remained a priority to ensure that the university community understands available wellbeing resources.

Graduate School staff worked with a campus planning group to implement the new UW System Medical Withdrawal Policy to support students who experience unexpected medical issues or the death of an immediate family member. The new policy allows prorated refunds of tuition and fees. The Graduate School approved 30 medical withdrawals for graduate students during the first year of the new policy.

Improve Data Access and Transparency

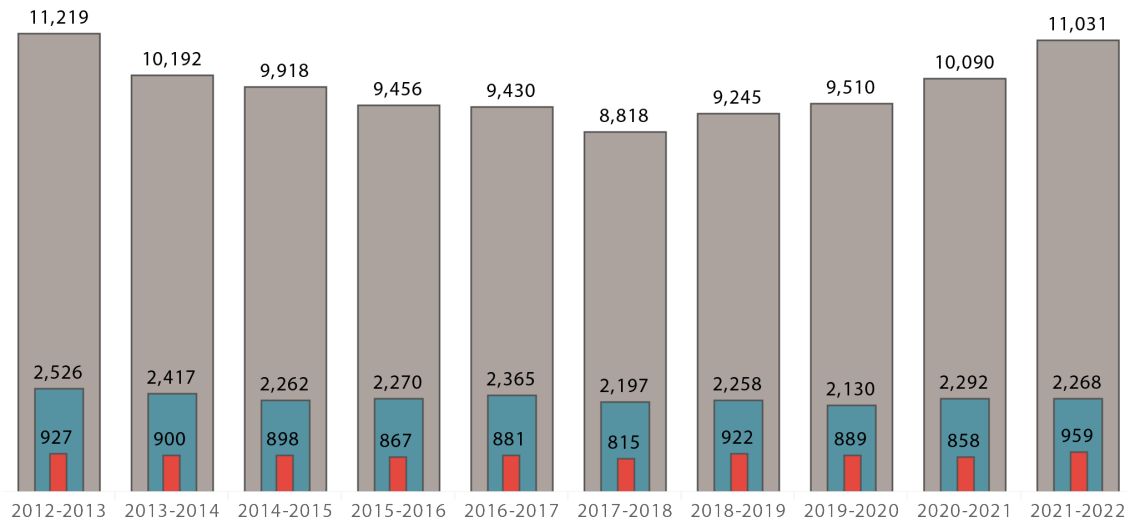
Graduate School staff contributed to campus-wide data management efforts, including facilitating campus migration from the InfoAccess data warehouse to Badger Analytics, a new cloud-based data warehouse using the Snowflake platform, and revising campus dashboard publication standards.

Graduate programs and other units submitted over 50 ad hoc requests for custom data reports, filled by Graduate School data analysts, who also guided the campus community on the school's data resources via video tutorials, updated KnowledgeBase documentation, and hosted open labs. The school enhanced the Doctoral Peer Institution Comparisons dashboard that benchmarks time-to-degree, completion, and retention metrics against other major public research universities.

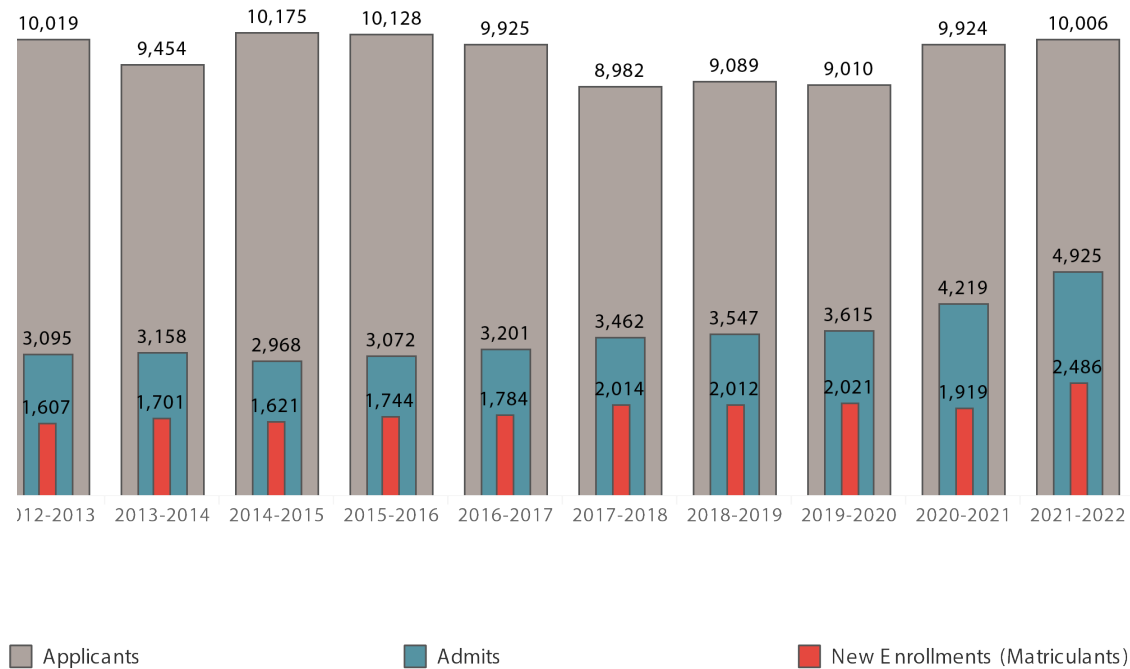
Appendix One

application, admission, enrollment

Degree level: Research and clinical doctorate



Degree level: Master's and Specialist

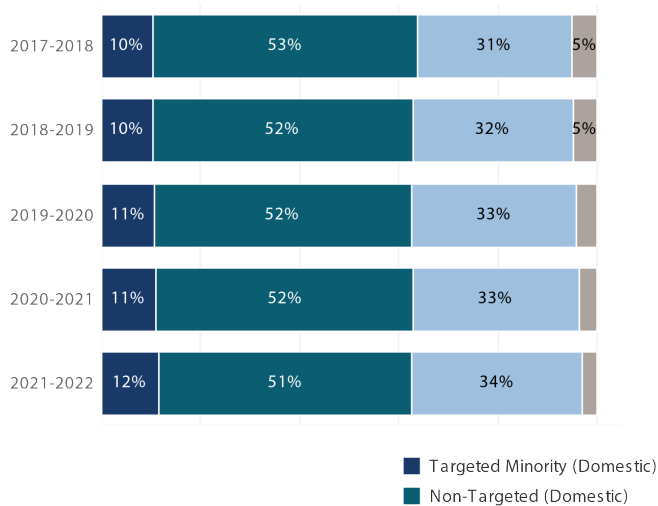


Appendix Two

enrollment and demographics

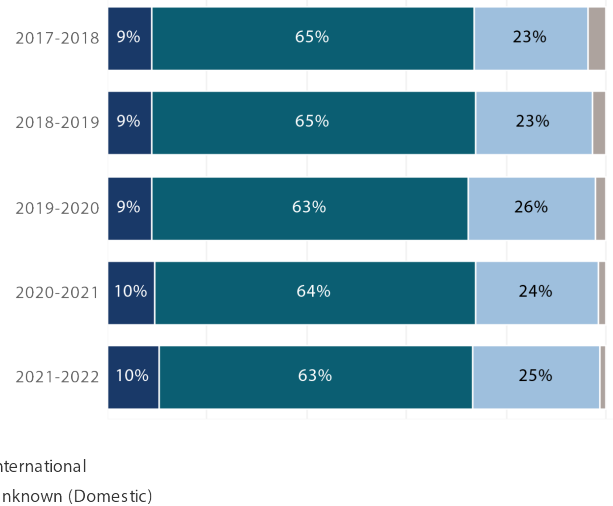
Degree level: Research and Clinical Doctorate

Enrollment by Demographic Group

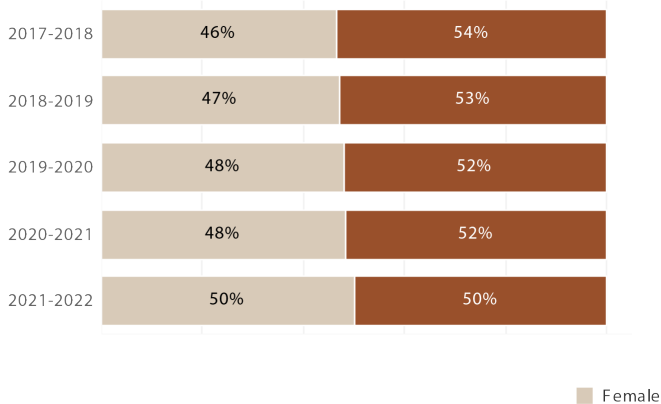


Degree level: Master's

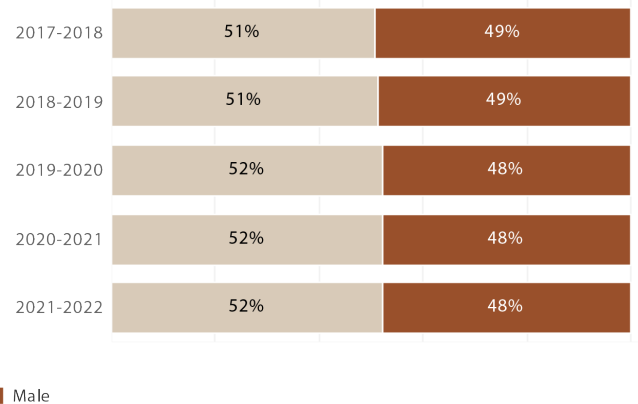
Enrollment by Demographic Group



Enrollment by Gender



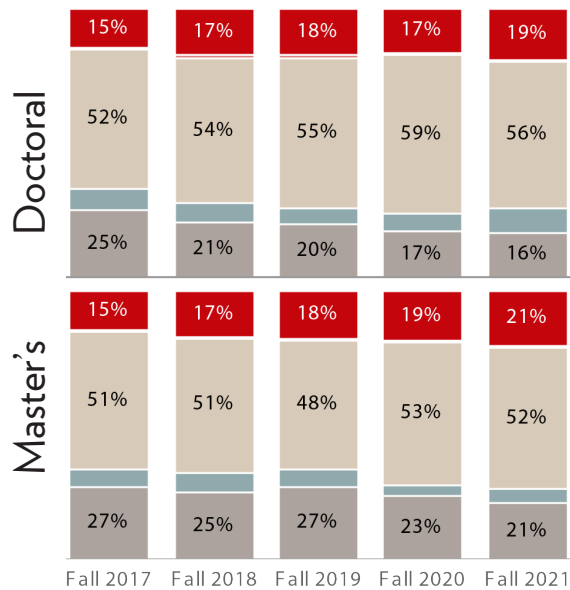
Enrollment by Gender



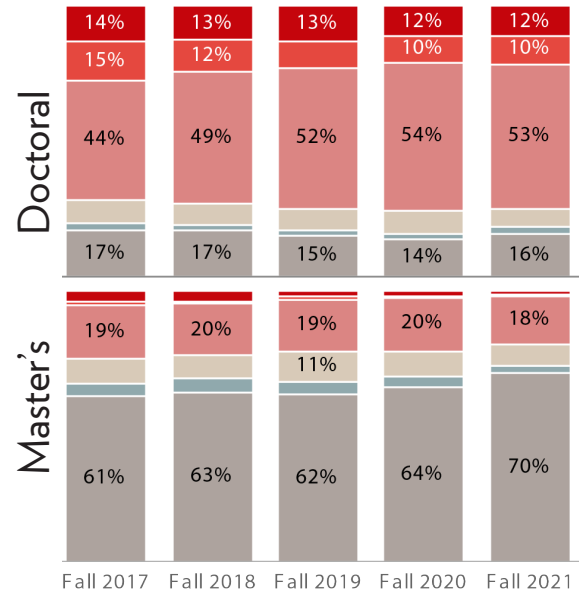
Appendix Three

funding allocation by division

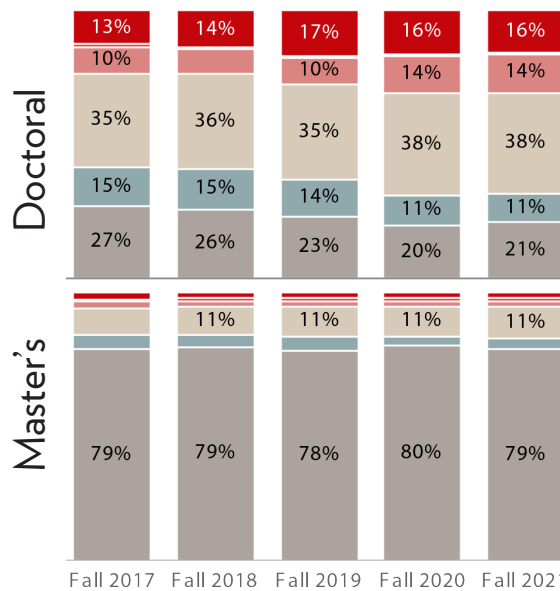
Arts & Humanities



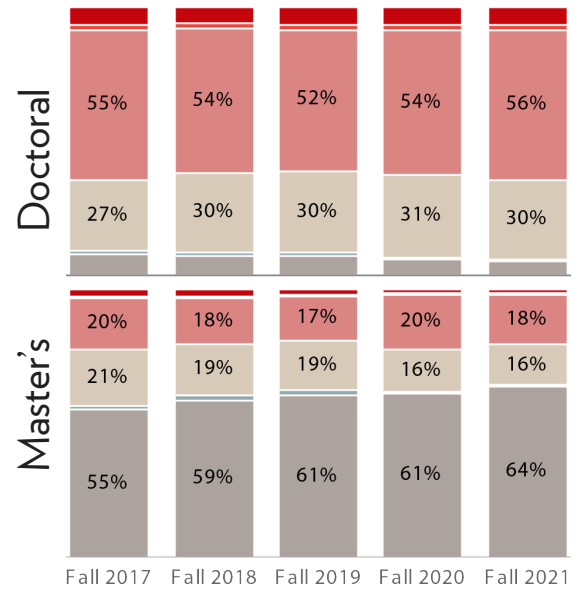
Biological Sciences



Social Sciences



Physical Sciences

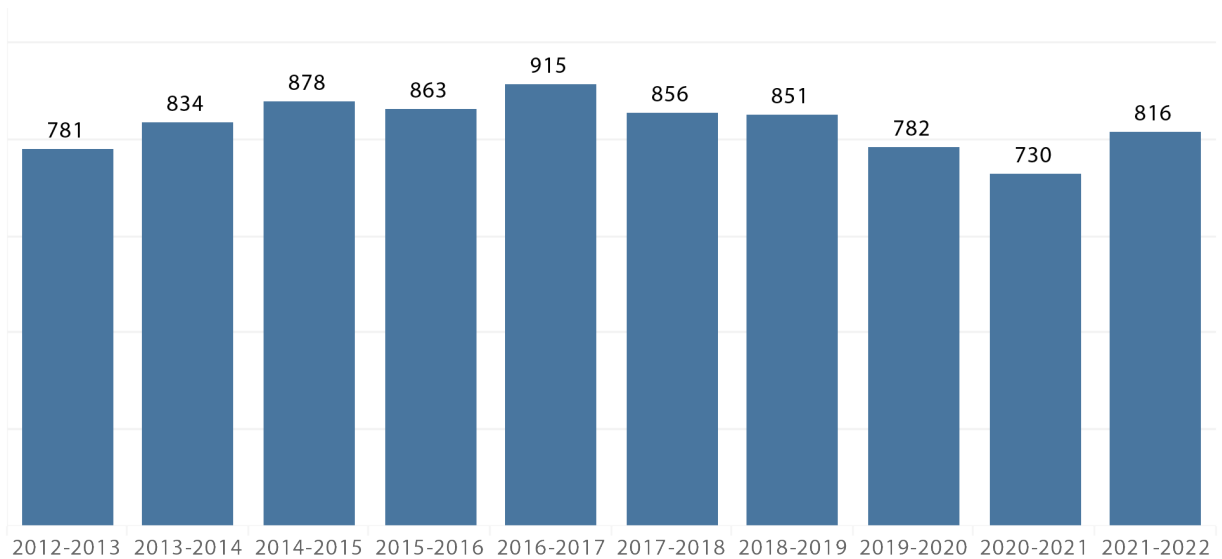


■ Fellows
 ■ Trainees
 ■ Research Assistants
 ■ Teaching Assistants
 ■ Project Assistants
 ■ Other Funding

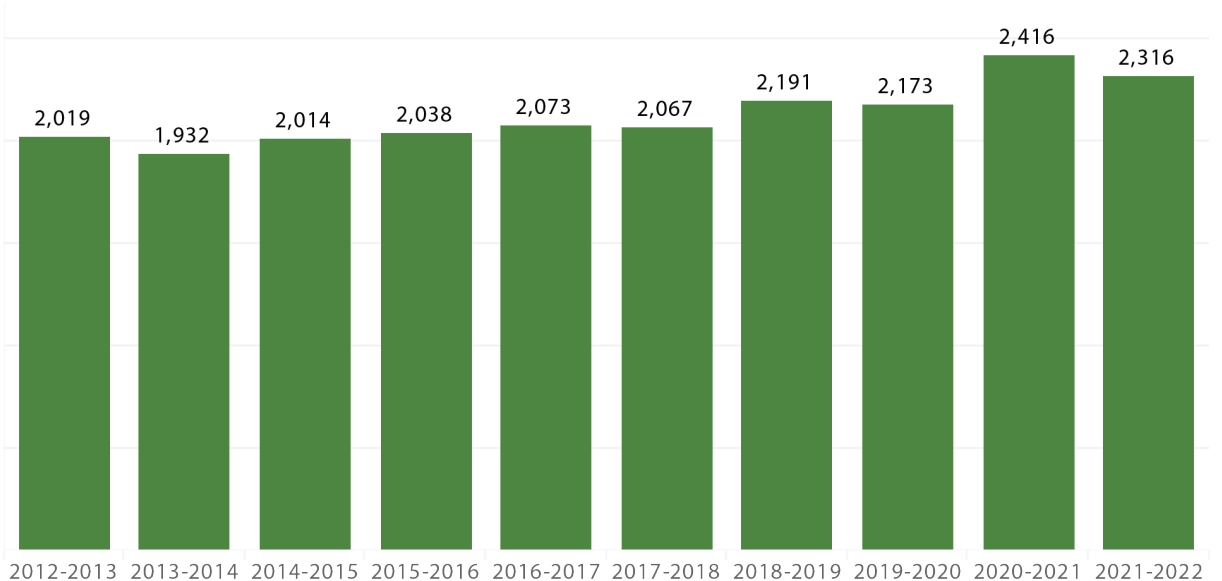
Appendix Four

degrees awarded

Doctoral Degrees by Graduation Year



Master's and Specialist Degrees by Graduation Year

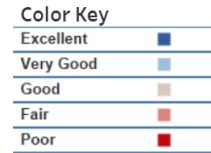
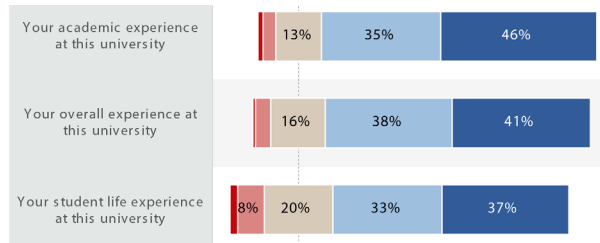


Appendix Five

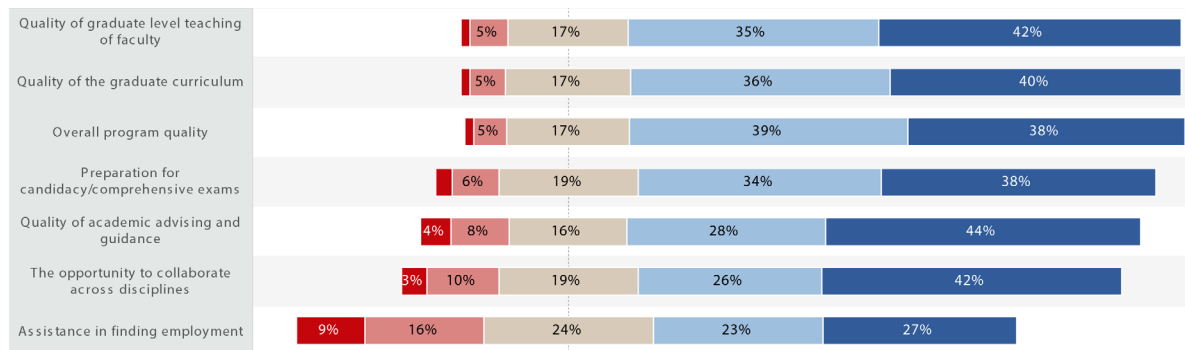
satisfaction with university, program

Doctoral Exit Survey

Overall satisfaction:

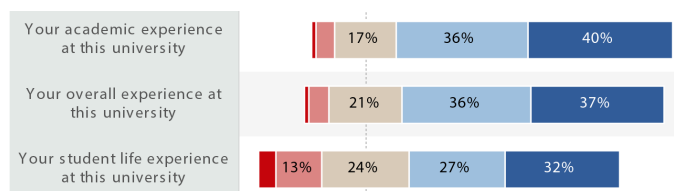


Aspects of doctoral program:

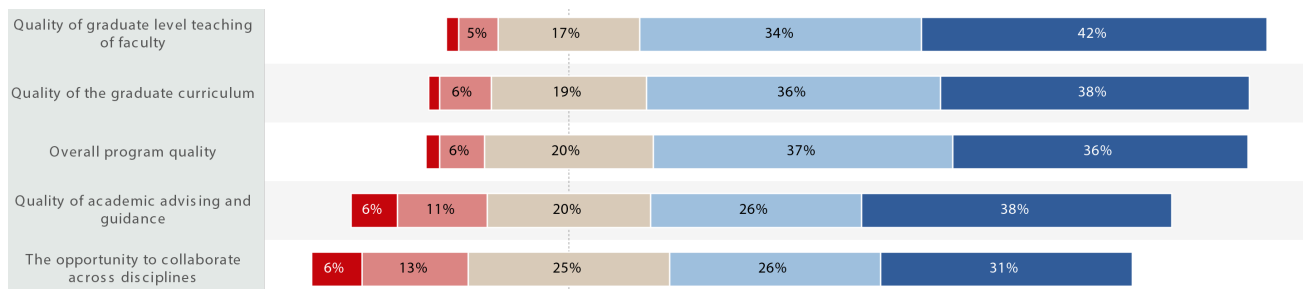


Master's Exit Survey

Overall satisfaction:



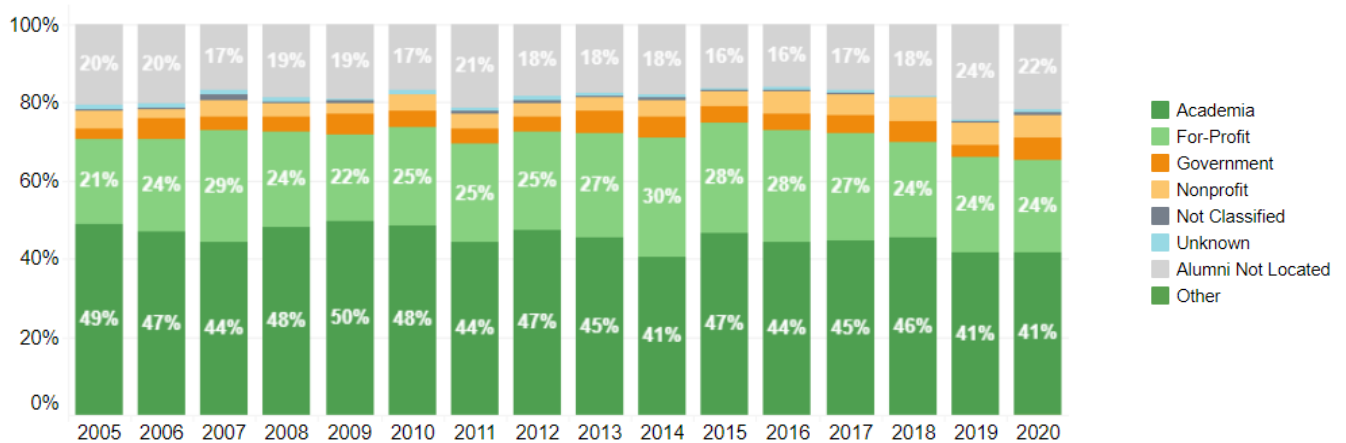
Aspects of master's program:



Appendix Six

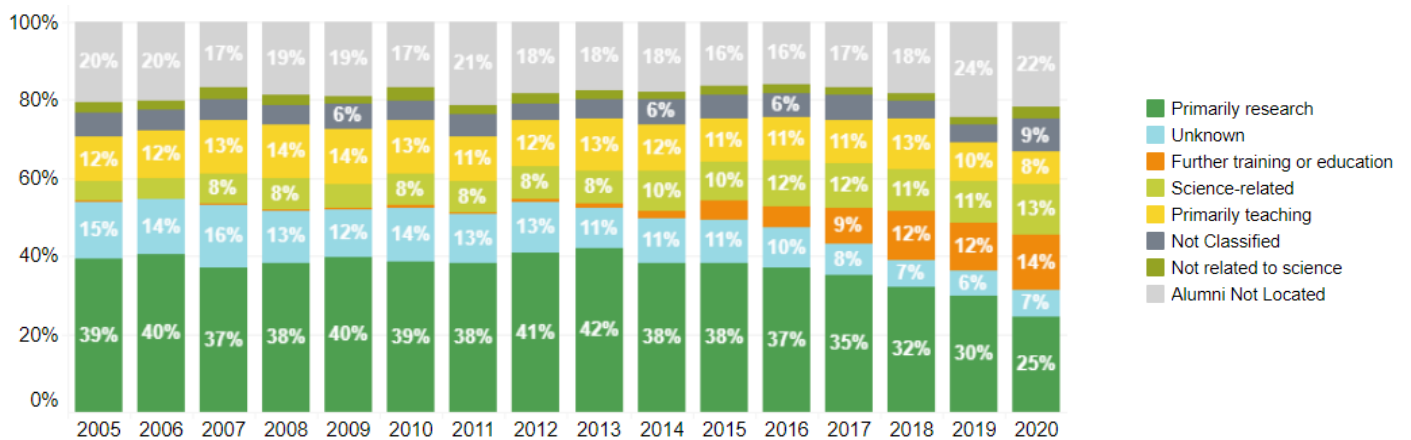
Doctoral career outcomes - job sector

Stratified by departure year



Doctoral career outcomes - job type

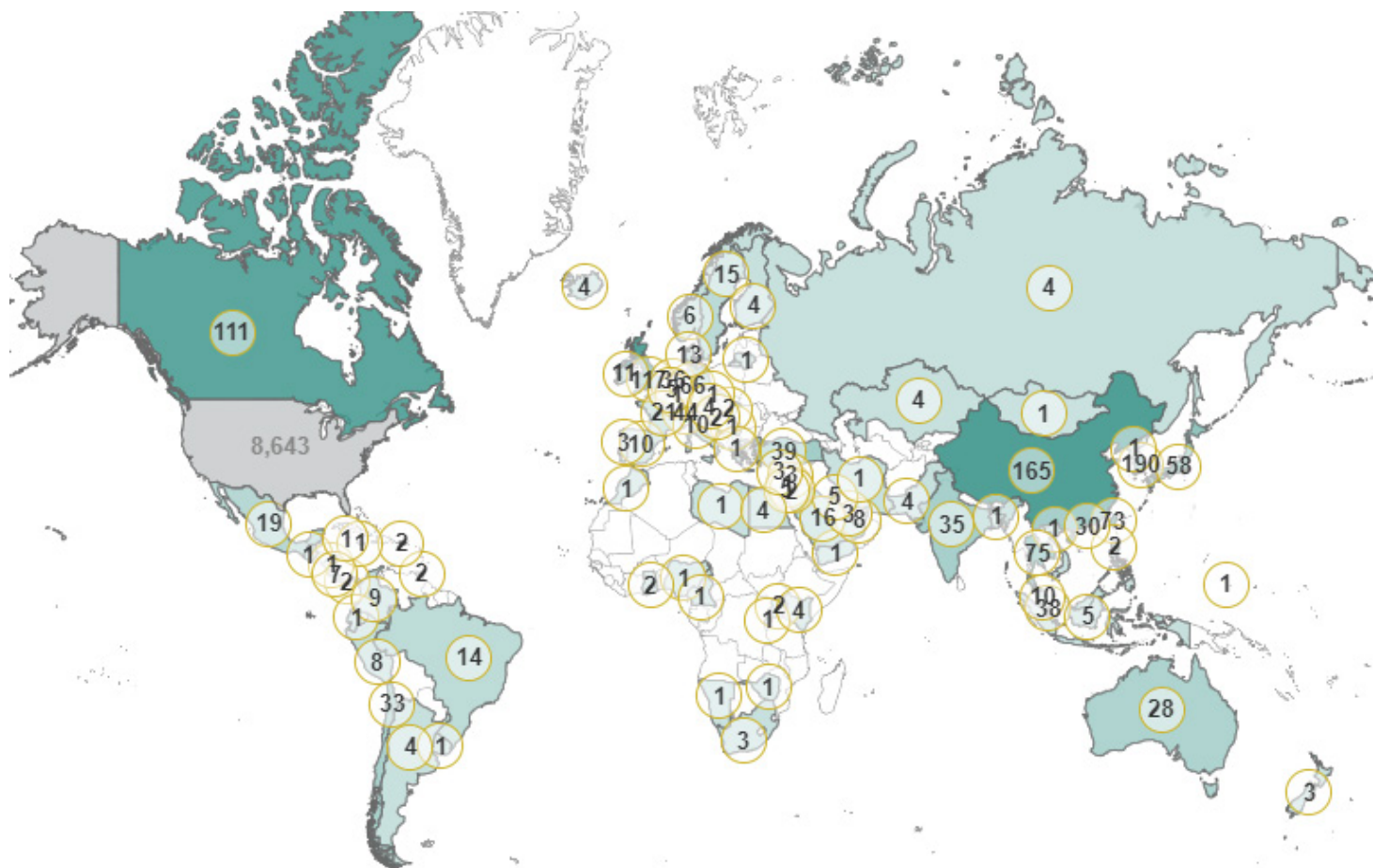
Stratified by departure year



Appendix Seven

career outcomes

Career destination of doctoral graduates, by country





GRADUATE SCHOOL ANNUAL REPORT 2021-2022
UNIVERSITY OF WISCONSIN-MADISON

Photos: University Communications, John Maniaci, and Todd Brown | 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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