



**Self-Study Report
of the
University of Wisconsin-La Crosse
Graduate Education**

Prepared for the
**Review Committee of the
Council of Graduate Schools**

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Preface

This self-study of graduate education at the University of Wisconsin-La Crosse was done in preparation for an external review by representatives chosen by the Council of Graduate Schools. A team of two reviewers will be on campus April 19-21, 2015. The Office of Graduate Studies at UW-L made the following 3-tier request of the review team:

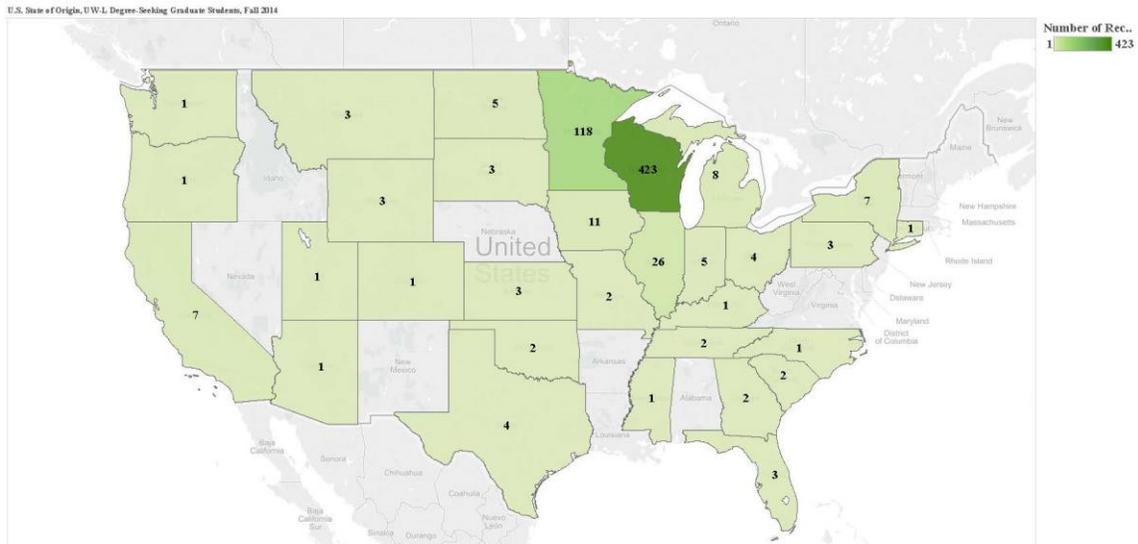
The University of Wisconsin-La Crosse has evaluated Graduate Education over the years, but it has been from an internal perspective (i.e., an internal task force). This is the first opportunity to gain an external perspective. Given this external perspective, please:

1. Paint a picture of where our institution stands in relation to the national perspective on graduate education.
2. Help us lay the groundwork for strategic planning and visioning for graduate education on our campus. What should be some goals and objectives that would move graduate education forward on campus? In the same vein, are there any goals or areas that we should not be pursuing based on the national perspective of Graduate Education and/or the characteristics of our campus?
3. Offer specific recommendations to help achieve some of the goals that you outlined above. To help frame our discussions and priorities, we would appreciate potential action steps that would fall into the three categories that are a) fairly easy and low cost improvements, b) moderate improvements, and c) ideal options.

Foreword

The University of Wisconsin-La Crosse is one of 13 four-year institutions within the University of Wisconsin System. It was founded in 1909 and formerly known as the La Crosse Normal School. In Fall 2014, UW-L was home to 10,558 students (9,777 undergraduates and 781 graduate students). The graduate student body comes primarily from Wisconsin and Minnesota, although students in 2014 were from 31 different states and 10 foreign countries (See below).

Home States of American Students Fall 2014



Home Countries International Students Fall 2014

Chile	1	Nepal	2
China	30	Saudi Arabia	4
Hong Kong	1	Taiwan	2
India	4	Turkey	1
Japan	1	Vietnam	2

The University of Wisconsin-La Crosse is ranked #3 among public Midwest regional universities by *US News and World Report*. Also *Kiplinger* placed UW-L # 4 on its national list of best college values under \$30,000.

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Guide to Appendices

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Executive Summary

The University of Wisconsin-La Crosse offers a total of 20 graduate degrees, consisting of a doctorate in Physical Therapy, 18 masters degrees, and one education specialist program in School Psychology. The programs are largely professional preparation programs and include:

- Business Administration
- Biology (with 5 different concentrations)
- Clinical Exercise Physiology
- Community Health Education
- Exercise and Sport Science-Human Performance
- Exercise and Sport Science-Physical Education
- Medical Dosimetry
- Occupational Therapy
- Physical Therapy
- Physician Assistant
- Public Health
- Recreation Management
- School Health Education
- School Psychology (both masters and education specialist)
- Software Engineering
- Sport Administration (not currently taking new students)
- Student Affairs Administration
- Therapeutic Recreation
- Learning Communities (Masters of Education Professional Development)

UW-L does not have a Graduate School or College of Graduate Studies to which these departments report. Each graduate program reports to the Dean of the department's home College or School. The Office of Graduate Studies is largely a service provider to the Colleges (e.g., overseeing University-wide policy, approving theses, offering research grants). A full organizational structure is provided in Section 1.03.

Section 1

Structure of Graduate Education at UW-L

Section 1 explains the vision and administrative structure of graduate education at the University of Wisconsin-La Crosse.

Standard 1.01. A vision of excellence for the graduate community

As a component with the University of Wisconsin System, Graduate Education at UW-L embraces five different, yet compatible, mission statements. While a bit complicated, these statements align with the various levels of administration, which are:

1. Graduate Education at UW-La Crosse
2. the Office of Graduate Studies at UW-La Crosse
3. the University of Wisconsin-La Crosse
4. The University Cluster (the 11 four-year institutions in the UW System not granting Ph.D. degrees)
5. The University of Wisconsin System (all two- and four-year institutions within the UW System, including the Ph.D. granting schools)

The Graduate Education mission and the Office of Graduate Studies mission, most recently articulated in the 2012 **Graduate Task Force Report**, read:

Mission of Graduate Education at UW-L

The mission of graduate education at UW-La Crosse is to promote and support excellence in graduate programs, empowering graduates to be leaders in their chosen professions with global perspectives. Graduate study at UW-La Crosse promotes the educational, professional, and personal development of students. Consistent with the mission of the University, graduate education prepares students for responsible citizenship, stewardship, and productive lives beyond the campus boundaries.

Vision of Graduate Education at UW-L

UW-La Crosse will be recognized for the quality of our graduate students and the contributions they make to research, scholarship, and professional practice. Our graduates will not only be recognized for what they bring to their professions, but what they bring to society.

Core Values of Graduate Education at UW-L

Creativity and innovation
Creation and application of knowledge
Lifelong learning
Inclusiveness
Service to community
Innovation

Office of Graduate Studies Mission

The Office of Graduate Studies provides leadership and support to graduate education and scholarship at the master's and professional levels in select programs that expand upon the institution's undergraduate strengths. It promotes the sustained development and maintenance of quality graduate programs. Graduate Studies strives to be a student-centered administrative unit, committed to ethical practice, open communication, quality service and continuous improvement. As an advocate for graduate education at the University of Wisconsin-La Crosse, the Office of Graduate Studies endeavors to ensure that students are well prepared for responsible citizenship, stewardship, and productive lives in a globally competitive environment.

The University, University Cluster, and University System missions are fairly generic and say very little to distinguish the undergraduate mission from the graduate mission. Therefore these missions are not listed in this document, but are available on the Division of Academic Affairs website and online UW-La Crosse catalog at:

<http://www.uwlax.edu/Academic-Affairs/Mission/>
<http://catalog.uwlax.edu/undergraduate/aboutuwlax/missions/>

1.02. Basic units that supervise graduate programs and recommend degrees

The University of Wisconsin-La Crosse offers a total of 20 graduate degrees, consisting of one doctorate (Physical Therapy), one education specialist (School Psychology) and 18 masters degree programs. Each program has a Program Director. Programs are responsible for the development of their own curricula. The programs consist of:

College of Business Administration

- Business Administration (MBA)

College of Liberal Studies

Psychology Department

- School Psychology (both Masters and Education Specialist)

Department of Student Affairs Administration

- Student Affairs Administration in Higher Education

College of Science and Health

Biology Department

- Biology, with concentrations in Aquatic Science, Cellular and Molecular Biology. Clinical Microbiology, Microbiology, Nurse Anesthesia, and Physiology

Computer Science Department

- Software Engineering

Department of Exercise and Sport Science

- Clinical Exercise Physiology
- Human Performance, with emphases in Applied Sport Science, Strength and Conditioning, and Biomechanics
- Physical Education Teaching with emphases in Adapted Physical Education and Adventure/Outdoor Pursuits
- Sports Administration (not currently accepting new students)

Department of Health Education and Health Promotion

- Community Health Education
- School Health Education
- Public Health in Community Health Education

Department of Health Professions

- Medical Dosimetry
- Occupational Therapy
- Physical Therapy (doctorate)
- Physician Assistant Studies

Department of Recreation Management and Therapeutic Recreation

- Recreation Management
- Therapeutic Recreation

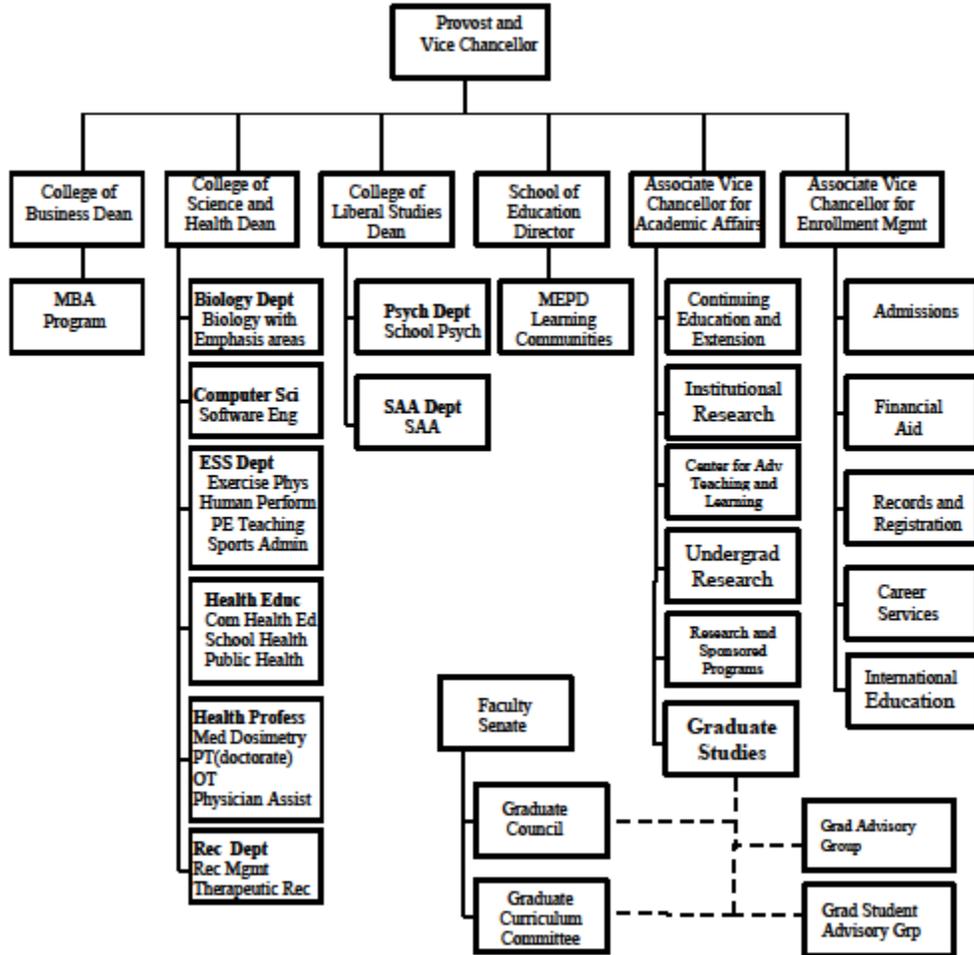
School of Education

- Professional Development-Learning Community (through the Institute for Professional Studies in Education)

1.03. Administrative entities that support graduate education

Administration of graduate education at UW-L is divided between various entities on campus. Below is an organizational chart, plus a brief explanation of the key elements.

Graduate Education Organization Chart



The above chart was based largely upon the Provost’s Organization Chart, which is found at:

<http://www.uwlax.edu/uploadedFiles/Orgchart.pdf>

Key elements in the organizational chart are defined as follows:

College Deans (and the Director of the School of Education)

The academic departments that house graduate programs report directly to a specific dean or, in the case of the Masters of Education-Professional Development, the Director of the School of

Education. The current Deans are Ruthann Benson (CLS), Bruce Riley (SAH), and Bruce May (CBA). Both Dr. Benson and Dr. May are retiring at the end of this academic year. Dr. Laura Milner will replace Dr. May as Dean in the College of Business Administration, beginning in August 2015. Julia Johnson will replace Dr. Benson. The current Director of the School of Education is Dr. Marcie Wycoff-Horn. It is the Dean's Office (and the School of Education) that approves budget and faculty lines. It also tracks student progress and makes final approval of a student's intent to graduate.

Office of Graduate Studies

The Office of Graduate Studies oversees university-wide policy affecting graduate education. The Director of Graduate Studies serves as consultant to both Graduate Council and the Graduate Curriculum Committee. He/she also serves as ombudsman for student appeals. The Office makes final approval of theses and manages internal graduate student grants. Staffing in the Office consists of the Graduate Director (.5 FTE) and a University Services Associate (.4 FTE) The Office is one of six divisions within the Institute for Campus Excellence (ICE) that is supervised by the Associate Vice Chancellor of Academic Affairs (Bob Hoar). The five divisions are 1) Research & Sponsored Programs, 2) Graduate Studies, 3) Undergraduate Research & Scholarship, 4) Continuing Education, 5) Center for Advancing Teaching & Learning, and 6) Institutional Research.

Graduate Council

University-wide policy for Graduate Studies is determined by the Graduate Council. Graduate Council is a body of Faculty Senate, consisting of nine faculty members, chair of the Graduate Curriculum Committee, and two graduate students. Duties and responsibilities of the committee include:

1. Establishing, in consultation with departments and/or colleges, academic standards pertaining to graduate study, including policies for graduate student admission, honors recognition, retention, probation, dismissal and readmission.
2. Determining the procedures and criteria for selecting members of the graduate faculty and annually approving an updated roster of members of the graduate faculty.
3. Formulating procedures for hearing graduate student appeals and petitions on academic policy matters not resolved by administrative offices of the university.
4. Studying long-range issues related to any aspect of graduate studies and recommending how and by whom these issues should be addressed.

Graduate Curriculum Committee

Approval of department-initiated curricular changes are made by the Graduate Curriculum Committee. Duties and responsibilities of the committee include:

1. Receiving, reviewing and acting on proposals for curricular changes from academic departments and graduate programs.
 - a. Evaluating curricular proposals by an established set of criteria.
 - b. Ensuring that curricular proposals have been vetted through formal consultation with the academic departments, graduate programs, and the Academic Program Review Committee or other curricular approval committees.
2. Informing department chairpersons/program directors, in writing, of proposals being considered, thus providing adequate opportunity for departments/programs to be heard prior to committee and senate action on such proposals.

The Director of Graduate Studies serves as a consultant to the Graduate Curriculum Committee, but has no formal vote on the committee. Because there is no formal role with the graduate curriculum review process, program development is brought to the attention of the Office of Graduate Studies inconsistently. Often the Director of Graduate learns of the curricular revisions at the same time as the Graduate Curriculum Committee.

Graduate Advisory Group

The Graduate Advisory Group advises the Director of Graduate Studies on issues that affect graduate education (e.g., inconsistencies with continuing enrollment, best use of limited funds). The Group was established as a result of the Provost's Task Force on Graduate Education and has continued since the final report was submitted in May 2012. The Group consists of one graduate student and representatives from offices/entities that impact graduate studies (e.g., Records and Registration, Admissions, Financial Aid, Graduate Council). This group meets approximately once per semester.

Graduate Student Advisory Group

The Graduate Student Advisory Group is a very new component of the Office of Graduate Studies. The first meeting of the group was the week of March 20, 2015. A summary of that first meeting is available in Appendix I.

Records and Registration

Records and Registration maintains the Graduate Catalog and oversees graduate student registration. The Registrar serves as a consultant to both Graduate Council and the Graduate Curriculum Committee. The Records and Registration Office coordinates the work of the Graduate Curriculum Committee and works with departments and programs to produce degree audits, which electronically track a student's progress towards degree. These degree audits are available in the Student Center (i.e., WINGS). Not all graduate programs have a degree audit at this time.

Office of Admissions, Office of Financial Aid, and Career Services

UW-L does not have a Graduate School, so individual programs set program-specific requirements, deadlines, admission policies, etc. To become an active student within the institution, graduate students at UW-L rely on the same offices as undergraduate students when it comes to admissions, financial assistance, and career services. The Admissions Office does not do recruit graduate students. Recruitment is left to individual graduate programs. Except for limited funds in the Office of Graduate Studies, the university does not allocate university-wide resources for graduate recruiting.

Continuing Education and Extension

Given limited funding to develop new programs, newly proposed graduate programs are expected to be self-supporting. Departments are turning to alternative administrative structures in order to provide the funding mechanism to support program development in new areas. One option is running the degree program through Continuing Education and Extension (CEE). CEE, through the University of Wisconsin System Continuing Education and Extension Office, can provide supportive funds to develop the program in exchange for sharing revenue once the program becomes self-supporting. At present, Sports Administration is the only program administered through Continuing Education, but two other graduate programs are in the planning stage (e.g., Recreation Management on-line and Data Science. Data Science will be a collaborative program with several other campuses in the UW System). The Student Affairs Administration online program was started with financial assistance from CEE, but is now independent. The most financially successful Masters program at

UW-L, the Masters of Education - Professional Development (MEPD), also started with Continuing Education, but is now independent. At its height, the program served over 400 graduate students, but demand for the program declined when the State of Wisconsin removed salary incentives for K-12 teachers to obtain a masters degree.

Murphy Library

Murphy Library does not appear in the organizational chart, but it is worth mentioning that the library serves well the research needs of graduate students. Even at a time where budgets have required that the library cancel subscriptions to expensive and seldom used journals, the library staff works hard to get students every article or publication that they request. The search engines are numerous, and students are able to find the materials that they need to conduct quality scholarship.

1.04. Faculty committed to graduate programs and research

All tenure track faculty are required to have a research agenda and conduct research to receive tenure and promotion. Instructional academic staff, who may teach graduate courses and may serve on graduate student research committees, are not evaluated on research.

No instructors automatically receive graduate faculty status. Whether tenure track faculty, instructional academic staff, or adjunct instructors, prospective graduate faculty complete an application that must be approved by both the appropriate dean and the Graduate Council. (Because many academic departments do not have graduate programs, it is not unusual for tenure track faculty in those departments not to have graduate faculty status). Criteria and the application process for graduate faculty status is available on-line at:

http://www.uwlax.edu/Graduate-Studies/graduate-faculty/#Graduate_Faculty_Status

Faculty in any department (tenure track, academic staff, adjunct) can pursue graduate faculty status regardless of whether the department offers graduate courses. Faculty members apply for approval to conduct specific roles, i.e., teach graduate courses, serve on thesis/project committees, and/or chair theses. A full list of graduate faculty is available in Appendix H.

1.05. Graduate student representation

Graduate students serve on four main committees impacting graduate education. These are 1) Graduate Council, 2) Graduate Curriculum Committee, 3) Library Committee, and the 4) Joint Committee on Planning and Budget. They also serve on the Graduate Student Advisory Committee.

Graduate students also have two representatives on the Student Association (i.e., Student Senate). Currently, as is often the case, the two seats remain vacant. It is difficult to get graduate students invested in activities that are a mix of undergraduate and graduate students - even when the activities affect graduate students. In recent years, there has been a graduate student representative on the Academic Initiatives Oversight Committee (AIOC). AIOC is the student committee that allocates student segregated fees to student organizations and university offices. While funding goes primarily to undergraduate services, graduate education has benefited. For example, RSEL (Research, Service, and Educational Leadership) grants for graduate students is almost entirely AIOC funds.

1.06. Practitioner representation

The Office of Graduate Studies does not solicit guidance from practitioners in the field, although one recommendation of the Graduate Student Advisory Committee is to create an Alumni Advisory Committee. At UW-L, practitioner feedback, both undergraduate and graduate, tends to be discipline specific, and the extent of such feedback varies from department to department. Some departments have practitioner advisory committees, others continually solicit feedback from internship supervisors, and some have no formal mechanism.

Section 2

Role of Graduate Education at UW-L

The University of Wisconsin-La Crosse is a regional comprehensive institution within the University of Wisconsin System. Coming out of the normal school tradition, the comprehensives in the System (also known as the University Cluster) have had an undergraduate emphasis, with a mission to provide “selected graduate programs within the context of its approved mission statement.” Section 2 summarizes the role of graduate education at UW-La Crosse.

2.01. Define what graduate education is and what it is not

To a large extent, graduate education at UW-L means masters degrees in professional fields. While UW-L graduates are successful in moving on to Ph.D. programs at reputable R1 universities, most programs are designed to prepare masters-level students directly for the workplace in jobs outside of academe. Programs offer considerable hands on opportunities and offer internships as an option for the capstone experience. Many programs also offer thesis as a capstone experience, but no program on campus mandates a thesis.

UW-L has select programs beyond the Masters level. The Education Specialist in School Psychology was the first approved program past the masters degree. In 2005, a Doctorate in Physical Therapy was offered in collaboration with UW-Milwaukee. Then in 2008, UW-System allowed for the comprehensive institutions to offer applied doctorates on their own (i.e. not aligned with either UW-Milwaukee or UW-Madison), and Physical Therapy is now a UW-L degree program. Currently under consideration is an Ed.D. in Student Affairs Administration and Leadership (SAAL). As of March 2015, the doctorate in SAAL has been approved by UW-L as part of a 4-UW Campus collaboration (as requested by UW System), and it goes before the University of Wisconsin Board of Regents (BOR) in June. If approved by the Regents, the program will seek Higher Learning Commission approval, with a potential start date of May 2016.

2.02. Provide quality control for all aspects of graduate education

All graduate programs undergo an academic program review (APR). If a program has external review (e.g., accreditation), the University review aligns its timeline with the external review. If a program has no external review, it is reviewed every seven years.

Currently a Faculty Senate Task Force is evaluating the APR process for graduate programs. One concern is that some departments with both undergraduate and graduate programs do not give adequate attention to the graduate portion of their department’s review. In addition, the current review process does not include the Office of Graduate Studies in either preparation (e.g., providing a supportive letter) or review of the report. By May 2015, the Committee will make recommendations to Faculty Senate as to graduate APR.

2.03. Maintain equitable standards across all academic disciplines

Curricular matters are the purview of Departments, but certain standards are campus-wide. All of these standards are listed in the [UW-L Graduate Catalog](#). Examples of campus-wide standards include:

- 3.0 GPA in graduate courses
- 7-year maximum time to completion
- formatting of theses
- student appeal process
- course repeat policy
- transfer course policy
- continuing enrollment

It should be noted that these are the minimum standards and that academic programs can instill higher standards (e.g., higher GPA to be academically retained in a program) or require behavioral expectations consistent with the professional expectations of the field.

2.04. Bring an institution-wide perspective to all post baccalaureate endeavors

Currently UW-La Crosse has a decentralized perspective on graduate education. Departments set the admission standards, graduation requirements, etc., except for the few minimum standards that were outlined above. Given the current culture within the campus, it is not clear what the pros and cons of such an approach are compared to what a centralized approach would bring to the campus and specifically to the students on the campus. In addition, there is not a coordinated effort to provide graduate students non-classroom services (e.g., Academic Life, Career Services). While many of campus-wide services are available to graduate students, they are undergraduate-centered, and it is unclear how these services are relayed to graduate students in a systematic and coordinated manner.

2.05. Provide an interdisciplinary perspective

Currently UW-La Crosse's graduate programs are not particularly interdisciplinary. There are exceptions (e.g., the Adventure Emphasis in ESS is popular with Recreation Management students, the MBA program invites non-business students into select MBA courses), but most graduate students stay within their majors for most coursework. Research also tends to be department or discipline-oriented, although some programs do encourage or require that thesis committees include at least one person from outside the department.

Discussions on interdisciplinary efforts have occurred for many years, and some changes may be imminent. Currently there is an interdisciplinary task force charged to review the matter and, more importantly, there soon may be money from the Provost's Office and the Office of Graduate Studies for interdisciplinary efforts.

2.06. Enhance the community of scholars among both graduate students and faculty

Enhancing the intellectual community of graduate students and faculty is an intriguing topic in that not a great deal is done, but it is of interest to a number of faculty and students. To date, it has been like much of the university - fairly decentralized. Graduate students are required to announce to the entire campus their thesis defense, but few outside of the students' home departments attend. Also the university hosts an annual Celebration of Student Research, which is a combination of graduate and undergraduate research. In the past, undergraduate and graduate celebrations were held separately. The current thinking is that the combined celebration has much better attendance, and graduate research receives a larger audience at the combined event.

2.07. Serve as an advocate for graduate education. Emphasize the importance of adequately training future college and university teachers

UW-La Crosse is not, nor will it ever be, an institution that focuses on training future university teachers. Certainly a number of UW-L graduates go on to doctoral programs and become university faculty, and the UW-L graduate students who take a research (i.e., thesis) track usually have the skills to succeed in doctoral programs.

The majority of UW-L graduate students are in applied fields preparing themselves for professional careers outside of universities. Lengthy discussions at recent CGS meetings about universities failing to prepare students for jobs for non-academic jobs does not apply at UW-L. Preparing students for non-university careers is the focus of the institution.

Having said this, UW-L recently took one step to helping students who do aspire to a career in academics. In 2013, UW-L created the position of teaching assistant (distinct from graduate assistant). Teaching assistants teach freshman/sophomore level courses and/or supervise undergraduate science laboratories. Students who are hired as TAs tend to have more professional experience prior to coming to UW-L than GAs. The TA position is a .50 appointment (20 hours a week), as opposed to most GA positions which are .33 (14 hours). Because of the TA funding source (i.e., discretionary tuition), all TA positions must directly enhance undergraduate education. Even with this stipulation, the higher wage (in comparison to the GA positions) has allowed departments with TAs to attract graduate students who, in the past, chose other universities over UW-L.

2.08. Develop ways for graduate education to contribute to and enhance undergraduate education

The most direct way that graduate education enhances undergraduate education is through teaching assistantships (TA) and graduate assistantships (GA). As mentioned in Section 2.07, this especially true with TAs who have direct teaching responsibilities. These TAs have significant professional experience and have been an asset to undergraduate teaching. TAs may teach a course, co-teach a course, or oversee a laboratory portion of a course. GAs do not teach their own courses and have a greater variety of responsibilities than TAs. Many GAs assist faculty in developing new courses and updating established courses. GAs often have a key role in assisting faculty with courses that have a large experiential learning component to them (field experiences, service learning, etc.), but are not ultimately responsible for a course. There also are GAs (usually, but not exclusively in Student Affairs Administration) who work in offices that serve undergraduates in non-teaching roles. Such offices include housing, financial aid, recreational sports, career services, and undergraduate research.

Most departments with both undergraduate and graduate programs offer a number of slash courses at the 400/500 level, meaning that graduate students and upper class undergraduate students sit side by side in a class. The primary objective of this arrangement is the ability to offer graduate programming with limited resources. A byproduct of this arrangement is that the more experienced graduate students can serve as role models for the undergraduates in these courses. The danger here is that a department can depend too heavily on slash classes for its graduate programming. The university standard always has been that at least 50% of all coursework in a graduate program be solely at a graduate level. Most programs far exceed this requirement, with many having no slash

courses at all. Recently steps have been taken to guarantee the quality of graduate programs with slash courses. For example:

- The Graduate Curriculum Committee has stipulated that slash courses, by definition, are graduate-level courses with graduate-level content that upper level undergraduates are allowed to take.
- One graduate program was put on hold, with one condition of lifting the hold that the department reduce its number of slash undergraduate/graduate courses.

Certainly graduate student research at the University can serve as a role model for undergraduate research on campus. UW-L prides itself on its undergraduate research opportunities, and several of the departments with both undergraduate and graduate programs (e.g., Biology, Microbiology) are among the leaders in undergraduate research.

2.09. Support graduate student services

The Office of Student Life and other non-academic services primarily serve undergraduate students, but there are some services that are utilized by graduate students as much as undergrads (e.g., campus child care). Offices in the Enrollment Management group (Admissions, Financial Aid, Records and Registration, Career Services, and International Education) also work with graduate students alongside undergraduate students. At this time, there is no systematic mechanism for informing graduate students of the services (i.e., financial aid, housing, health care, counseling, child care, international student services, and student governance) that are available at no additional cost. These various offices are not centralized, but operate in different units at the university. While there are individual employees specifically assigned graduate student needs (the exception here is Admissions), there is currently no centralized monitoring mechanism of these services to ensure that they are meeting the needs specifically identified by graduate students. For example, on-campus housing is very limited for the undergraduate population, and currently there is not enough rooms to house them. Therefore, domestic graduate students are not allowed to live on campus; an exception is made for international graduate students.

2.10. Serve as an advocate for issues and constituencies critical to the success of graduate programs

One of the primary duties of the University Graduate Director is to represent graduate education in central administration. Besides the Graduate Council and Graduate Curriculum Committee, the Director serves on the Provost's Council, the Enrollment Management group, and ICE (Institute for Campus Excellence). Conversely, the director does not serve on the Dean's Council or the Joint Planning and Budget Committee. Therefore, there are some academic and budgetary decision making bodies that have mandatory graduate studies representation, and there are others that do not.

The University Graduate Director reports directly to the Associate Vice Chancellor for Academic Affairs who in turn reports to the Provost. While responsible for academic matters at all levels, the Associate Vice Chancellor can be a second voice for graduate studies.

March 2015 the Office of Graduate Studies moved into the Provost's suite of offices. This completes a physical and administrative change that has taken five years to implement. The Office of Graduate Studies originally was housed adjacent to the Provost, and the Office was administered by an Associate Vice Chancellor. This individual oversaw both 1) Graduate Studies and 2) Grants and

Sponsored Programs. When the Provost moved into a smaller suite, both Graduate Studies and Grants were temporarily moved out of Graff Main Hall and into Morris Hall. Fall of 2012, the position of Associate Vice Chancellor was expanded to include all academic affairs, and the position's original duties of Graduate Studies and Grants Officer were split into two interim positions. July 2014 the Graduate Director became a permanent .5 permanent position. The 2010 Graduate Studies Task Force Report had recommended making the Director of Graduate Studies into a full-time position, but only a .5 position was funded. Then March 2015, the Office of Graduate Studies returned to the Provost's suite of offices. The recent move into the Provost's suite will enhance the visibility of the Office of Graduate Studies; hopefully it also will enhance the Director's ability to advocate for graduate education.

Section 3

Compendium of Office of Graduate Studies Activities

A. Program Content

3.01. Review of new and revised programs

The process for developing new programs varies. New programs that really are an extension of existing programs (e.g., on-line Rec Mgmt masters, Students Affairs Administration creating new cohort types) are fairly simple to approve. It may consist of support from the Department and College, followed by review and approval of the Graduate Curriculum Committee and 'consent' by the Faculty Senate.

Programs that are entirely new, however, go through a more rigorous review - from Department, College, Academic Planning Committee, Graduate Curriculum Committee, Faculty Senate, and Provost at the University to full review from the University System in Madison, WI. Usually this is a two-year process.

The programs that are joint programs within the UW System become even more complicated. Joint programs are those housed on more than one campus, with students from more than one campus. These usually are online degree programs. These programs must go through the multi-layered process just described at every campus involved before being forwarded to UW System. UW-L currently is working on two joint programs (Masters of Science in Data Science and Student Affairs Administration doctorate) through the process.

Because of the decentralized nature of graduate studies at UW-L, new proposals do not pass through the Office of Graduate Studies. Some departments voluntarily keep the Director of Graduate Studies updated on proposed new graduate programs, but it is possible that the first that anyone in a centralized role (i.e., the Graduate Director) hears of a new and/or revised program is during the curriculum review by the Graduate Curriculum Committee.

3.02. Development of new graduate programs

As of Spring 2015, there are a total of 15 new graduate programs at various stages of discussion. Not all of the proposals will come to fruition, but they include:

- Student Affairs Administration and Leadership (doctorate)
- Student Affairs Administration (masters cohorts at other UW universities)

- Athletic Training (ESS masters)
- Professional Science Degree (microbiology masters)
- Microbiology (currently there is a micro option within Biology; this would be its own degree)
- Recreation Management (online masters companion to its on-campus program)
- School Psychology (doctorate)
- Institute for Professional Studies in Education (certificate programs in math and global cultural competencies)
- Institute for Professional Studies in Education (certificate and masters in principalship)
- Data Science (UW System masters consortium including the UW-L math Dept)
- Counseling (masters in Psychology Department)
- Sustainable Energy (interdisciplinary masters)
- Teaching English as a Second Language (masters)
- Reading in Education (a re-activation of a masters program that has been inactive for 6 years)
- Health and Wellness Management (masters)

All of these new program proposals were initiated by the Departments themselves. With the exception of Data Science, Sustainable Energy, Teaching English as a Second Language, all of these new programs come from departments that already have successful graduate programs. Programs with no graduate programs in place, largely because new graduate programs must be financially self-sufficient, have been reluctant to propose new graduate programs.

3.03. Review of existing graduate programs and departments

All programs, undergraduate and graduate, undergo academic program review (APR) every seven years. A full description can be found at:

<http://www.uwlax.edu/Quality-Assurance/Program-review/>

At the current time, the Office of Graduate Studies does not participate in the academic program review, nor is it directly involved in mandatory biennial assessment. Some graduate programs are subject to external accreditation, and this often is the source of APR materials.

During spring 2015, the Provost convened a task force charged with making recommendations improve the APR process of graduate programs. Current concerns include 1) graduate programs currently may be reviewed by faculty who have no involvement with graduate education and 2)

graduate programs in departments with both undergraduate programs and graduate programs do not always give equal attention to the graduate portion of the APR. At the time of this writing, the task force is circulating the following options for comment:

1. APR Committee remains the main reviewer of self-study, but **membership makeup of the APR Committee includes a minimum number of faculty directly involved in a graduate program**. The review subcommittee of any department that contains a graduate program must include reviewers from departments with a graduate program.
2. At the time of Dean review, **the self-study also is reviewed by the Graduate Director** and a letter from Graduate Director is required. Option 2 probably is not a stand alone change, but could be included with any of the other options.
3. **A subcommittee of Graduate Council (2 members) along with the APR subcommittee (2 members) together reviews the self-study** of any department with a graduate program. This subcommittee drafts the APR Committee report, and the full APR Committee (as before) approves report.
4. **The self-study of graduate programs is reviewed by Graduate Council instead of the APR Committee**. This would require separate APR reports of undergraduate and graduate programs. It also would require a revision of APR report guidelines to streamline completion of parallel reports (i.e., Option 6).
5. **The self-study of graduate programs is reviewed by a newly created Graduate APR Committee**. As with Option 4, this would require separate APR reports of undergraduate and graduate programs. As with Option 4, it also would require a revision of APR report guidelines to streamline completion of parallel reports (i.e., Option 6).
6. **Revise the self-study format to highlight graduate program elements better**. Option 6 could be a stand alone option or be incorporated with any of the Options 1-5.

3.04. Setting academic policies that govern graduate study

All academic policies that affect graduate studies are determined by the Graduate Council. Recommendations may come from any source (often the Director of Graduate Studies or the Registrar), but come to Graduate Council for authorization via the Graduate Council chair.

Graduate Council is a committee of the Faculty Senate. Most Graduate Council decisions are consent items of Faculty Senate, but on occasion, a policy affecting graduate education may have to have a full hearing and vote by Faculty Senate.

B. Students

3.05. Admissions: centralized vs. decentralized

All graduate student admissions paperwork is conducted through the central Admissions Office. One person (currently Brandon Schaller) in the Admissions Office is designated the graduate admissions counselor.

Admission criteria are set by departments (must meet or exceed university minimum criteria). The actual admission/denial of each student also is determined by the department. Except for establishing minimum university admission standards through the Graduate Council, the Office of Graduate Studies is not involved in admissions.

3.06. Recruitment

Most recruitment is done by the departments. Many of the departments annually receive applications from more qualified students than they can accept, so do very little formal recruiting. For departments that could accept more students, recruiting efforts vary across department, although little formal recruiting is done.

The Office of Graduate Studies generally attends one or more graduate fairs a year. In 2014-2015, the Office participated in its first virtual recruiting fair. It also has limited funds to support departmental recruiting efforts.

3.07 Assistantships

In addition to the federally approved loans available through the Office of Financial Aid, students may be eligible for assistantships and out-of-state tuition grants.

Assistantships

UW-L has both graduate assistantships (GA) and teaching assistantships (TA). GA positions have a wide range of responsibilities. A traditional GA (either 14 hours/week or 20 hours/week) assist faculty in both research and class preparation. There are, however, also GA positions outside of departments, even outside of campus. These are appointments with Recreation Sports, Student Housing, Disabilities Services Office, etc. Teaching Assistantships are different from GA positions in that the student may be teaching his/her own class or supervising his/her own laboratory section. TA positions are 20 hours/week and pay better than GA positions. To date, only Biology, Exercise & Sport Science, and Recreation Management & Therapeutic Recreation have employed TAs.

Funding for GAs and TAs varies. UW-L receives funding from UW System, individual faculty receive grants that fund GAs, various offices both on and off campus fund GAs, and the Office of Graduate Studies funds a limited number of diversity GAs. Diversity GAs are restricted to underrepresented groups among the student body (African American, American Indian, Southeast Asian, Hispanic surname).

By UW System policy, UW-La Crosse cannot waive tuition as part of its GA packages.

Out-of-State Tuition Grants

In addition to assistantships, the Office of Graduate Studies also has \$300,000 or more each year in out-of-state tuition grants. These are awards that go to students from outside of Wisconsin and Minnesota (UW-L has reciprocity with Minnesota) to help offset the cost of out-of-state tuition. A student may receive a partial or full grant. A full grant means that an out-of-state student pays the same tuition as an in-state student. In 2014-2015, a full-time in-state student paid \$4,408 in tuition, whereas an out-of-state student paid \$8,973.

3.08. Grants

The Office of Graduate Studies awards three different kinds of internal grants to graduate students. The funding of these grants comes from various sources.

Research, Service, and Educational Leadership (RSEL) Grants fund graduate student research and service projects. Grants are awarded on a competitive basis, up to \$2200 for full grants and up to \$500 for mini-grants. Full grants are awarded twice a year and reviewed by a subcommittee of the

Graduate Council. Mini-grants are awarded on an on-going basis and reviewed by the Director of Graduate Studies. These funds come to the Office of Graduate Studies through a grant from the Academic Initiatives Oversight Committee (AIOC).

UW-L Graduate Student Travel Grants fund students to attend or present at regional conferences. The maximum amount is \$400/student, so the amount does not cover the full cost of most conferences. These funds come to the Office of Graduate Studies through a grant from the Segregated University Fee Allocation Committee (SUFAC).

UW-L Poster Grants funds the cost of producing a poster for the Celebration of Student Research. All students who present at the Celebration are eligible for the grant.

If quality RSEL or Travel Grant requests exceed AIOC and SUFAC funding, the Office of Graduate Studies will fund projects through its GRC 799 account. GRC 799 is money acquired through continuing enrollment fees. See Appendix F for the Continuing Enrollment Policy.

3.09. Monitoring student academic progress

Basic academic progress is the responsibility of the individual departments, usually the program's graduate director. The university's student information system (named WINGS) automatically monitors academic eligibility using minimum university standards for graduate students.

Additionally each College has one or more Assistants to the Deans. These individuals monitor graduate students, 1) making sure that all requirements for graduation have been met, 2) determining whether students must register for GRC 799 (continuous enrollment), 3) monitoring probation and dismissal, and 4) overseeing other matters concerning the students' records.

Usually the Office of Graduate Studies becomes involved in student progress only when a student 1) requests an extension of the 7-year rule or 2) wishes to appeal a dismissal. The Office also makes the final approval of all theses.

3.10. Maintaining academic records and degree verification

Official student records are maintained by the Office of Records and Registration. Degree verification is handled by the Assistants to the Dean in each College.

3.11. Thesis approval

Thesis approval is a two-stage process. First a committee of at least three faculty members must approve a student's thesis. The chair of the thesis committee must have graduate faculty status that specifically approves him/her to serve as chair. The other committee members must have graduate faculty status that specifically approves them to serve on a thesis committee. Once approved by the thesis committee, a thesis is submitted to the Office of Graduate Studies. A copy editor reviews the thesis for format, and the University Graduate Director gives the work a final review and approval. Currently the library still requires a bound copy, so after final approval, the student goes through the Office of Graduate Studies to obtain one or more bound copies of the thesis.

3.12. Student support services and retention programs

While graduate students have access to all student services on campus (e.g., advising office, multicultural student services, Murphy Learning (tutoring) Center), most of these services are designed primarily for undergraduates. Some offices (e.g., Statistical Consulting Center, the Office

of Student Life, and Counseling & Testing) are used by graduate students more often than other offices (e.g., Housing, Advising Center) and are attuned to the needs of graduate students.

As with most other graduate matters, support services for graduate students begins with the same informal chain of department program director, assistant to the dean, and university graduate director. Most of the people in these positions do not have counseling or tutoring training, but they are familiar with services on campus.

3.13. Liaison with student organizations

The Director of Graduate Studies serves as advisor to the Graduate Student Organization (GSO). Most graduate student workshops are a collaboration between the Office of Graduate Studies and the GSO.

3.14. Liaison with administrative offices

As of March 2015, the Office of Graduate Studies resides in the Division of Academic Affairs (i.e., the Provost's Office) suite of offices in Graff Main Hall. As noted in the Graduate Studies organizational chart (see Section 1.03), the Director of Graduate Studies reports directly to the Associate Vice Chancellor for Academic Affairs. The recent move from Morris Hall to the Provost's suite does not change the reporting lines, but does put the Director of Graduate Studies in daily contact with the Associate Vice Chancellor.

Most of other administrative offices (e.g., Records and Registration, Financial Aid, Human Resources, Budget) also are in Graff Main Hall, so the physical move to Main Hall puts Graduate Studies in closer physical proximity to all of these offices.

3.15. Student grievance procedures

UW-L has specific policies for the specific grievances of 1) dismissal from a program and 2) extension of the seven-year graduation policy. Details are available in the Graduate Catalog (<http://catalog.uwlax.edu/graduate/academicpolicies/>) and are as follows:

1. The decision of a graduate program on readmission of a student that has been dismissed is considered to be final.
2. If a student feels that their graduate program did not follow its written procedures in not supporting his or her request for readmission, that student may appeal to Graduate Council for a hearing on due process.
 1. The Graduate Council *will only consider due process appeals* (i.e., cases where a graduate program is thought to have acted contrary to its written procedures), and does not consider any other evidence for exceptions to the dismissal policies of a graduate program.
 2. For the purposes of due process appeal, a graduate program is assumed to use the standards of the graduate catalog for probation or dismissal, unless the program has additional prescriptive policies documented in their program guidelines, bylaws, or other equivalent documents that supersede those of the catalog. Such documents should be available to students in the program and on-file in the office of the dean of the college for that graduate program, and provided to the Graduate Council prior to any due process appeal.

3. If the Graduate Council finds that a program's decision was inconsistent with that program's written procedures, then the program must reconsider the request for readmission and base a new decision on the program's written procedures.
 4. If the program's decision is deemed by Graduate Council to be consistent with written procedures, then that program's decision remains final.
3. Students who have been dismissed from a graduate program can apply to the Office of Graduate Studies for "special non-degree status" or seek admission to another graduate program. However, being accepted to special non-degree status or to another graduate program after dismissal is rare and should not be expected.
 4. Students who are not accepted for special non-degree status or accepted to another program are dismissed from the university.

3.16. Review of academic progress

Review of academic progress is the responsibility of the individual departments. The Office of Graduate Studies, in collaboration with the various Assistants to the Deans, is involved when:

- students are dismissed and are seeking readmission (even then it ultimately is a department decision)
- students approach or exceed the 7-year limit to the pursuit of their degree
- students complete all coursework except their thesis or other culminating project and therefore need to register for continuing registration.

3.17. Academic honesty or plagiarism

Plagiarism and academic dishonesty are handled at the graduate level in same way as the undergraduates. Minor infractions, as determined by instructors, are handled by the department. If resolved there, they may remain in the department. Larger infractions or repeated infractions are forwarded and handled by the Office of Student Life. Ultimately all student misconduct adheres to the Board of Regents policies adopted an administrative code Chapter UWS 14, which can be found at:

<http://catalog.uwlax.edu/graduate/academicpolicies/>

C. Faculty

3.18. Appointment and review of graduate faculty

Every faculty member who serves a graduate program must apply to the Graduate Council for graduate faculty status. Anyone applying for graduate faculty status requests authorization to carry out one or more of the following duties: 1) chair a graduate student thesis committee, 2) teach graduate courses, and 3) serve as a member of a graduate committee and/or supervise graduate student (non-thesis) work.

Application for graduate faculty status must be supported by both the Department Chair and the Associate Dean of the appropriate College. Final approval is made by Graduate Council (reviews are conducted twice a year; the University Graduate Director may grant provisional graduate status until Graduate Council conducts a full review).

The process and forms for applying for graduate faculty status are available at:

<http://www.uwlax.edu/Graduate-studies/Graduate-Faculty-Status/>

3.19. Participation in faculty appointment and promotion decisions

The Office of Graduate Studies is not directly involved in either faculty appointments or faculty promotions. Search and screen actions pass through departmental search and screen, department chair, dean or school director, and provost. Faculty promotion passes through the departmental promotion committees, appropriate Dean, the University-level promotion committee, the Provost's Office, and eventually the UW System Board of Regents. Primary responsibility for yay or nay on promotion resides with the University-level promotion committee.

3.20 Faculty development

The Center for Advancing Teaching and Learning (CATL) offers several workshops a month, plus a number of all-day conferences. These workshops and conferences are for faculty in general and are not graduate education specific. The university and most colleges/departments also fund numerous off-campus faculty development opportunities. University-wide funding is competitive. Colleges and departments determine their own methods for awarding faculty development funds.

3.21. Oversight of postdoctoral fellows and visiting scholars

The University of Wisconsin-La Crosse rarely hosts postdoctoral fellows. Visiting scholars are more common. Hosting such scholars is the responsibility of the host Department and the Department's dean. The current Director of Graduate Studies has worked directly with a number of visiting scholars, but largely due to his work in Taiwan and China - not necessarily in his capacity as Graduate Director.

D. Administrative Support

3.22 Data collection and dissemination

Most data collection on campus is conducted through the WINGS program and disseminated through Institutional Research (IR). The Office of Graduate Studies has a solid relationship with IR and shares adjacent space with IR in the Provost's suite of offices. 1) the number of graduate students and their home states in the Foreword and 2) Appendix B. Graduate Student Graduation Rate are examples of information provided by IR.

3.23. Liaison with legal affairs

Legal affairs is handled through System attorneys in Madison. UW-L Office of Graduate Studies has the same access to System lawyers as any of other university office.

E. University-wide Activities

3.24. Participate in central university decision making

Graduate Studies is represented at some, but not all, key administrative groups. As already noted in Section 2.10, the Graduate Director serves on Provost's Council, the Enrollment Management Group, and the Institute of Campus Excellence (ICE). The Director serves as a consultant on Graduate Council and Graduate Curriculum Committee. The Director does not serve on Dean's Council, nor does he regularly present to Faculty Senate or the Joint Planning and Budget Committee (both

Dean's Council and Faculty Senate hold open meetings, so graduate studies representatives can attend whenever appropriate).

3.25. Enhancement of scholarship and research

As already noted, the Office of Graduate Studies 1) funds graduate student research and travel to present research results and 2) participates in the UW-L Celebration of Student Research.

F. External Relations

3.26. Involvement in regional and national associations

The University of Wisconsin-La Crosse is a member of both the Council of Graduate Schools (CGS) and the Midwestern Association of Graduate Schools (MAGS). A few faculty members, including the Director of Graduate Studies, regularly attend both CGS and MAGS conferences. The UW-L Director of Graduate Studies currently serves as chair of the MAGS Auditing Committee.

3.27. Liaison with national and state legislatures and boards

Board of Regents governs the UW-System and is responsible for interaction with the state legislature and government officials. UW-La Crosse has a solid relationship with the state legislators from the La Crosse area, although there is no direct contact from the Office of Graduate Studies. The State Legislature controls tuition and funding. Currently the UW System is facing a \$300 million budget cut plus a freeze on in-state undergraduate education. The freeze does not affect graduate education, and the current recommendation of the Joint Committee of Planning and Budget is to raise graduate tuition (by approximately 4%).

3.28. Development of alumni relations

Alumni relations tend to focus on the undergraduate population. Currently, each graduate program is responsible for the maintenance of an alumni database and outreach activities. Since each program maintains its own contact list, there is no master list of alumni.

3.29. Fundraising

The UW-La Crosse Foundation directs and supports the fundraising activities of the university. The current campaign of the UW-L Foundation is to raise money for scholarships, including scholarships for graduate students.

G. Graduate education advocacy

3.30 Advocacy

Graduate education advocacy comes from many sources. Obviously the University Graduate Director and the Associate Vice Chancellor for Academic Affairs are advocates for graduate studies, but so are many individual faculty members who voluntarily support graduate education when possible. While there are some faculty members on campus who do not involve themselves in graduate programs at all, there are also many who make it their first priority. Decentralized graduate education has problems, but one strength is the diversified support for graduate education throughout the University.

Section 4

Challenges for Graduate Studies

As stated in the preface of this document, the self-study report was in preparation of an external review on graduate education at UW-La Crosse, and the charge of the visitation team was written as:

The University of Wisconsin-La Crosse has evaluated Graduate Education over the years, but it has been from an internal perspective (i.e., an internal task force). This is the first opportunity to gain an external perspective. Given this external perspective, please:

- Paint a picture of where our institution stands in relation to the national perspective on graduate education.
- Help us lay the groundwork for strategic planning and visioning for graduate education on our campus. What should be some goals and objectives that would move graduate education forward on campus? In the same vein, are there any goals or areas that we should not be pursuing based on the national perspective of Graduate Education and/or the characteristics of our campus?
- Offer specific recommendations to help achieve some of the goals that you outlined above. To help frame our discussions and priorities, we would appreciate potential action steps that would fall into the three categories that are a) fairly easy and low cost improvements, b) moderate improvements, and c) ideal options.

Hopefully the self-study and review will address several questions and issues currently being faced by graduation at UW-L. Major ones include:

Decentralized programming and administration

With a small Office of Graduate Studies (half-time director, one part-time staff member, one graduate assistant), UW-L has, out of necessity, a very decentralized approach to graduate education. In some ways, this leads to positive outcomes, as self-directed graduate programs have used their freedom to accomplish exceptional things. However, it also has concerns, such as:

- development of new programs comes from the departments themselves. As a result, there is no campus-wide plan for new graduate programs. Growth tends to be haphazard.
- closure of graduate programs also come from departments. A department may close or phase out a graduate program without approval. Usually the dean is involved in the decision, but not necessarily the university graduate director.
- central oversight of graduate programs is weak. There are academic program reviews (APR) every seven years, but there is no ongoing program oversight from a central office.
- decisions affecting graduate education occur without involvement from the Office of Graduate Studies. For example, graduate students were removed from the Midwest Student

Exchange Program (MSEP) without consultation. MSEP allows students from Illinois, Indiana, Kansas, Michigan, Missouri, Nebraska, and North Dakota to pay reduced out-of-state tuition.

Interdisciplinary programming and scholarship

In recent years, there has been discussion (including a task force) about interdisciplinary education, including masters degrees and classes/projects that provide graduate students with interdisciplinary opportunities. To date, no concrete steps have been taken toward interdisciplinary education, in part because clear options are not apparent.

Role of graduate education at a predominantly undergraduate institution

Recommendation No. 3 of the 2010 Graduate Education Task Force was to “Increase Advocacy and Support for Graduate Education” (Recommendation No. 1 was to make the director full-time - not accomplished; Recommendation No. 2 was to create an advisory group - both a staff and a student advisory group have been formed). How best to make strides to enhance the visibility and presence of graduate education remains a challenge.

There continues to be situations where graduate education is not considered. Often the reason is not malicious, but that graduate education is forgotten. For example, the current revision of the University web pages did not include graduate education in the original templates.

Teaching assistant and graduate assistant funding

In spite of increased funding for teaching assistants, programs still have trouble attracting their top applicants. One obvious reason is that UW-L’s TA and GA positions do not waive tuition for GAs and TAs.

Director of Graduate Studies at half time

Having the Director of Graduate Studies as half time limits the advocacy abilities of the Office. Much of the Director’s time currently is spent on management matters, leaving little time to dedicate to overriding leadership matters. Half-time is not the norm within the UW System. As the letter from the 2012 Graduate Studies Task Force (see the end of Appendix A) indicated, UW-La Crosse Graduate Studies is understaffed in comparison to its sister UW institutions.

Appendix A. 2012 Graduate Studies Task Force Report

Graduate Studies Task Force Final Report

May 2012

Introduction

Provost Enz Finken created the Graduate Studies Task Force in August 2010 to examine the state of Graduate Studies at UW-L. The Task Force was charged with examining the following:

1. Role of Graduate Studies at UW-L now and in the future
2. Vision/Mission/Structure of Graduate Studies
3. Financial/Personnel/Student support considerations in Graduate Studies
4. Communication (web, recruitment, visibility, social networking as a recruiting tool, etc.) and consistency with processes and communication (functioning)
5. Marketing, recruitment, visibility

The Task Force spent the first year surveying and meeting with members of the graduate community (administrators, graduate program directors, graduate faculty, and graduate students) in order to examine the current status and possible future goals of graduate education at UW-La Crosse. The Task Force went on to establish goals and take strategic action steps towards meeting these goals in the first and second years. The following is a summary of the strategic action steps that were taken by the Task Force and recommendations for future action.

Task Force Response to Charges from Provost

Charge #1: Role of Graduate Studies at UW-L

In the first year the Task Force conducted research on the current status and possible future goals of graduate education at UW-L through:

- a) A survey regarding specific graduate programs (sent to graduate program directors). This was followed by a meeting with graduate program directors.
- b) A survey regarding specific graduate programs and graduate education overall at UW-L (sent to graduate students)
- c) Research on the role of the Office of Graduate Education, the Graduate Council and the Graduate Curriculum Committee.

In the second year the Task Force continued research on the current status and possible future goals of graduate education at UW-L through:

- a) Research on the role and responsibilities of the Director of Graduate Studies position
- b) Research on UW-L Academic Policies Pertaining to Graduate Students (Fall, 2011 edition)
- c) Meetings with the Director of the Office of International Education, the Director and Assistant Director of the Office of Admissions, and Graduate Program Directors on graduate admissions and recruitment

In both years the Task Force has used its research on the role of graduate education at UW-L now and in the future to inform its strategic goals, action steps and final recommendations. In 2011-12 after consultation with Vice-Chancellors for Graduate Studies and Sponsored Research Vijendra Agarwal and Bob Hoar, the Task Force recommended to Provost Vice-Chancellor Kathleen Enz Finken (Letter of 3 October 2011) the hire of a full-time Director of Graduate Studies. The additional responsibilities that the full-time position could take on in the advancement of graduate education at UW-L were detailed in this communication. Once it was announced that the Graduate Program Director position would stay at 50%, the Task Force focused on assisting the Graduate Program Director by working on improving the graduate admissions processes.

In 2011-12 the Task Force made recommendations to the Provost Search & Screen Committee (see letter dated 14 December 2011) regarding qualities to seek in the next Provost and suggested questions for candidates related to graduate studies.

Charge #2: Vision/Mission/Structure of Graduate Studies

As a result of its work, the Task Force created a Vision and Mission statement for graduate education at UW-L and for the Office of Graduate Studies. These documents were vetted to administrators and graduate program directors and then sent to Faculty Senate, Academic Staff Council, Graduate Council and Graduate Student Organization during Spring 2012. The Academic Staff Council, the Graduate Council and the Graduate Student Organization endorsed these in Spring 2011. The Faculty Senate has not taken official action on the Vision and Mission Statements..

- **Mission of Graduate Education at UW-L**
The mission of graduate education at UW-La Crosse is to promote and support excellence in graduate programs, empowering graduates to be leaders in their chosen professions with global perspectives. Graduate study at UW-La Crosse promotes the educational, professional, and personal development of students. Consistent with the mission of the University, graduate education prepares students for responsible citizenship, stewardship, and productive lives beyond the campus boundaries.
- **Vision of Graduate Education at UW-L**
UW-La Crosse will be recognized for the quality of our graduate students and the contributions they make to research, scholarship, and professional practice. Our graduates will not only be recognized for what they bring to their professions, but what they bring to society.
- **Core Values of Graduate Education at UW-L**
Creativity and innovation
Creation and application of knowledge
Lifelong learning
Inclusiveness
Service to community
Innovation

- **Office of Graduate Studies Mission**

The Office of Graduate Studies provides leadership and support to graduate education and scholarship at the master's and professional levels in select programs that expand upon the institution's undergraduate strengths. It promotes the sustained development and maintenance of quality graduate programs. Graduate Studies strives to be a student-centered administrative unit, committed to ethical practice, open communication, quality service and continuous improvement. As an advocate for graduate education at the University of Wisconsin-La Crosse, the Office of Graduate Studies endeavors to ensure that students are well prepared for responsible citizenship, stewardship, and productive lives in a globally competitive environment.

Charge #3: Financial/Personnel/Student Support Considerations

In 2010-11 the Task Force advocated for increased stipends for graduate assistantships. A plan for augmented graduate tuition of \$600/year (phased in over 2 years) to cover the cost of increased GA stipends was developed by Administration & Finance. The plan was approved by Joint Planning & Budget. UW-L was asked by UW-System to hold on submission of the proposal during the 2011-2012 fiscal year because of the state economic and political situation. The Task Force recommends that UW-L submit the proposal to UW-System during the 2012-13 fiscal year, for implementation in 2013-14.

In 2010-11 the Task Force advocated for a change to the on-line course fee policy, which had been \$75/on-line credit. A model for an on-line technology fee for all courses (\$2/credit) was developed by Administration & Finance. The plan was vetted to governance groups and approved by Joint Planning & Budget for implementation in Summer 2011.

In 2011-12 the Task Force identified a number of fundraising needs, including graduate student scholarships, grants for graduate student international study, grants for graduate student research, and grants for graduate student travel for conference presentations. Interim Assistant Vice-Chancellor Bob Hoar and the Office of Graduate Studies took the lead in meeting with Vice-Chancellor Greg Reichert of University Advancement and members of the UW-L Foundation to present these needs.

Charge #4: Communication and Consistency with Processes

In 2011-12 the Task Force reviewed graduate policies and recommended to the Faculty Senate that the following policies be reviewed by the Graduate Council (Letter of 31 October 2011):

- a) Policy on Graduate Student Load – review minimum credit requirement
- b) Policy on Graduate Probation and Retention Standards – consider adding appeal process for graduate specials
- c) Policy on Undergraduate Enrollment in Graduate Courses – review exception process

In 2011-12 the Task Force met with Director of International Education Jay Lokken, Director of Admissions Kathy Kiefer, Assistant Director of Admissions Corey Sjoquist, and Graduate Program Directors to discuss the graduate admission process and how improvements could be made to the process. Aspects of graduate admissions (GRE submission, priority dates for

application review and consideration of graduate assistantships by programs, graduate tuition remissions, Image Now Software capabilities, national application processes and the Graduate Admissions Pilot Program with SAA) were discussed.

In 2011-12 the Task Force arranged for Assistant Director of Admissions Corey Sjoquist to meet with Graduate Program Directors to discuss the Admissions Pilot Program with Student Affairs Administration. This streamlined electronic admissions process will provide a more efficient and effective admission process with improved communication mechanisms. The Pilot Program will be expanded to other graduate programs beginning in Spring 2012 and continuing throughout 2012-2013, with the goal of including all of the graduate programs.

Charge #5: Marketing, Recruitment, Visibility

In 2010-11 the Task Force advocated for greater recognition of graduate students at commencement and other events. Beginning with the December 2011 Commencement, graduate students will process in first and receive their diplomas at the beginning of the program.

In 2011-2012 Interim Assistant Vice-Chancellor Bob Hoar and graduate student Katie Josephson reported to the Task Force on the new marketing efforts that the Office of Graduate Studies was undertaking. Major renovations have been made to the Graduate Studies web-site in order to promote graduate study at UW-L. Plans for graduate studies recruitment at regional graduate fairs and at the 2013 NCUR Conference at UW-L are underway.

In 2011-12 the Task Force met with Interim Assistant Vice-Chancellor Bob Hoar and Graduate Program Directors to discuss marketing of graduate programs. Marketing to encourage diverse student populations to apply is an area where particular attention needs to be paid. Strategies such as personalized trips to historically black universities were discussed. Promotion of UW-L graduate programs on Gradschools.com is just one of a number of electronic marketing venues available for graduate program marketing. Promotion of graduate programs through targeted direct mail communications with undergraduate programs and participation in regional graduate fairs and conferences was also discussed. Bob Hoar and the Office of Graduate Studies are compiling data on enrollment trends in the graduate programs. They will be conducting a survey of graduate program directors regarding capacity, so that they will be able to consider appropriate marketing campaigns for growing selected graduate programs where capacity still exists and conducting general graduate studies marketing efforts for graduate studies as a whole.

Task Force Recommendations for Future Action

The Task Force on Graduate Studies has 3 major recommendations for advancing graduate studies at UW-L: 1) Increase Director of Graduate Studies to a full-time appointment, 2) Create an Advisory Council for the Office of Graduate Studies; and 3) Enhance graduate education at UW-L by increasing advocacy and support for graduate education, graduate program directors, graduate faculty and graduate students across campus.

Recommendation #1: Increase Director of Graduate Studies to a full-time appointment

The Task Force on Graduate Studies recommends increasing the Director of Graduate Studies position to an annual full-time position. In addition to the current Director of Graduate Studies responsibilities, the increase to full-time would allow the Director to focus on marketing, recruitment and admissions; advocating and securing support for graduate students; providing enhanced support for Graduate Program Directors and graduate faculty; and advocating for a stronger graduate studies presence at UW-L (see attached October 3, 2011 memo to Provost Enz Finken for additional detail).

Recommendation #2: Create an Advisory Council for the Office of Graduate Studies

The Task Force also recommends creating a Graduate Studies Advisory Council chaired by the Director of Graduate Studies with representation across the university similar to that of the Task Force on Graduate Studies. This group can meet at the request of the Director of Graduate Studies to provide advice, feedback and ideas on issues and opportunities related to Graduate Studies. The group could also serve as an advisory council for the accreditation process through Higher Learning Commission (HLC).

Recommendation #3: Increase Advocacy and Support for Graduate Education

UW-La Crosse has strong graduate programs but much still needs to be done if those programs are to thrive. In particular, the level of advocacy and the level of support for graduate education needs to be enhanced. As the Task Force examined graduate studies at UW-L over the last two years, the following suggestions emerged.

Graduate Studies Enhancements

1. Continue the goal of elevating the status and recognition of graduate studies at UW-L.

Graduate Program

1. Continue to develop enrollment standards in all graduate programs to ensure viable and rigorous graduate programs.
2. Facilitate periodic graduate program director meetings to focus on topics of mutual interest.
3. Explore how the Academic Program Review process for departments could better serve the needs of graduate program evaluation, particularly for those programs that are not evaluated through a national accreditation body.

Graduate Program Development

1. Work towards an environment of interdisciplinarity among graduate programs rather than isolationism.
2. Continue to encourage the development of graduate certificate programs and other alternative graduate studies options.
3. Encourage further development of graduate course offerings in Continuing Education and Extension and the colleges, with the goal of collaborative and non-competitive agreements.

4. Explore opportunities for collaborations between UW-L graduate programs and graduate programs at other regional schools on coursework and program partnerships..

Graduate Assistantship, Teaching Assistantships, and Other Graduate Student Support

1. Continue to explore how graduate students could be used as teaching assistants at UW-L.
2. Continue to support the submission of a Graduate Assistantships Financial Model to UW-System.
3. Continue to support the UW-L Foundation and Advancement's work to raise funds for graduate student scholarships, travel and research and graduate program activities.
4. Continue to work on issues such as:
 - a. Marketing of graduate studies
 - b. Recruitment of students
 - c. Student orientation activities
 - d. Student retention issues

Academic Affairs Task Force on Graduate Education Members

Ruthann Benson, Dean, College of Liberal Studies (Chair)

Ray Abhold, Associate Dean, College of Science & Health

Chris Bakkum, Registrar

Rob Dixon, Director of the School Psychology Graduate Program

Christina Hayes, Office of Financial Aid

Bob Hoar, Interim Vice-Chancellor for Academic Affairs

Bruce May, Associate Dean, College of Business Administration

David Riley, Computer Science (correction from original document which listed Math)

Michele Stertz, Office of Multicultural Student Services

Katie Josephson, Graduate Student

Vacant, Office of International Education

Attachment: Memo to Provost Enz Finken regarding fulltime Graduate Studies Director

3 October 2011

To: Kathleen Enz Finken
Provost/Vice-Chancellor

From: Academic Affairs Task Force on Graduate Studies
Ruthann Benson, Chair
Ray Abhold
Chris Bakkum
Rob Dixon
Christina Hayes
Ryan Hemmesch
Bob Hoar
Bruce May
David Riley
Michelle Stertz

Re: Restructuring of Graduate Studies

As you consider the restructuring of the Graduate Studies Office, the Academic Affairs Task Force on Graduate Studies would like to recommend a full-time Director of Graduate Studies. This would allow the Director to take on the following responsibilities, in addition to the current responsibilities.

1. Assist with the organization of an efficient graduate admissions process.
2. Work with the Admissions Office, the Office of International Education, and the graduate program directors on the recruitment and admission of graduate students.
3. Coordinate with the Admissions Office and others on graduate student recruitment fairs.
4. Advocate for graduate student support in employment, financial aid, housing, child care, and similar needs.
5. Serve as the graduate studies consultant on enrollment management issues.
6. Provide increased communication to graduate program directors through emails, regular meetings graduate studies retreats and web-page information.
7. Be more involved personally and encourage more participation among graduate program directors in the Council of Graduate Schools conferences and workshops.
8. Provide the central information site for all graduate studies data. Working with Institutional Research, generate more extensive graduate studies data so that data-driven decisions can be made at the program, department, college and university-wide level.
9. Provide systematic follow-up to graduate programs and university administrators after annual graduate studies surveys have been analyzed.
10. Provide support to graduate faculty and students engaged in grant-writing.
11. Advocate for support (financial and other) for graduate programs, graduate students and the Graduate Studies Office.

12. Provide support to the graduate student organizations.
13. Help departments implement the recommendations from Academic Program Review and accreditation bodies regarding their graduate programs.
14. Provide consistent support to graduate program directors in understanding graduate studies policies and procedures.
15. Serve as a consultant to colleges and departments on the development of new graduate programs and certificate programs and the revisions or elimination of current graduate programs.
16. Engage in research on graduate programs nation-wide and serve as a resource to the university on issues of graduate studies and potential areas of growth or change.
17. Engage in fund-raising for graduate studies grants and activities.
18. Advocate for an elevated level of understanding of and support for graduate studies throughout the university.
19. Work with graduate programs and others to build an inclusive graduate community.
20. Support further development of the graduate student orientation program.
21. Provide support for strategic planning for graduate studies at UW-L.

A review of the FTE supporting the graduate office at UW-System schools 2 years ago showed that UW-L was significantly understaffed for the number of graduate students being served compared to UW-Stout, UW-River Falls and UW-Oshkosh.

UW-La Crosse - 880 FTE graduate students/1,266 Head Count graduate students, 22 graduate programs - 1.18 FTE (0.4 AVC, .45 Program Assistant, .33 Graduate Assistant)

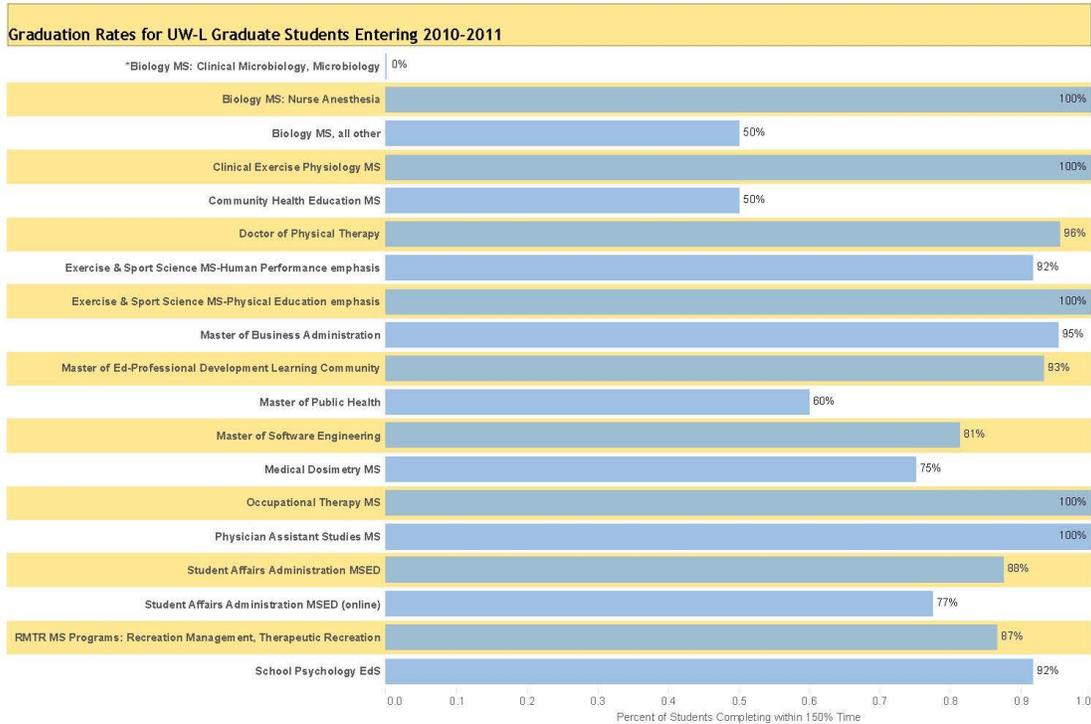
UW-Stout - 543 FTE graduate students/1,045 Head Count graduate students, 19 graduate programs - 3.5 FTE (Director, Office Manager, Admissions Evaluator, Degree Clearance Evaluator)

UW-River Falls - 779 Head Count graduate students, 15 graduate programs - 2.5 FTE (.5 Director, 2 Program Associates)

UW-Oshkosh - 515 FTE graduate students/1,314 Head Count graduate students - 4 FTE (1 Director, 1 Student Services, 2 Admissions/Records)

Thank you for your consideration of this recommendation.

Appendix B. 2015 Graduate Student Graduation Rate Report



*The length of time it would take a full-time student to complete the coursework in the Clinical Microbiology MS and Microbiology MS programs is within two years. However, the success of a student's research can greatly influence how long it takes the student to complete their thesis. Additionally, when a student accepts employment before or soon after defending their thesis, the finalization of paperwork that would normally take no more than two days is often delayed for another half-year to year-and-a-half. Of the nine students referenced above, three earned their degrees within four years and another three are still enrolled.

Summary of Annual Activity (June 1, 2012-May 31, 2013)

Office of Graduate Studies

Section 1: Programming

Several events, small policy adjustments, and grants to graduate students highlight the 2012-2013 academic year in the Office of Graduate Studies. Included among them are:

- Approval of the Teaching Assistant (TA) position. For 2013-2014, both Biology and Exercise and Sport Science will have TAs for the first time. TAs will facilitate laboratories and/or teach courses and will be paid more than the regular graduate assistants. The intent is to be more competitive with universities that are able to waive tuition. New university policy for departments employing teaching assistants was completed Spring semester; department policy for both Biology and ESS is near completion and will be finalized Summer 2013.
- Streamlining of the process for tenure track faculty to receive graduate faculty status. This followed Graduate Council streamlining the application form itself. Because Graduate Council reviews graduate faculty applications only once a semester, faculty members sometimes wait months for approval of their applications. New policy allows the Graduate Director to approve the applications of full-time, tenure track faculty as they are received; adjunct and other non-tenure track instructors still go through the full review policy.
- Revisions to the Research, Service, and Educational Leadership (RSEL) grant process. Because Graduate Council reviews grants only once a semester, the review process did not coincide with normal student progress in some programs. As a result, students in certain programs rarely applied for RSEL grants. New policy allows the Graduate Director to approve or reject mini-grants (up to \$500) as they are received. Also new policy allows graduate students to apply for funds to present their research or service at a conference (this would be in addition to the \$100-\$400 that graduate students can request as a regular travel grant).
- Revisions to Hooding Ceremony at Commencement. The hooding ceremony moved to the La Crosse Center Ballroom. The extra space in the Ballroom made a significant improvement. Also rather than having each department hood individually in a corner of the room, a joint ceremony was held Spring Semester. This added to the formality of the event, and so long as the number of programs remains small (most departments hold their own ceremony outside the Ballroom), the joint ceremony will continue.

- Clarification of Graduate Student Withdrawal from the University. With no definitive process for a graduate student withdrawing from the University, there was a need for a complete information sheet explaining 1) implications for withdrawing and 2) steps for seeking re-entry.
- Process for dismissing special non-degree graduate students from UW-L. Students in degree programs who are dismissed for academic reasons receive a dismissal letter from their respective colleges. Special non-degree graduate students, however, received no letter of dismissal. As of 2012-2013, the Assistant to the Dean from the College of Liberal Studies (Sandy Keller) provides names to the University Graduate Director, who then writes the dismissal letter.
- Increase in the thesis binding fee. The GRC 799 fund had been subsidizing (by a small amount) the cost of students binding their graduate thesis. Charges were reconfigured to better reflect the actual costs of binding.
- In addition to the changes described above, several on-going efforts deserve mention. Graduate assistantships (18.92 FTE/59 individuals) were offered using \$383,092 of Graduate Studies funds. Another 25.61 FTE/52 individuals received assistantships with \$518, 551 from non-Graduate Studies sources. Additionally 55 students received a total of \$309, 925 in out-of-state tuition remissions. Eighty-three (83) graduate students received travel grants, and 13 graduate students received poster grants. Twenty-three (23) graduate students received RSEL (Research, Service, and Education Leadership) grants totaling \$37,235.
- Annalise Doyle, the 2012-2013 graduate assistant in the Graduate Studies Office headed several noteworthy events. These included graduate student orientation, Graduate Celebration of Research (held separately from the undergraduates due to NCUR), two grant writing workshops (one with undergrads, one separate), a poster workshop with the undergraduates, a financial management workshop, and social events for the Graduate Students Organization. Ms. Doyle also prepared a Graduate Studies newsletter at least once a semester, represented UW-L Graduate Studies at an NCUR booth, and developed a graduate student-specific designation on the off-campus roommate finder website.

Section 2: Staffing, Resources and Facilities

Steven Simpson assumed the position of Graduate Director, 2012-2013 being the first year of a two-year assignment. While Steve was new and inexperienced in that role, long-time staff members Mike Kennedy and Chandra Hawkins provided needed stability in the Office.

For 2013-2014, the Office of Graduate Studies will make two small adjustments to its graduate assistant position. These changes are, in part, to make the position more attractive to the top students in the on-campus Student Affairs Administration (SAA) program. The first change is that the GA will work four hours/week with Research and Sponsored Programs. The second change, at least for the 2013-2014 academic year, is an additional six hours/week working in the

SAA program with its new UW-River Falls cohort. This cohort consists of students taken on-line courses through UW-L and serving in GA positions at UWRF. These additional hours with SAA will elevate the GA position from a .33 to a .50 appointment.

For the most part, the Office of Graduate Studies has (other than a permanent Graduate Studies Director) no staffing or resource issues to address. Because the Director of Graduate Studies and Director of Research & Sponsored Programs were split into two part-time positions, the two directors shared a single office. There was no conflict ninety percent of the time, but on occasion, confidential business or large group meetings forced one of the directors to vacate the office. Long-term planning for 220 Morris probably should include separate offices.

Section 3: Outreach Activities

Inclusive Excellence The Office of Graduate Studies offered 2.5 FTE diversity graduate assistantships to the College of Science and Health and College of Liberal Studies. These assistantships are intended to help Departments recruit and reward qualified students from underrepresented groups.

Community Engagement The Office of Graduate Studies did not participate in significant off-campus community service. Steven Simpson did serve on the Auditing Committee of the Midwest Association of Graduate Schools (MAGS). Also the graduate student travel grants helped students attend and/or present at various professional conferences. On campus, the Graduate Director spoke in behalf of the Graduate Studies Office at several classes and meetings (including Student Affairs Administration, Community Health Education, Recreation Management & Therapeutic Recreation, Golden Key Society).

International Activities The Graduate Studies Office awarded \$10,000 in out-of-state tuition remissions to the Office of International Education. This money allows IOE to recruit noteworthy international graduate students by reducing their out-of-state tuition. Addition to the tuition remission, a few of the RSEL grants had international implications.

Section 4: 2013-2014

Objectives for 2013-2014 will include:

- With the current University reorganization, finalizing the Graduate Director position description and hiring a permanent Director of Graduate Studies.
- Developing a Graduate Studies Code of Conduct. This may include elements for 1) graduate students in general and 2) graduate assistants/teaching assistants in particular. It is unclear at this point whether a code of conduct can be inclusive enough to be university-wide (or whether it must be program specific).

- Improving the GRC 799 policy. Currently graduate students enroll themselves for GRC 799 each semester/summer until they graduate (which is a positive change from previous policy). However, students who do not continuously enroll for GRC 799 accumulate a sizable past due account, sometimes large enough that the cost of finishing their degree becomes prohibitive.
- Taking steps to centralize information important to graduate students. UW-L is a decentralized campus in terms of graduate studies. Each department/program has unique policies (admission standards, dismissal standards, curricular requirements more restrictive than the university standards), and much of this policy is known only within the department. An effort will be made not to mandate university-wide policy, but to make sure that central administration (i.e., Office of Graduate Studies) is aware of all policies across campus. This will be done in conjunction with the migration to the new UW-L website.
- Digitizing graduate faculty application process. Graduate Council has simplified the Graduate Faculty application. The Office of Graduate Studies now must simplify the application process. Robert Hoar assisted Undergraduate Research in digitizing its application process and has offered to do the same with the graduate faculty applications.

Challenges for 2013-2014 and beyond include:

- Defining the Graduate Director position. This particular challenge will be addressed Summer and Fall 2013, as it is necessary in order to fill the position with a permanent appointment.
- Increasing graduate enrollment. While the Office of Graduate Studies itself cannot increase enrollment, it can support programs looking to increase enrollment or develop new programs. Programs currently with the most potential include Students Affairs Administration, Sport Administration, Institute for Professional Studies in Education, and Professional Science through the Microbiology program.
- Reconciling the wide range of structures for supporting graduate programs. There is wide variety in the structures for graduate programs at UW-L. Obviously some programs are face-to-face on-campus and some are not (on-line, learning communities, etc...), but this is only one difference among many. Some graduate programs are funded by state 102 moneys, others are self-supporting. Some are taught entirely with tenure track faculty, others use almost exclusively adjunct instructors. While this diversity has allowed the development of programs that otherwise would not exist, it also creates problems. Overall quality of programs and overall quality of graduate students always are issues. Maintaining a solid core of strong instructors is difficult if graduate instruction is not part of faculty load. Some potentially viable graduate programs have not been developed because some faculty members see graduate education as a large additional task upon their already full undergraduate responsibilities. Some programs (e.g. Athletic Training) want to eliminate successful undergraduate programs to fund graduate

programs. Some programs (e.g., Student Affairs Administration) fund their on-campus programs with on-line tuition and then question the long-term viability of their on-campus programs.

- Continuing efforts to make graduate assistantships competitive with other universities. The establishment of teaching assistantships was a significant step in this effort, although the effectiveness of TA positions in recruiting will take another year or two to determine. Out-of-state tuition remissions, especially for international students, have helped. Still, getting UW-L's top applicants to actually attend UW-L remains an ongoing challenge.

Appendix D. 2013-2014 Office of Graduate Studies Annual Report

Office of Graduate Studies

Annual Report to the Provost 2013-2014 Academic Year

June 2014

One of the major roles of the Office of Graduate Studies is to assist departments and university committees to develop and promote graduate education. As a result, many of the accomplishments described in this report are collaborative efforts with other units on campus. While I will try to list only those things where the Office of Graduate Studies was actively involved, the following annual report is as much about the overall status of graduate education at UW-L as it is about the Office itself.

Section 1: Success Stories

What accomplishments would you like to highlight this year?

Several efforts associated with the Office deserve mention. They include:

Teaching Assistants 2013-2014 was the first year that UW-L had teaching assistants (prior to this time we only had graduate assistants). TA positions pay better than GA positions, and the duties often are more interesting and more challenging than the GA assignments. The purpose of TA positions is to attract talented graduate students who often receive attractive GA packages from other schools. Biology and Exercise & Sport Science received GQA funding to hire TA's. Recreation Management and Therapeutic Recreation paid for one TA out of backfill money from a vacant IAS position. The Office of Graduate Studies currently is conducting a survey of the three department chairs with TA's. Initial results are positive. TA's did interesting work (teaching), and the departments benefited from their efforts. In Year 1, however, the TA positions did not serve as a recruiting tool, as the jobs went to students who were already on campus and working on the second year of their degrees.

Improvements in Policy and Procedures After several years of work by Graduate Council, a few policy changes were approved by Faculty Senate and Chancellor Gow. These include 1) the graduate student appeals process, 2) the graduate student probation and retention policy, and 3) changes to GRC 799 continuous registration. Each of these policies affects only a few students each year, but affects them in significant ways. Hopefully the changes clarify misunderstandings, so students do not find themselves with unnecessary problems as they complete their degrees. Finalizing the graduate student appeals process is an especially noteworthy accomplishment, as Graduate Council has been struggling with this issue for over five years.

Guest Speaking at Graduate Courses in the Fall In years past, Graduate Studies hosted a campus-wide graduate student orientation. It was poorly attended, sometimes attracting as few as a dozen students. In Fall 2013, this orientation was discontinued and replaced by an invitation from the graduate director to attend any graduate class on campus. In the first year of these visits, microbiology, SAA, PE education, school psych, and recreation mgmt & therapeutic recreation invited the graduate director to one of their courses. As a result, over a hundred new graduate students were exposed to the important information (e.g., grants, university-wide policy).

Hooding Ceremony The Office of Graduate Studies continues to tweak the hooding ceremony at commencement. New this year were banners and a lectern. As small as these additions were, it made the front of the room feel more like a stage. As an experiment, the College of Liberal Studies' spring ceremony had a keynote speaker. Most programs on campus do not use the hooding ceremony in the ballroom at the La Crosse Center. Instead they conduct their own discipline-specific hooding. Still the joint ceremony works well for the seven programs that choose to participate. As far as commencement, Spring 2014 also was the first time that graduate students' theses and project titles were printed in the commencement booklet.

Dispersal of Funds One of the ongoing tasks of the Office of Graduate Studies is to obtain and then allocate funds that directly benefit graduate students. These funds come from a variety of sources, including UW System allocations, GRC 799 funds, the Academic Initiatives Oversight Committee, and the Segregated University Fee Allocation Committee. 2013-2014 was a good year for the dispersal of these funds. \$904,680 went to assistantships. Of these funds, \$386,939 came from the Office of Graduate Studies, and \$517,741 came from non-Office sources (external grants, res life, etc...). These monies provided quality jobs to 119 different graduate students (44.68 FTE). Additionally 59 graduate students shared \$323,232 in out-of-state tuition grants. Finally \$55,601 went to students in research-related grants. Of these grants, 33 students (\$41,456) received Research, Service, and Education Leadership (RSEL) grants, 88 students (\$13,895) received travel grants, and five students (\$250) received grants for the printing of posters. Except for poster grants, all of the numbers concerning assistantships and grants are up slightly from 2012-2013.

2013-2014 was the first full year with RSEL mini-grants, which allowed students to apply for up to \$500 at any time throughout the academic year. The application deadlines for the full RSEL grants (i.e., one deadline in mid-fall and another mid-spring) do not coincide with the research timelines for some graduate programs, so now students in those programs can at least apply for a mini-grant.

Are there opportunities to further leverage these accomplishments either in terms of public relations or strategic planning?

As part of a campus-wide profile-raising effort, the Office of Graduate Studies should do a better job of publicizing noteworthy accomplishments of graduate programs and graduate students. For example, it is noteworthy that over 100 graduate students received assistantships in dozens of departments and divisions. Also, students publish their research in academic journals, but few people outside the students' home departments realize it. The graduate director, with the help of Ben Kelly (graduate assistant), can compile this information and publicize it (maybe through a section in *Campus Connection*?)

Section 2: Programming

The Office of Graduate Studies does not program quite the same as other divisions, but the following topics might fall under the category of programming:

Graduate Student Workshops and Celebrations The Office of Graduate Studies hosts workshops and events for graduate students. Some are in conjunction with the Office of Undergraduate Research and Creativity. For 2013-2014, the events included the Celebration of Student Research, social events through the Graduate Student Organization, and workshops on grant writing, poster preparation, and financial planning. Coordinating these events in such a way that they are a part of a Graduate Student Learning Series is a goal for 2014-2015.

Enrollment Management The number of graduate students at UW-L has declined over the past half dozen years. Most of the decline came from Education (both Department of Education Studies and Institute for Professional Studies in Education), and enrollment in the Education programs now has

bottomed out. In fact, IPSE is beginning to increase its numbers after a plummet from hundreds of students to almost none.

Most of the other programs at UW-L are at their target numbers, and faculty members in those departments are not looking to increase enrollment. The headcount for Fall 2013 was 797 graduate students, compared to 787 in 2012 and 955 in 2011.

If the numbers of graduate students are to increase at UW-L, it will be through the development of new programs. Several departments are looking into the viability of various new programs. *All of these potential programs can be described as professional preparation.* Also, with the exception of the Data Science masters in the Math Department, all *discussions for new graduate programs come out of departments that already have graduate programs.* Departments without graduate programs generally are not interested in starting one. The following programs are at various stages of discussion and/or development:

Sports Administration (on-line) – The first cohort of this program began Fall 2014. The plan is to start a new cohort every other fall. This masters is through Continuing Education and Extension.

Student Affairs Administration (River Falls cohort) – This past fall had the first successful cohort of students pursuing a degree at UW-L while working in student affairs at UW-River Falls. SAA currently is looking at possibilities for developing similar arrangements with other schools in the UW-System.

Student Affairs Administration (doctorate) – SAA also is seeking approval for an SAA doctorate. As of June 2014, the application is being reviewed at UW System, where officials are revisiting whether System even wants to have applied doctorates at comprehensive institutions.

Athletic Training – Faculty members in athletic training believe that the profession is moving from a bachelors degree to a masters as the entry level degree. Only at the discussion stage, the question is whether to replace a successful undergraduate program in athletic training with a masters program.

Professional Science Degree (in microbiology) – Microbiology recently completed a feasibility study for a professional science degree. Professionals in the region who completed a survey supported the proposal, but the response rate was low. A professional science masters is not entirely science; it is a degree that caters to microbiologists/chemists working in industry. Course requirements bring together science, leadership, communications, and business.

Recreation Management (on-line) – In conjunction with Continuing Education and Extension, the Department just completed a feasibility survey of members of the Wisconsin Park and Recreation Association. The results currently are being analyzed. This on-line masters would mirror the on-campus program, but allow working professionals to pursue a masters without leaving their current jobs in the field.

School Psychology (doctorate) – A consortium of school psychology programs in the state is discussing the feasibility of a doctorate. Survey results did not show a large demand, but discussions continue.

IPSE (Certificates) – The Institute for Professional Studies in Education is developing four certificate programs to complement their full Learning Communities masters program. The four certificates are in 1) English Language Arts, 2) Global and Cultural Competency, 3) Math, and 4) Pedagogy

and Leadership. The four options are at various stages of the approval process. The Pedagogy and Leadership certificate program has the potential to become a full-fledged masters program in principalship.

Mathematics – A consortium within the UW System is developing a masters degree in Data Science. If approved, UW-L likely would teach the statistics courses, with other universities taking responsibility for other courses in the curriculum. As with other consortium programs, students choose which campus will be their home campus (i.e., the campus from which they receive their degree).

Sports Administration and the SAA River Falls cohort are underway; all of the other programs are in some phase of the planning process.

Special Non-degree Students The Office of Graduate Studies picked up two small duties that previously had fallen through the cracks. The first of the two is the dismissal and appeal processes for special non-degree graduate students. These students were being dismissed from UW-L (usually for a D or F grade), but were not being informed of their dismissal. The Office of Graduate Studies now sends the letters and also handles any appeals to dismissal.

Out-of-state Tuition Grants The second small task of the Office is tracking out-of-state tuition grants. This includes sending letters to awardees and asking them to officially accept or decline the award. Human Resources handled these grants prior to Spring 2014, but asked to be relieved of the duty (since the awards are grants, not offers of employment). After taking on this task for the Fall 2014 awards, it is obvious that Graduate Studies needs to adjust timelines so acceptances from students come in April and May. These grants affect financial aid, so delays in awarding tuition grants hold up the students' financial aid packages.

Information as to whether any programs or initiatives require additional monitoring or redesign
Several programs need ongoing evaluation and monitoring. They are:

The TA program This is a new program that needs monitoring for at least the first several years, especially in terms of its value as a recruiting tool.

Out of state tuition grants Spring 2014 is the first time the Office of Graduate Studies directly administered these grants. The current process makes it difficult for the Office of Financial Aid to determine students' financial aid packages. The timeline and the process need to be improved.

GRC 799 With recent changes in GRC policy, the income generated from GRC 799 needs to be carefully monitored. GRC pays for the operation of the Office of Graduate Studies (most expenses other than salary). GRC also funds some of the diversity GA positions. At the same time that the Office is required to develop a plan for spending down the account, it also must make sure that the new policy does not reduce annual revenue.

Section 3: Staffing, Resources and Facilities

With a small staff and budget, there rarely are changes in staff, resources, and facilities. For the coming year, however, there are a few changes. They are:

Staffing The Office of Graduate Studies operates with a staff of three part-time people (director, university associate II, and graduate assistant). Beginning July 1, 2014, the Graduate Director will become a permanent position within the Academic Affairs Subdivision with ongoing funding for a 50% annual appointment. In conjunction with this new designation, Steven Simpson has agreed to serve as Graduate Director through the 2015-2016 academic year. Additionally Ben Kelly, the current graduate assistant, will remain as graduate assistant through the 2014-2015 academic year. After three different graduate directors and three different grad assistants over the past four years, continuity in staffing may allow for a productive year.

Resources So long as the Academic Initiatives Oversight Committee and the Segregated University Fee Allocation Committee continue to fund the Office of Graduate Studies at 2013-2014 levels, the Office should have sufficient funds to cover its grants and operating expenses.

Facilities At present, the Office of Graduate Studies shares space, resources, and staff with the Office of Research and Sponsored Programs. In August 2014, these two offices will move into separate suites on the second floor of Graff Main Hall. Certain resources (e.g., equipment and supplies) and staffing (e.g., Chandra Hawkins helping with budget) will continue to be shared, but separate offices will give the two divisions distinct identities. Also moving from Morris Hall to Graff Main Hall will provide greater visibility for the Office of Graduate Studies.

Section 4: Outreach Activities

Although outreach is not a major part of the duties in the Office of Graduate Studies, the following are a few accomplishments of the Office:

Inclusive Excellence

The Office of Graduate Studies funded 2.5 FTE diversity graduate assistantships to the College of Science and Health and College of Liberal Studies. These assistantships are intended to help Departments recruit and reward qualified students from underrepresented groups.

Community Engagement

The Office of Graduate Studies funds graduate students to conduct research and carry out service projects outside the university. Also Steve Simpson, Director of Graduate Studies, chairs the Auditing Committee of the Midwest Association of Graduate Schools (MAGS) and serves as Secretary for the Board of the Wisconsin Conservation Corps (WisCorps).

International Activities

The Office of Graduate Studies awarded \$10,000 in out-of-state tuition grants to the Office of International Education. This money allows IOE to recruit noteworthy international graduate students by reducing the cost to attend UW-L. Additionally the Research, Service and Educational Leadership (RSEL) grants occasionally fund students to conduct research and service in other countries.

Section 5: 2014-2015

The to-do list for the Office of Graduate Studies is long and includes:

1. Completion of the Graduate Studies website
2. Enhanced presence of graduate studies on the main UW-L home pages

3. Support to programs that are developing new graduate programs (this includes taking the lead in one or two proposals that align with Steve Simpson's areas of expertise)
4. Reestablishment of the UW System consortium of graduate studies
5. A calendar of events, both social and academic, specifically for graduate students
6. A workshop series for new faculty members about graduate education and graduate student mentoring
7. A publicity plan to increase the visibility of graduate education across campus
8. Centralization of departmental policies for graduate students. Every department has unique standards/requirements for its own students, but nowhere are these department-specific rules catalogued in a single place.

A summary of foreseeable challenges and opportunities going forward

This is being redundant, but the challenges and opportunities for graduate studies include:

Visibility Most of the items on the above to-do list directly or indirectly address visibility

Enrollment Management It is wonderful that several departments are looking at new graduate programs. The challenge is to expand graduate education while maintaining quality. Because new programs must be developed without additional 102 funding, they often rely upon adjunct instructors and/or tenure track faculty who take on overloads. This model for staffing can be successful, but it also raises concerns about quality and sustainability.

Suggestions for how the Provost and Assoc. Vice Chancellors might be of assistance in your efforts

There are two things that staff in the Provost's Office can do to help Graduate Studies. The first is fairly easy. The second is difficult, but it is something that will appear annually in this report.

1. Whenever it is appropriate, specifically mention graduate programs and/or graduate students when discussing matters that affect the entire campus. Help to make graduate studies more visible. The assumption among some students and faculty members continues to be that UW-L means undergraduate education. As a specific example, when Graduate Council complained that the new UW-L homepage did not have an easy link for graduate students, the planning group admitted that, "Oh, we forgot about you guys."
2. Provide additional funding to Graduate Studies. Such funding could go towards:
 - More competitive GA packages. The teaching assistantships have made the financial aid package for a few top students more competitive than they once were, but UW-L continues to lose its best applicants to graduate school because these students almost always get better offers elsewhere. When the most talented graduate students decide to come to UW-L, it usually is for reasons other than the GA or TA package.
 - Additional staffing in the Office of Graduate Studies. I once thought that additional staffing meant a full-time Director of Graduate Studies. The current half-time position is appropriate for addressing the day-to-day operations of the Office, but leaves no time for long-term planning. I now believe that a second option to a full-time graduate director would be two separate positions, such as is done at UW-Oshkosh. UW-O has a half-time dean (full-time summer) and a full-time director. The dean would be faculty and responsible for the big picture of graduate studies. The graduate director would be non-instructional academic staff to handle day-to-day issues.

- Faculty positions. Because all new graduate programs must be financially self-sufficient, some departments are reluctant to develop new graduate programs. When departments do expand their offerings, it inevitably increases the workload of faculty in the department. I continually am impressed that numerous faculty members assume these additional duties because they believe it is the professionally responsible thing to do, but it has to impact scholarship, personal free time, and burn out.

**Appendix E. 2015 APR (Academic Program Review) Task Force Report
on Graduate Program Reviews**

As of March 2015, The APR Task Force Report is incomplete. It will be complete by the end of April 2015, then added to this report.

Appendix F. UW-L Continuing Enrollment Policy

Taken from the Graduate Catalog at <http://catalog.uwlax.edu/graduate/coursedescriptions/grc/>

Graduate Continuous Registration Courses (non-departmental) (GRC)

Courses

GRC 798 Cr.0

Interrupted Registration

This registration is required for students who failed to meet the University's Graduate Research and Terminal Project Completion Policy (did not register for [GRC 799](#) immediately upon completing all degree requirements in an approved program of study except for thesis, comprehensive examination, seminar paper, or other culminating project). In order to comply with the policy, students must register for [GRC 798](#) for zero credits and pay a special course fee equal to the cost of three resident graduate credits. Prerequisite: approval by graduate program director and reentry to former academic program; approved reentry to the university. Offered Fall, Spring, Summer.

GRC 799 Cr.0

Continuous Registration

Once having completed all degree requirements in an approved program of study except for the thesis, seminar paper, comprehensive examination, or other culminating graduate projects, students must maintain continuous term-to-term enrollment (excluding winter intersession). Students meet this requirement by registering for [GRC 799](#) for zero credits and paying a special course fee equal to the cost of one resident graduate credit. 1) Students who require only one term after their regular coursework to complete their thesis or culminating project need to register for only for one (1) term of [GRC 799](#). 2) Students who need more than one (1) term after their regular coursework to complete their thesis or culminating project need to register for two and only two (2) continuous terms of [GRC 799](#). 3) Students, if they fail to register for [GRC 799](#) in either of the two terms immediately following completion of their regular coursework, do not register for [GRC 799](#). Instead they register for [GRC 798](#). Students must register for [GRC 799](#) (Fall, Spring, Summer) immediately following completion of all coursework. Students register for [GRC 799](#) only when they are not registered for any other credits. Repeatable; max 8 enrollments. Offered Fall, Spring, Summer.

Appendix G. 2015 Graduate Program Director Survey Results

My Report

Last Modified: 02/26/2015

1. PART I YOUR GRADUATE PROGRAM Do you have a program/department Graduate Handbook? (yes, no) If so, when was it last updated? If on-line, please provide website.

Text Response

Yes, it is available in D2L. We just launched it within the past few weeks. Let me know if you would like to be added to the D2L site.

Yes..Last updated in 2014.

yes. on a protected D2L site

Yes. Program Handbook. Updated in the fall 2014 (updated annually). Provided to students as PDF and available on the program policies section of the website at <http://www.uwlax.edu/Medical-Dosimetry-MS/Program-Policies/> or specifically at http://www.uwlax.edu/uploadedFiles/Academics/Graduate_Programs/Medical_Dosimetry/student%20handbook%2014-15_08-20-14.pdf

NO

No

no

Yes - Micro is with Biology. It is posted on D2L. Micro Dept updated it in 2010.

[uwlax.edu recreation-management-ms](http://www.uwlax.edu/recreation-management-ms) [uwlax.edu therapeutic recreation-ms](http://www.uwlax.edu/therapeutic-recreation-ms)

Yes Updated in spring annually

http://www.uwlax.edu/uploadedFiles/Academics/Graduate_Programs/Physician_Assistant/PA%20Student%20Policy%20Manual%202014-2015.pdf

Statistic	Value
Total Responses	10

2. Do you have a graduate program Mission Statement/Vision Statement? (yes, no) If so, please list below or provide website where it is located.

Text Response

Yes, it can be found on the homepage of our website: <http://www.uwlax.edu/Student-Affairs-Admin/>
No

no. Too many possible missions and outcomes

Yes. Mission statement and goals required per our programmatic accreditation. Posted on website: (Tab: mission, goals and student learning outcomes) <http://www.uwlax.edu/Medical-Dosimetry-MS/>
<http://www.uwlax.edu/human-performance-ms/> The Master of Science in Exercise and Sport Science- Human Performance is an interdisciplinary program of study for those interested in learning and applying scientific principles to training of physically active individuals and athletes at all levels (e.g. recreational, high school, college, professional).

No

no

No

Yes (kind of), located at the above web site.

yes <http://www.uwlax.edu/Physician-Assistant-Studies-MS/>

Statistic	Value
Total Responses	10

3. Does your Department provide release time for graduate director(s)? (yes, no) If so, how much release?

Text Response

NA. It is part of my current appointment.

Yes, one course time release per semester

no

Yes. It depends on how large the program is (how many students, how many staff are in the program, etc) Generally 3 - 6 CH in fall/spring; 2-4 in summer

Yes- 2 contact hours

Yes 2 credits

yes.....2-3 contact hours

There isn't a contract, but I get two Cr release time per year. This should be more.

Yes. 2 credits.

yes 6 credit hours

Statistic	Value
Total Responses	10

4. Does your Department have specific Graduate Studies representation on Department Leadership Team? (yes, no) If so, who is that person (department grad director....)?

Text Response
NA
I am not sure what the Department Leadership Team is. We do not have such an entity in our department.
no
I actually don't know. Perhaps the Chair?
Yes. All grad program directors sit on the BOD
all program directors are on the board of directors
We don't have a Dept Leadership Team, but Grad Program discussion does involve the entire Dept.
Jearold Holland is the Graduate Director.
? not sure what is meant by this Program director is on Graduate Curriculum Committee, but not sure if this is what you're looking for....

Statistic	Value
Total Responses	9

5. Does your program maintain ongoing monitoring of graduate academic progress? (yes, no) In other words, do you keep track of retention, time-to-graduation, etc....?

Text Response
Given that we are a cohort model, we have not needed formal monitoring of graduate academic progress.
Not formally.
no
Yes. We are required to track this information as part of programmatic accreditation.
Only on biennial assessments. other than this it is not recorded since it is easily determined by looking in records.
Yes
yes
Yes
Not specifically.
Yes

Statistic	Value
Total Responses	10

6. Does your program have a formal recruiting strategy? (yes, no) If so, please list a couple of the key elements?

Text Response

Yes. We utilize GradSchools.com, several profession listservs, social media, and have representation at OPE (Oshkosh Placement Exchange). We ask our applicants where they heard about us and the #1 response is via an internet search and #2 is "word of mouth" from colleagues or alums. Finally, our "Visit Day" is an important recruitment event.

No formal strategy. Most of our students find our program through internet.

Yes. Online and personal communication.

Yes. However, it depends on funds available. Typically we advertise in professional journals/magazines/newsletters and also at professional/educational conferences. Not that social networking is considered formal recruitment, but we use this method and it seems to bring in additional applicants every year and it's free.

Formal, no. Informally, I talk up our program and keep our program in the eyes of our perspective students by presenting at conferences and supporting graduate students to present research and practical content at conferences and workshops.

No

no...varies from program to program

No

NO.

No Do participate in Campus Close-ups, career days, etc

Statistic	Value
Total Responses	10

7. Does your program have exit interviews or other ways of eliciting student feedback on graduate curriculum? (yes, no) If so, what strategies do you use?

Text Response

The May graduates complete a survey in the summer so we can gather job placement and salary info. We also conduct an annual alumni survey.

No

no

Yes. We have 6 month and 12 month follow up surveys for graduates of our program. We also do a 6 month employer evaluation of our graduates.

Yes, on a semester basis, we survey the students about the courses they take to ask if the information is pertinent to the field, grading is fair, workload is representative to learning. this is an anonymous survey that the turn in to the Program Director's mailbox or dept assistant.

Yes. Questionnaire.

exit survey

I've tried to do exit interviews, but it was difficult to connect with all the graduating students for a variety of reasons.

NO.

Yes Exit interviews are done just before graduation and then graduate and employer surveys are sent out approximately 6-9 months after graduation

Statistic	Value
Total Responses	10

8. Do you formally track recent graduate program graduates to learn where they get jobs/go on to school...? (yes, no) If so, how do you track?

Text Response	
Yes, via the summer survey mentioned previously.	
Not formally.	
not formaly	
Yes. We are also required to do so. In the last month of school, we have the students fill out a contact information form. They fill in employment information if they already have a job. If not - we continue to keep in touch with them until they are employed. This helps with our 6 month and 12 month follow up/feedback evaluation but also the 6 month employer feedback.	
Yes, usually keep in touch through email with the majority of first year out of graduate school. After that it is hard to keep up with the majority.	
No	
not formally	
Yes - direct contact with graduates.	
NO.	
We track where the students go immediately following graduation, but often are not informed of changes in employment/ongoing education	

Statistic	Value
Total Responses	10

9. Does your program have an assessment plan of your graduate program that is distinct from the undergraduate program? (yes, no)

Text Response	
NA. We do have an extensive assessment plan (and document).	
Started last year.	
yes	
We have an assessment plan (as do all the programs in our department). We do not have an undergraduate program.	
Yes. Biennial review is about the program exclusively.	
No	
yes	
Partially. Most of the plan is In development.	
YES.	
yes	

Statistic	Value
Total Responses	10

10. Does your graduate program have Academic Program Review that is clearly distinct from undergraduate program? (yes, no)

Text Response
NA
No
no
We have an APR but again we don't have an undergraduate program.
Yes
Yes
yes
Both undergrad and grad programs are reviewed together during the APR process.
??
yes

Statistic	Value
Total Responses	10

11. Does your program have interdisciplinary efforts at the graduate level? (yes, no) If so, please provide one or more examples.

Text Response
NA
Yes... we have developed several software systems for other departments and units on campus.
Yes. many students co-advised between Microbiology, Biology and/or Chemistry/biochem
Not necessarily. Other programs in our department do though. Due to our online nature, and the unique field - I would say there is more interdisciplinary efforts with the undergraduate programs relating to our program.
NO, however occasionally we will have students from Biology or PETE graduate programs take our courses as electives.
No
no
Yes. Faculty from Bio, Micro, Chemistry have mentored students and/or served on graduate student committees.
Not clear what you are asking here.
Interprofessional education activities with OT and PT programs

Statistic	Value
Total Responses	10

12. Does your program keep track of the ways that the graduate program benefits undergraduate programs? (yes, no) If so, how? What are some examples of how the graduate program enhances undergraduate education?

Text Response
NA
Not really.
UG students often work with grad students in research labs, often help with their projects.
No.
Undergraduates interested in becoming strength and conditioning coaches model and learn from the graduate students in Human Performance program as well as the Coaching staff from Athletics Dept and faculty in undergrad/grad courses.
No
no
Yes, UG and Grad students regularly work together in the labs, with Grad students often mentoring undergrads.
NO.
no

Statistic	Value
Total Responses	10

13. Does your program or department have graduate student representation on departmental committees? (yes, no) If yes, in what capacity?

Text Response
No, it does not. Students are involved in our Visit Day.
No
No - nor do we have UG representation either.
NO.
no

Statistic	Value
Total Responses	10

14. Does your department measure graduate teaching load differently from undergraduate instruction? (yes, no) If so, what is different?

Text Response
NA
No
no
No
Not that I can tell
No
no...this is a HUGE problem!
Are Bylaws indicate that Graduate teaching is weighed more heavily than UG - but in practical terms of
NO.
no

Statistic	Value
Total Responses	10

15. Does your program solicit practitioner input on graduate curriculum? (yes, no) If so, how?

Text Response
Last year, we did conduct an alumni survey that assessed the Compencies to their perception of their experience in the program.
No
NA
Yes. We evaluate job task/practitioner analysis and the national professional organization curriculum guide to update our curriculum annually. This helps to make changes to our graduate curriculum.
Yes, we consult with and our students are mentored by the Athletics departments strength and conditioning staff. These practitioners supervise the work done by graduate students working with the UWL athletic teams. Our students also do semester- long off campus internships with strength and conditioning coaches, usually of Division I athletic programs all over the country. We have these practitioners assess the interns abilities and are asked for weak points in their preparation for future tweaking of coursework and curricular offerings.
Yes. Questionnaire to internship supervisors.
yes.....cooperative with a local HS
Yes. Proposed changes to the Clinical Micro program are discussed with our clinical partners.
NO.
no

Statistic	Value
Total Responses	10

16. PART II ROLE of OFFICE of GRADUATE STUDIES What do you believe should be the role of the Office of Graduate Studies? List 3 primary functions

Text Response

1. Advocate on behalf of Graduate programs within the UW-L Community; 2. Coordinate Graduate School activities, policies, etc... 3. Be a resource for graduate students, faculty, and staff for knowledge to enhance best practices, research, knowledge, etc...

Make sure that all graduate programs are equally represented, not favoring one over the other. Provide sufficient funding or suggestions/solutions to attract more graduate students especially more international students Provide mechanisms to identify more collaborative and interdisciplinary graduate work

Administer/grant degrees Provide advocacy to colleges and administrator on the value of grad programs.

Representation for all resources related to graduate studies Central location for anything relating to graduate studies (or linked to resources from graduate programs) Assistance to guide program and/or students towards graduate studies (e.g. undergrad program that wants to move to graduate level)

Determine and enforce policy for graduate programs and graduate students. Assist in funding of the graduate students through grants, scholarships, and assistantships ?

1. Secure funding for GA and tuition waiver positions.

research opportunities for faculty and students advocate for graduate studies thesis /scholarly presentation outlet

Advocate to Administration for graduate education on campus. Support the students.

Not sure.

Statistic	Value
Total Responses	9

17. Should Office of Graduate Studies be depository of Departmental information (e.g., department handbook, appeals process)? (yes, no)

Text Response

That depends on whether the UW-L administration will support the extra work and provide more resources to the Office.

Yes

no. Students have access on our site and don't need to go anywhere to get info.

There definitely should be a link back to the specific programs information.

No, they should have access to it for their needs, but the holdings of this information should be the responsibility of the program or department.

No

no

Being a location is fine - but I would expect there to be other locations.

Yes.

Statistic	Value
Total Responses	9

18. Should there be a stronger central administrative presence for Graduate Studies at UW-L? (yes, no) Briefly explain rationale.

Text Response

YES. Until this happens, graduate education will always be an afterthought (if thought of at all) at UW-L.

Yes.. many departments (no matter what colleges they are in) do not recognize graduate work as an advanced academic level. This may be because these departments do not have graduate programs. Outside the university, graduate work has significant impact but the same is not recognized within the university.

no. Our program is quite different from others on campus (variable amount of time. courses not the same for any two people, research projects) and not subject to the same constraints.

Yes

I think so, only because if there is a stronger administrative presence, the Graduate Programs and the students in the programs may get more respect on this campus. Graduate instruction and leadership is not seen in an equal eye with undergraduate instruction or leadership on this campus.

Yes. I feel as though we are an after thoughts in a primarily undergraduate University.

yes.....graduate education has a small voice and presence

Yes - too many on campus do not understand the significance or role of graduate programs on campus.

Not sure.

Statistic	Value
Total Responses	9

19. Is your department currently developing any new graduate programs? If so, what is the program, and what stage are you at?

Text Response

Yes, the EdD proposal is currently going through the approval process. In addition, we have agreed to expand our Partner Program to include a new cohort at UWEC/UW-Stout in Fall 2016. This last idea depends on enrollment trends to make sure we can support or justify an expansion of the program.

No

not formally

No. But I would have appreciated more admin support from graduate studies when I was trying to get my graduate program approved years ago.

Not to my knowledge

No

no

Yes. Micro is seeking an entitlement to offer a Master's degree. Then we will submit plans for a PSM program, a dual degree program, and additional concentrations in Clinical Microbiology.

No.

Statistic	Value
Total Responses	9

20. Please leave any comments/suggestions below of how the Office of Graduate Studies can help and/or support your respective graduate program.

Text Response

Thanks for asking for our input. Good luck! PS -- Your boexes below do not appear to be working on my iPad. SAA Jodie

None

/

I really appreciate the ongoing communication and resources that we receive. I feel more connected over the past few years from the emails and notices about graduate studies. I think we are moving in the right direction.

?

Financial assistance in terms of GA positions and out-of-state tuition waivers. currently satisfied.....greater advocacy of graduate education across campus Advocate for the programs to Admin.

Appendix H. List of Graduate Faculty

March 20, 2015

NAME	COLL EGE	DEPART MENT	Chair a Grad student Committee	Teach courses that award grad credit	Serve on grad committee/su pervise grad student work	DATE APPROV ED
Abler Michael L.	SAH	Biology	Yes	Yes	Yes	12/1/1997
Achenreiner Gwen	CBA	Marketin g	Yes	Yes	Yes	5/1/1999
Aguilar- Sanchez, Jorge	CLS	Modern Lang.	No	Yes	Yes	4/8/2010
Ahmed Rafique	SAH	Geo. & Earth Sci.	No	Yes	Yes	5/1/1997
Ali Ahmed	CLS	Education al Studies	Yes	Yes	Yes	4/3/2003
Allen, Martin	SAH	Computer Science	Yes	Yes	Yes	11/16/2010
Allen, Robert	SAH	Mathemat ics	No	Yes	Yes	10/28/2011
Alexander Kathleen	CLS	Education al Studies	No	Yes	Yes	3/27/2012
Amberg, Jon	SAH	Biology	Yes	No	Yes	4/21/2014
Aminaka, Naoko	SAH	ESS	Yes	Yes	Yes	11/13/2012
Anderson, Barbara	SOE	DES - CEE	No	Yes	No	4/21/2014
Anderson Donna	CBA	Economic s	No	Yes	Yes	5/1/1999
Anderson Janel	CLS	ME-PD	No	Yes	Yes	11/14/2008
Angell Carol	CLS	Education al Studies	Yes	Yes	Yes	12/1/2000
Arain,	CLS	SAA	No	Yes	Yes	10/18/2011

Angela		Profession					
Bisarek, Curt	CLS	DES - CEE	No	Yes	Yes	Yes	11/15/2010
Bird, Bryce	CLS	DES - CEE	No	Yes	Yes	Yes	3/27/2012
Black, Lawrence	CLS	Education al Studies	No	Yes	Yes	Yes	3/27/2012
Blum Kim	SAH	ESS	No	Yes	Yes	Yes	12/31/2004
Blumentritt Tracie	CLS	Psycholog y	No	Yes	Yes	Yes	12/31/2001
Borah, Nilakshi	CBA	Finance	Yes	Yes	Yes	Yes	8/7/2014
Borgwardt, Barbara	SOE	Education al Studies	No	Yes	No	No	10/27/2014
Bratina Bonnie Jo	SAH	Microbiol ogy	Yes	Yes	Yes	Yes	12/16/1997
Brice Glenn	SAH	Biology	Yes	Yes	Yes	Yes	5/1/1995
Brokaw Steve	CBA	Marketin g	Yes	Yes	Yes	Yes	5/1/1995
Brooks Taggert	CBA	Economic s	Yes	Yes	Yes	Yes	12/1/1999
Bunbury, Joan	SAH	Geo. & Earth Sci.	Yes	Yes	Yes	Yes	11/13/2012
Burnett, Rosemary	CLS	CEE	No	Yes	Yes	Yes	4/6/2010
Buswell Debra	CLS	ME-PD	No	Yes	Yes	Yes	4/20/2007
Cadwell Kristi	SAH	ESS	No	Yes	Yes	Yes	5/1/1998
Callister Steven	SAH	Microbiol ogy	Yes	Yes	Yes	Yes	4/20/2007
Caravella Tracy	SAH	HEHP	No	Yes	Yes	Yes	5/31/2006
Cardey, Rick	CLS	Education al Studies	No	Yes	Yes	Yes	3/27/2012
Carlson, James	CLS	Education al Studies	Yes	Yes	Yes	Yes	9/24/2013
Camic, Clayton	SAH	ESS	Yes	Yes	Yes	Yes	11/13/2012

Carmosini, Nadia	SAH	Chemistry	No	Yes	Yes	5/3/2011
Cary Melanie	CLS	Psychology	No	Yes	Yes	12/2/2002
Cedergren, Anders	SAH	HEHP	No	Yes	Yes	4/21/2014
Cerbin William	CLS	Psychology	Yes	Yes	Yes	5/1/1995
Chaudhuri, Gargi	SAH	Geo. & Earth Sci.	Yes	Yes	Yes	11/13/2012
Chavalas Mark	CLS	History	Yes	Yes	Yes	5/1/1998
Cherne Beth	CLS	Theatre Arts	No	Yes	Yes	12/1/2001
Chen, Wen Chiang (Rita)	CLS	DES - CEE	Yes	Yes	Yes	11/17/2008
Chiplunker Susmita	SAH	Biology	No	Yes	Yes	12/1/1998
Chung, Jin	SAH	RM/TR	Yes	Yes	Yes	10/28/2011
Ciontea, Joseph	CLS	Education al Studies	No	Yes	Yes	3/27/2012
Cocks, Sam	CLS	Philosophy	No	No	Yes	3/12/2013
Colburn Maureen	CLS	CEE	No	Yes	Yes	11/14/2008
Colclough, William	CBA	Finance	Yes	Yes	Yes	11/7/2012
Cole, Craig	SAH	HEHP	No	Yes	Yes	11/16/2010
Cole Rebecca	SAH	Biology	No	Yes	Yes	3/13/2002
Cooper Scott	SAH	Biology	Yes	Yes	Yes	12/1/1996
Costakos, Dennis	SAH	HEHP	No	No	Yes	11/13/2012
Cowley Hanni	SAH	Health Professions	No	Yes	Yes	12/31/2006
Crank Virginia	CLS	English	No	Yes	Yes	11/24/2009

Cravins Georges	SAH	Geo. & Earth Sci.	Yes	Yes	Yes	12/2/2002
Crosby, Elizabeth	CBA	Marketin g	Yes	Yes	Yes	11/12/2012
Czosnyka, Stefanie	SAH	PT	No	Yes	Yes	10/29/2013
Davies, Daniel	CLS	DES - CEE	No	Yes	No	4/1/2013
Deason, Grace	CLS	Psycholog y	No	Yes	Yes	10/28/2011
DeBoer Betty	CLS	Psycholog y	Yes	Yes	Yes	4/19/2000
De Jager Nathan	SAH	Biology	No	Yes	Yes	11/23/2009
Delgado, Enilda	CLS	Sociology/ Archae.	Yes	Yes	Yes	11/14/2013
DeLong, Tara	SAH	RM/TR	No	Yes	Yes	10/29/2013
Demerath, Kelly	CLS	ME-PD	No	Yes	Yes	11/15/2010
Denton Peggy	SAH	Health Profession s	Yes	Yes	Yes	12/31/2004
DePouw, Christin	CLS	MEPD	No	No	Yes	10/29/2013
Detert, Richard	SAH	HEHP	Yes	Yes	Yes	11/16/2010
Devine Martin	SAH	Health Profession s	No	Yes	Yes	4/20/2007
Deyo, Christopher	SAH	Biology	No	No	Yes	10/27/2014
Dietrich, Leah	SAH	Health Profession s	No	No	Yes	10/27/2014
Dixen Sarah	CLS	ME-PD	No	Yes	Yes	5/3/2003
Dixon Robert J	CLS	Psycholog y	Yes	Yes	Yes	12/1/2001
Doberstein Scott	SAH	ESS	No	Yes	Yes	12/1/1998

Docktor, Jennifer	SAH	Physics	No	Yes	Yes	10/28/2011
Doleschal Janis	SAH	ESS	No	Yes	Yes	4/7/2009
Dorshorst, Margie	CLS	DES - CEE	No	Yes	No	4/1/2013
Dougherty Deborah	SAH	Health Profession s	No	Yes	Yes	12/1/1999
Downey Nicholas	SAH	Biology	No	Yes	Yes	6/1/2008
Duley Cynthia	CLS	DES - CEE	No	Yes	Yes	11/14/2008
Duquette Roderick	SAH	HEHP	Yes	Yes	Yes	5/1/1995
Durall Chris	SAH	Health Profession s	Yes	Yes	Yes	12/31/2004
Eager, Eric	SAH	Mathemat ics	No	No	Yes	11/12/2014
Eide Barbara	CBA	Accounta ncy	Yes	Yes	Yes	12/1/1999
Eide Dana	CLS	Education al Studies	No	Yes	Yes	4/6/2010
Elfessi Abdulaziz	SAH	Mathemat ics	Yes	Yes	Yes	12/1/1998
Ellingson, Jay	SAH	Microbiol ogy	Yes	No	Yes	10/29/2013
Ellis, Faye	SAH	Biology	No	Yes	Yes	5/12/2012
Ellsworth, Patricia	CLS	Education al Studies	No	Yes	No	10/29/2013
Emineth, Kari	SAH	ESS	No	Yes	Yes	11/13/2012
Epstein Ann	CLS	Education al Studies	Yes	Yes	Yes	10/28/2011
Evans, Katherine	SAH	RM/TR	No	Yes	Yes	8/25/2014
Fater Dennis	SAH	Health Profession s	Yes	Yes	Yes	5/1/1995

Fawver, Rachel	SOE	DES - CEE	No	Yes	No	4/21/2014
Fenton, Greg	SOE	Education al Studies	No	Yes	No	10/27/2014
Fimreite, Jeff	CLS	DES - CEE	No	Yes	Yes	3/27/2012
Finch James	CBA	Marketin g	Yes	Yes	Yes	5/1/1995
Finco Billie	CLS	ME-PD	No	Yes	Yes	5/16/2006
Fischer, Kim	CLS	DES - CEE	No	Yes	No	11/13/2012
Foster Carl	SAH	ESS	Yes	Yes	Yes	12/1/1998
Fox, RoxAnne	SOE	Education al Studies	No	Yes	No	10/27/2014
Fritsche Thomas	SAH	Microbiol ogy	No	Yes	Yes	11/23/2009
Fruit, Roger	CLS	DES - CEE	No	Yes	Yes	10/28/2011
Galbraith Anne	SAH	Biology	Yes	Yes	Yes	12/1/1998
Gaikowski, Mark	SAH	Biology	No	No	Yes	10/29/2013
Gander Barbara	CLS	Education al Studies	No	Yes	Yes	5/3/2003
Gansen Eric	SAH	Physics	No	Yes	Yes	11/17/2008
Gappa Richard	CLS	English	No	Yes	Yes	12/1/1995
Gardner John	CBA	Accounta ncy	Yes	Yes	Yes	5/1/1995
Gendreau Tom	SAH	Computer Science	Yes	Yes	Yes	12/1/1995
Gerber Tim	SAH	Biology	Yes	Yes	Yes	4/17/2003
Gerrish, Gretchen	SAH	Biology	Yes	Yes	Yes	11/15/2015
Gibson Mark	SAH	ESS	No	Yes	Yes	12/1/1998
Giddings Lisa	CBA	Economic s	Yes	Yes	Yes	12/1/2000
Gillette Cordial	SAH	ESS	Yes	Yes	Yes	12/28/2004

Gillis Rick	SAH	Biology	Yes	Yes	Yes	5/1/1995
Gilmore Gary	SAH	HEHP	Yes	Yes	Yes	5/1/1995
Gomez, Alan	CLS	DES - CEE	No	Yes	Yes	3/27/2012
Gongaware Timothy	CLS	Sociology/ Archae.	No	Yes	Yes	12/3/2003
Gordon, Brian	SAH	ESS	No	Yes	Yes	11/16/2010
Grabinski, Tanya	SAH	PT	No	Yes	Yes	4/8/2010
Grabowski, Patrick	SAH	PT	Yes	Yes	Yes	8/13/2013
Graham Lise	CBA	Finance	Yes	Yes	Yes	5/1/1999
Graham Karen	SAH	Health Professions	Yes	Yes	Yes	11/23/2009
Greany John F.	SAH	Health Professions	Yes	Yes	Yes	5/3/2003
Greany Kristin	SAH	Health Professions	Yes	Yes	Yes	12/31/2006
Green, Amanda	CLS	Education al Studies	No	Yes	No	10/29/2013
Greiner Thomas	SAH	Health Professions	Yes	Yes	Yes	5/31/2005
Gronwaldt Virginia	SAH	Health Professions	Yes	Yes	Yes	12/31/2006
Gruen, Mark	CLS	DES - CEE	No	Yes	Yes	5/3/2011
Grunwald Sandra	SAH	Chemistry	No	Yes	Yes	5/1/1998
Gullekson, Nicole	CBA	Managem ent	No	Yes	Yes	10/28/2011
Gustafson, Rebecca	CLS	Education al Studies	No	Yes	Yes	5/3/2011

Hacker, Carla	CLS	MEPD	No	Yes	Yes	5/3/2011
Hageseth Jon	CLS	SAA	Yes	Yes	Yes	5/1/1995
Halligan, Jessi	CLS	Sociology/ Archae.	Yes	Yes	Yes	9/23/2013
Hamman, Mary	CBA	Economic s	Yes	Yes	Yes	8/30/2013
Hanley Jeannie S.	CLS	Counselin g & Testing	Yes	Yes	Yes	12/1/2004
Hanson Janis	CLS	Modern Lang.	No	Yes	Yes	12/1/1998
Harbst Kimberly	SAH	PT	Yes	Yes	Yes	11/17/2008
Harelson, Jason	CLS	MEPD	No	Yes	Yes	11/15/2010
Haried, Peter	CBA	Informati on System	No	Yes	Yes	11/16/2010
Harm, Naomi	CLS	ME-PD	No	Yes	Yes	5/3/2011
Harmon, Laurlyn	SAH	RM/TR	Yes	Yes	Yes	11/13/2012
Haro Roger	SAH	Biology	Yes	Yes	Yes	10/25/1996
Harrington, Judith	CLS	Education al Studies	Yes	Yes	Yes	9/24/2013
Hasenbank Jon	SAH	Mathemat ics	No	Yes	Yes	11/16/2007
Hasslinger, Andrea	CLS	DES - CEE	No	Yes	Yes	5/3/2011
Hatfield Chuck	CLS	DES - CEE	No	Yes	Yes	5/4/2004
Haugen, Alyson	SAH	HEHP	No	Yes	No	4/21/2014
Hauptert Mike	CBA	Economic s	Yes	Yes	Yes	5/1/1995
Hawkins, Taviare	SAH	Physics	Yes	Yes	Yes	11/13/2012
Hayes, Jennifer	SAH	Health Profession	No	Yes	Yes	10/27/2014

Headington Mark	SAH	Computer Science	Yes	Yes	Yes	12/1/1995
Heiden Delores	CLS	Education al Studies	Yes	Yes	Yes	5/1/1995
Helixon Christopher	SAH	ESS	No	Yes	Yes	4/20/2007
Hench Tom	CBA	Managem ent	Yes	Yes	Yes	5/1/1999
Henrickson, Kaye	CLS	DES - CEE	No	Yes	No	11/13/2012
Hensley, Bridgette	CLS	SAA	Yes	Yes	Yes	11/12/2012
Hepler, Teri	SAH	ESS	Yes	Yes	Yes	10/28/2011
Her, Vincent	CLS	Sociology/ Archae.	No	Yes	Yes	11/13/2012
Hermann, Hugh	SOE	Education al Studies	No	Yes	No	10/27/2014
Herron, Eddward	CBA	Accounta ncy	Yes	Yes	Yes	11/12/2012
Hether, Debra	CLS	Education al Studies	No	Yes	No	10/29/2013
Hillestad Tami	CLS	ME-PD	No	Yes	Yes	12/31/2006
Hilsendager, (Libby) Elizabeth	SAH	SAH	No	Yes	Yes	5/12/2012
Hindson Jean	CLS	Modern Lang.	No	Yes	Yes	5/1/1998
Hippert Christine	CLS	Sociology/ Archae.	No	Yes	Yes	5/13/2008
Hoar, Robert	SAH	Mathemat ics	No	Yes	Yes	12/12/2012
Hoffman Michael	SAH	Microbiol ogy	Yes	Yes	Yes	12/1/1999
Holland Jearold	SAH	RM/TR	Yes	Yes	Yes	12/31/2006
Hong Di-An	SAH	Health Profession s	No	Yes	Yes	11/16/2007

Hoscheit, Jodi	CLS	DES - CEE	No	Yes	Yes	11/15/2010
Hoskins Deborah J.	CLS	Women's Studies	Yes	Yes	Yes	7/12/1995
Houser Jeffrey	SAH	Biology	No	Yes	Yes	12/31/2004
Howard David	SAH	Biology	Yes	Yes	Yes	12/1/1999
Hulett, Heather	SAH	Mathematics	No	Yes	Yes	10/28/2011
Hundt Jacob	CLS	DES - CEE	No	Yes	Yes	5/3/2011
Hunt Kenny	SAH	Computer Science	Yes	Yes	Yes	5/1/1999
Hursey, Joshua	SAH	Computer Science	Yes	Yes	Yes	11/13/2012
Hussey Erin	SAH	Health Professions	No	Yes	Yes	5/31/2006
Hyson, Dan	CLS	Psychology	Yes	Yes	Yes	10/29/2013
Iverson-Leirmo, Lisa	SAH	Health Professions	No	Yes	Yes	11/13/2012
Iwai, Yuko	CLS	Education al Studies	Yes	Yes	Yes	11/15/2010
Jacobson, Amanda	CLS	ME-PD	No	Yes	Yes	11/15/2010
Jagim, Andrew	SAH	ESS	Yes	Yes	Yes	8/21/2014
Jancik Bonnie	CLS	Sociology/ Archae.	No	Yes	Yes	12/1/1998
Jecklin Robert	SAH	HEHP	No	Yes	Yes	11/17/2008
Jewell, Vanessa	SAH	Health Professions	No	Yes	Yes	10/28/2011
Jin, Jooyeon	SAH	ESS	Yes	Yes	Yes	11/13/2012
Jobe Dean	SAH	Microbiology	No	Yes	Yes	11/17/2008

Jochman Barbara	SAH	Biology	No	Yes	Yes	12/1/1998
Johnson, Barbara	SAH	Physical Therapy	Yes	Yes	Yes	8/26/2014
Johnson Emily	CLS	Psycholog y	No	Yes	Yes	12/1/1998
Johnson, Joseph	CLS	Education al Studies	No	Yes	Yes	10/28/2011
Johnson, Julia	CLS	SAA	Yes	Yes	Yes	2/8/2013
Kabashi, Lema	CLS	Education al Studies	Yes	Yes	Yes	11/12/2012
Kaiser Rachael	SAH	RM/TR	No	Yes	Yes	11/23/2009
Kalis (Johnson), Jennifer	CLS	CEE	No	Yes	Yes	11/15/2010
Kastantin Joseph	CBA	Accounta ncy	Yes	Yes	Yes	5/1/1999
Kelly, Susan	SAH	Mathemat ics	No	Yes	Yes	10/28/2011
Kernozeck Thomas	SAH	Health Profession s	Yes	Yes	Yes	12/1/1996
Khandker Wahhab	CBA	Economic s	Yes	Yes	Yes	5/1/1995
Kieslich- Rhude, Jill	CLS	DES - CEE	No	Yes	Yes	10/28/2011
King Seth	SAH	Physics	No	Yes	Yes	11/23/2009
King-Heiden Tisha	SAH	Biology	Yes	Yes	Yes	11/17/2008
Klein, Barrett	SAH	Biology	Yes	Yes	Yes	1/15/2013
Klevan, Judy	SAH	HEHP	No	No	Yes	11/13/2012
Kliei, Jennifer	SAH	Biology	Yes	Yes	Yes	11/13/2012
Kline Dennis	SAH	ESS	No	Yes	Yes	12/1/2003
Knudsen, Diane	CLS	Education al Studies	No	Yes	Yes	3/27/2012

Knudson Paula	CLS	SAA	No	Yes	Yes	11/16/2007
Kobs, Lisa	SAH	Biology	No	Yes	Yes	10/27/2014
Komissarov, Sergey	CBA	Accounta ncy	No	Yes	Yes	11/16/2010
Koren, Michael	CLS	Education al Studies	No	Yes	No	10/29/2013
Kortenkamp Katherine	CLS	Psycholog y	No	Yes	Yes	11/24/2009
Kosiak Jennifer	SAH	Mathemat ics	No	Yes	Yes	4/20/2007
Kovacs, Attila	SAH	ESS	Yes	Yes	Yes	4/1/2013
Kraemer, Justin	CBA	Managem ent	No	Yes	No	11/26/2014
Kranz Ginger	CLS	ME-PD	No	Yes	Yes	4/19/2002
Kruse Monica	CLS	Education al Studies	No	Yes	Yes	11/14/2008
Kupfer, Fred	SAH	Health Profession s	No	Yes	Yes	11/13/2012
Lake, Darlene	CLS	Modern Lang.	No	No	Yes	11/13/2012
Lang, Laura	CLS	DES - CEE	No	Yes	Yes	11/13/2012
Lassee Becky	SAH	Microbiol ogy	No	Yes	Yes	12/31/1998
Larsen, Brian	SAH	Biology	No	No	Yes	10/27/2014
Larson Brent	CLS	Education al Studies	No	Yes	Yes	11/14/2008
Larson, James	SAH	Biology	Yes	Yes	Yes	10/29/2013
Lazzari, Michael	SAH	Microbiol ogy	Yes	Yes	Yes	5/11/2012
Lee Teresa	SAH	ESS	No	Yes	Yes	4/7/2009
Leis, Eric	SAH	RM/TR	No	No	Yes	10/27/2014
Lemke, Charlotte	CLS	ME-PD	No	Yes	Yes	11/15/2010

Lenards, Nishele	SAH	Health Profession s	No	Yes	Yes	10/28/2011
Leonard Anderson Mary	CLS	Theatre Arts	No	Yes	Yes	5/31/2001
Leshner Shelly	SAH	Physics	No	Yes	Yes	11/23/2009
Letukas, Lynn	CLS	Sociology/ Archae.	No	Yes	Yes	11/13/2012
Lewis, Stephen	SAH	RM/TR	Yes	Yes	Yes	3/27/2012
Lin Wen	SAH	Geo. & Earth Sci.	No	Yes	Yes	11/23/2009
Linville, Heather	CLS	Modern Lang.	Yes	Yes	Yes	10/27/2014
Liu Sumei	SAH	Biology	Yes	Yes	Yes	11/23/2009
Long Shelly R.	CLS	ME-PD	No	Yes	Yes	12/1/2000
Love Mary	CLS	Education al Studies	No	Yes	Yes	11/17/2008
Lovrich Steven	SAH	Microbiol ogy	No	Yes	Yes	12/1/1996
Lyga, Jacquelyn	CLS	Education al Studies	No	Yes	No	10/29/2013
Lynch Christopher	CLS	ME-PD	No	Yes	Yes	11/24/2009
Lyons, Vicki	CLS	DES - CEE	No	Yes	Yes	11/13/2012
Maas William	CBA	Accounta ncy	No	Yes	Yes	11/24/2009
Macias- Gonzalez Victor	CLS	History	Yes	Yes	Yes	12/31/2006
Macpherson , Allan	CBA	Managem ent	Yes	Yes	Yes	7/22/2013
Maher Margaret	SAH	Biology	Yes	Yes	Yes	12/1/1996
Malecek, Dave	SAH	ESS	No	No	Yes	11/13/2012

Mally Kristi	SAH	ESS	No	Yes	Yes	5/4/2004
Mann,	CLS	English	No	Yes	Yes	10/28/2011
Stephen						
Markos	CLS	ME-PD	Yes	Yes	Yes	11/17/2008
Patricia						
Marshik,	CLS	Psycholog	No	Yes	Yes	11/15/2010
Tesia		y				
Mathison,	SAH	Mathemat	No	Yes	No	2/4/2013
Heather		ics				
Martin,	CLS	DES -	No	Yes	No	11/13/2012
Thomas		CEE				
Martin-	CLS	Psycholog	No	Yes	Yes	12/2/2002
Stanley		y				
Charles						
Mattison	CLS	Education	No	Yes	Yes	5/3/2003
Wendy		al Studies				
May Bruce	CBA	Managem	Yes	Yes	Yes	5/31/2005
		ent				
McCann,	SAH	Microbiol	No	No	Yes	10/29/2013
Rebekah		ogy				
McCannon	SAH	Health	No	Yes	Yes	12/1/1999
Robin		Profession				
		s				
McCool,	SAH	Mathemat	No	Yes	Yes	5/3/2011
Jenni		ics				
McDermott,	CBA	Marketin	No	Yes	Yes	11/16/2010
Maggie		g				
Mc Laughlin	SAH	Microbiol	No	Yes	Yes	11/17/2008
Richard		ogy				
McKelley	CLS	Psycholog	No	Yes	Yes	11/17/2008
Ryan		y				
McManus,	CBA	Marketin	Yes	Yes	Yes	3/27/2012
Kristy		g				
Meardon	SAH	Health	Yes	Yes	Yes	11/23/2009
Stacey		Profession				
		s				
Mikat Rick	SAH	ESS	Yes	Yes	Yes	12/1/1998
Miller,	SOE	Education	No	Yes	No	10/27/2014
Kristina		al Studies				
Miner,	SAH	HEHP	No	Yes	Yes	5/3/2011

Joshua Miskowski	SAH	Biology	Yes	Yes	Yes	12/1/1999
Jennifer Mlenar Jane Patterson	CLS	ME-PD	No	Yes	Yes	12/31/2006
Monte Aaron Moore, Derek	SAH	Chemistry	Yes	Yes	Yes	12/1/1998
Morgan Betsy Morgan, Jennifer	CLS	Microbiology	No	Yes	Yes	4/5/2010
Morgan, Jennifer	CLS	Psychology	Yes	Yes	Yes	12/1/1998
Morris Mary	CLS	DES - CEE	No	Yes	Yes	4/7/2009
Murray James	SAH	Microbiology	No	Yes	Yes	11/16/2007
Murray Susan	SAH	Biology	Yes	Yes	Yes	5/1/1995
Muehlenhaus, Ian	SAH	Geo. & Earth Sci.	No	Yes	Yes	3/27/2012
Murray James	CBA	Economics	No	Yes	Yes	11/23/2009
Murray Susan	SAH	RM/TR	Yes	Yes	Yes	12/1/1999
Navar Nancy	SAH	RM/TR	Yes	Yes	Yes	5/1/1995
Nesler, James	SAH	Biology	No	No	Yes	10/27/2014
Newton Jocelyn Horn	CLS	Psychology	Yes	Yes	Yes	11/16/2007
Newton Teresa	SAH	Biology	No	Yes	Yes	12/31/1998
Nicklaus Harry E.	CLS	SAA	Yes	Yes	Yes	12/1/1998
Nutter, Jamie	CLS	DES - CEE	No	Yes	Yes	11/13/2012
Oganowski, J. Leslie	SAH	HEHP	No	Yes	Yes	5/1/1995
Oldenburg, Darby	SAH	Microbiology	No	Yes	Yes	4/7/2009

Opdahl, Aric	SAH	Chemistry	No	Yes	Yes	5/3/2011
Osmundson, Todd	SAH	Biology	Yes	Yes	Yes	10/10/2013
Oyster Carol	CLS	Psychology	Yes	Yes	Yes	5/1/1995
Pande, Vivek	CBA	Accountancy	No	Yes	Yes	10/28/2011
Parejko, Jim	SAH	Microbiology	No	Yes	Yes	11/5/2014
Park, Patrick	SAH	Biology	No	No	Yes	10/27/2014
Peacock, Elizabeth	CLS	Sociology/Archae.	Yes	Yes	Yes	9/10/2013
Periyasamy Kasilingam	SAH	Computer Science	Yes	Yes	Yes	4/1/2000
Perkins, Sheila	SAH	ESS	No	No	Yes	4/1/2013
Perroy, Ryan	SAH	Geo. & Earth Sci.	No	Yes	Yes	5/3/2011
Petersen, Henry	CBA	Management	Yes	Yes	Yes	1/15/2013
Petersen Lori	SAH	ESS	No	Yes	Yes	5/31/2006
Pettit Michele	SAH	Health Education	Yes	Yes	Yes	11/16/2010
Plunkett, Daniel	SAH	RM/TR	No	Yes	Yes	8/25/2014
Pope, Nicki	CLS	DES - CEE	No	Yes	Yes	10/28/2011
Porcari John	SAH	ESS	Yes	Yes	Yes	5/1/1995
Pryor, Anne	CLS	DES - CEE	No	Yes	Yes	11/13/2012
Quackenboses Heather	SAH	RM/TR	No	Yes	Yes	4/5/2010
Quartitoli, Alessandro	CLS	Psychology	Yes	Yes	Yes	2/26/2014
Rada Ronald	SAH	Biology	No	Yes	Yes	9/23/1999

Ragan Robert	SAH	Physics	No	Yes	Yes	12/3/2003
Rasmussen, Ronald	CLS	DES - CEE	No	Yes	Yes	11/13/2012
Ratigan Robert	CLS	Education al Studies	No	Yes	Yes	11/24/2009
Rathgaber Mary Dively	SAH	Health Professions	No	Yes	Yes	12/31/2006
Reed Kurt	SAH	Microbiology	Yes	Yes	Yes	5/1/1999
Rees Curtis	CLS	ME-PD	No	Yes	Yes	11/14/2008
Rees Keely	SAH	HEHP	Yes	Yes	Yes	11/16/2010
Reineke David	SAH	Mathematics	Yes	Yes	Yes	12/1/1999
Remsburg, Alysa	SAH	Biology	No	No	Yes	10/7/2014
Reuteman Paul	SAH	Health Professions	No	Yes	Yes	5/31/2002
Richardson, William	SAH	Biology	No	No	Yes	10/29/2013
Richert Sandra	CLS	DES - CEE	No	Yes	Yes	12/31/2006
Rider, Lillian	CLS	DES - CEE	No	Yes	Yes	3/27/2012
Richeson, Nancy	SAH	RM/TR	Yes	Yes	Yes	8/25/2014
Riley David	SAH	Computer Science	Yes	Yes	Yes	5/1/2000
Rindt Jodie	CLS	SAA	Yes	Yes	Yes	11/12/1996
Ringgenberg Larry	CLS	SAA	Yes	Yes	Yes	5/1/1995
Rippe, Steven	CLS	Education al Studies	No	Yes	No	10/29/2013
Ritter, Stephanie	CLS	ME-PD	No	Yes	Yes	5/3/2011
Ritterling Soojin Kim	CLS	Music	No	Yes	Yes	11/16/2007
Rogers,	CLS	Education	Yes	Yes	Yes	8/19/2013

Leslie Rooney	SAH	al Studies HEHP	No	Yes	Yes	11/26/2002
Brenda Rosacker	CBA	Accounta ncy	Yes	Yes	Yes	4/6/2010
Robert Roscovius	CLS	ME-PD	No	Yes	Yes	11/16/2007
Bonnie Ross	CBA	Managem ent	Yes	Yes	Yes	5/1/1995
William Rott Marc	SAH	Microbiol ogy	Yes	Yes	Yes	5/1/1995
Rouse, Dawn	CLS	Education al Studies	Yes	Yes	Yes	11/12/2012
Ruprecht, Kristin	SAH	RM/TR	No	Yes	No	11/13/2012
Sallmen Shauna	SAH	Physics	No	Yes	Yes	11/16/2007
Salter, Agnieszka	CLS	DES - CEE	No	Yes	No	4/1/2013
Sanderfoot Anton	SAH	Biology	Yes	Yes	Yes	11/23/2009
Sandheinric h Mark	SAH	Biology	Yes	Yes	Yes	5/1/1995
Sandland Gregory	SAH	Biology	No	Yes	Yes	6/1/2008
Sasaki Diane	CLS	ME-PD	No	Yes	Yes	5/31/2006
Savarese, Lisa	SAH	RM/TR	No	Yes	No	11/13/2012
Savaske, Wendy	CLS	DES - CEE	No	Yes	Yes	3/27/2012
Schaitel, Nancy	CLS	DES - CEE	No	Yes	Yes	3/27/2012
Schams, Peter	SAH	Biology	No	No	Yes	10/27/2014
Schuh, James	SAH	Biology	No	No	Yes	10/27/2014
Schultz, Christine	SAH	ESS	No	No	Yes	4/21/2014
Schwan William	SAH	Microbiol ogy	Yes	Yes	Yes	12/1/1998

Sedlmayr, Steven	CLS	DES - CEE	No	Yes	No	11/13/2012
Seebach Bradley	SAH	Biology	Yes	Yes	Yes	12/1/1998
Semingson, Craig	CLS	DES - CEE	No	Yes	Yes	3/27/2012
Senger Steve	SAH	Computer Science	Yes	Yes	Yes	12/1/1995
Sessler, Lynn	CLS	DES - CEE	No	Yes	No	11/13/2012
Severson, Shelly	SOE	Education al Studies	No	Yes	No	10/27/2014
Sewell Diane L.	SAH	Microbiol ogy	No	Yes	Yes	5/31/2005
Shanks Joyce	CLS	ME-PD	Yes	Yes	Yes	12/1/1995
Shelley, Carl	SAH	Microbiol ogy	No	Yes	Yes	4/7/2009
Shirel Michelle	CLS	Education al Studies	No	Yes	Yes	11/14/2008
Shutters, Brad	SAH	Computer Science	Yes	Yes	Yes	8/8/2013
Sieck, Sandra	SAH	PA	No	Yes	Yes	4/5/2010
Simpson Steve	SAH	RM/TR	Yes	Yes	Yes	5/1/1995
Singh, Mayank	SAH	Computer Science	Yes	Yes	Yes	11/13/2012
Skemp, Karen	SAH	ESS	No	Yes	Yes	12/1/2000
Slayton, Sara	CLS	DES - CEE	No	Yes	No	4/1/2013
Sloan, Donald	CLS	Art	No	Yes	Yes	11/13/2012
Slocum, Rachel	SAH	Geo. & Earth Sci.	No	Yes	Yes	10/28/2011
Smith Ronda	CLS	Comm. Studies	No	Yes	Yes	12/2/2002
Smudde, Robert	CLS	DES - CEE	No	Yes	Yes	10/28/2011

Snively, Eric	SAH	Biology	Yes	Yes	Yes	10/10/2013
Snyder, Kathleen	CLS	ME-PD	No	Yes	Yes	3/27/2012
Solum Sandra	CLS	ME-PD	No	Yes	Yes	12/31/2006
Sparish, Barb	CLS	DES - CEE	No	Yes	Yes	10/28/2011
Sprain, Melissa	CLS	Education al Studies	No	Yes	No	10/29/2013
Sprain Timothy	CLS	ME-PD	No	Yes	Yes	12/31/2001
Steffen Jeffrey	SAH	ESS	Yes	Yes	Yes	5/1/1995
Steinmentz, Bradley	CLS	DES - CEE	No	Yes	Yes	11/15/2010
Stensvold, Mark	CLS	DES - CEE	No	Yes	Yes	3/27/2017
Steward, Thomas	CLS	DES - CEE	No	Yes	Yes	10/28/2011
Stewart Barbara E.	CLS	SAA	No	Yes	Yes	12/3/2003
Stewart Rick	CLS	ME-PD	No	Yes	Yes	11/14/2008
Steinbach Geoffrey	SAH	ESS	No	Yes	Yes	11/17/2008
Stoeckly Amy	CLS	ME-PD	No	Yes	Yes	11/24/2009
Stotts, Heather	CLS	Education al Studies	No	Yes	No	10/29/2013
St Pierre, Michael	CLS	DES - CEE	No	Yes	Yes	5/3/2011
Straker Gwyneth	SAH	Health Professions	No	Yes	Yes	12/1/1998
Strauss Eric	SAH	Biology	Yes	Yes	Yes	6/1/2008
Strouf, Susan	CLS	DES - CEE	No	Yes	No	4/1/2013
Sudhakaran Gubbi	SAH	Physics	Yes	Yes	Yes	5/1/1995
Svoboda,	CLS	SAA	Yes	Yes	Yes	9/1/2013

Victoria Swain	SAH	HEHP	No	Yes	Yes	11/16/2007
Geoffrey Swalwell	CLS	ME-PD	No	Yes	Yes	11/14/2008
Katy Swayne,	SAH	RM/TR	No	Yes	Yes	11/16/2010
Charles Taylor	SAH	Microbiol	Yes	Yes	Yes	12/1/1997
Bernadette Temple Joan	SAH	Health Professions	No	Yes	Yes	1/3/2005
Thiel, Richard	SAH	Biology	No	No	Yes	10/27/2014
Thompson Marcia	CLS	Art	No	Yes	Yes	11/14/2008
Thomsen Meredith	SAH	Biology	Yes	Yes	Yes	11/16/2010
Thomas, Matthew	CLS	Education al Studies	Yes	Yes	Yes	10/29/2013
Thomas, Nordia	CBA	Finance	Yes	Yes	Yes	11/12/2012
Thornburg, Steven	CBA	Accountancy	Yes	Yes	Yes	11/12/2012
Thorman Michelle	SAH	Health Professions	No	Yes	Yes	12/2/2002
Thornton Kim	CLS	Education al Studies	No	Yes	Yes	11/14/2008
Thoune, Darci	CLS	English	No	Yes	Yes	4/7/2009
Tippins, Steven	CBA	Finance	No	Yes	Yes	5/3/2011
Tischler, Amy	SAH	ESS	Yes	Yes	Yes	1/30/2013
Tobin Casey	CLS	Psychology	No	Yes	Yes	11/16/2007
Tourdot, Lynee	CLS	DES - CEE	No	Yes	Yes	4/6/2010
Twinde-	CLS	Sociology/	No	Yes	Yes	5/31/2005

Javner Vicki		Archae.					
Tylka, Gaye	CLS	DES - CEE	No	Yes	Yes	Yes	5/3/2011
Tymeson Garth	SAH	ESS	Yes	Yes	Yes	Yes	5/1/1999
Tyser Robin	SAH	Biology	Yes	Yes	Yes	Yes	5/1/1995
Tyvoll Rob	CLS	DES - CEE	No	Yes	Yes	Yes	11/24/2009
Udermann Brian	SAH	ESS	Yes	Yes	Yes	Yes	9/30/2002
Uppena, Darcy	CLS	DES - CEE	No	Yes	Yes	Yes	1/8/2010
Uttech, Deborah	CLS	ME-PD	No	Yes	Yes	Yes	4/7/2009
Vaden, (Sam) Russell	CLS	Psychology	Yes	Yes	Yes	Yes	10/28/2011
Vahala Mary	CLS	SAA	Yes	Yes	Yes	Yes	12/1/1998
Valiquette Lynne	CLS	Education al Studies	No	Yes	Yes	Yes	11/17/2008
Van Dalsem Shane	CBA	Finance	No	Yes	Yes	Yes	11/16/2007
Vandenberg -Daves Jodi	CLS	Women's Studies	Yes	Yes	Yes	Yes	11/24/2009
VanEpps, Brad	CLS	Education al Studies	No	Yes	No	No	10/29/2013
Van Voorhis Bart	CLS	Psychology	No	Yes	Yes	Yes	12/31/2002
Vann, Anne Marie	SAH	Health Professions	No	Yes	Yes	Yes	10/27/2014
Veerasamy, Suthakaran	CLS	Psychology	No	Yes	No	No	10/7/2013
Vianden, Jorg	CLS	SAA	Yes	Yes	Yes	Yes	11/15/2010
Vold Steven	CLS	Psychology	No	Yes	Yes	Yes	11/24/2009
Volk Thomas	SAH	Biology	Yes	Yes	Yes	Yes	12/1/1995

Wadzinski, Candy	CLS	Education al Studies	No	Yes	No	10/29/2013
Way Laura A.	CLS	ME-PD	No	Yes	Yes	12/31/2001
Weaver Todd	SAH	Chemistry	Yes	Yes	Yes	3/17/2003
Webster-Dahl, Lori	SAH	Health Professions	No	Yes	No	4/21/2014
Weddig, Mark	CLS	DES - CEE	No	Yes	No	11/13/2012
Weiland, John	CLS	ME-PD	No	Yes	Yes	5/3/2011
Weinberg, Harvey	CLS	DES - CEE	No	Yes	Yes	11/15/2010
Wen, Kuang-Wei	CBA	Informati on System	Yes	Yes	Yes	12/5/2002
White, Douglas	SAH	Rheumato logy	No	Yes	Yes	4/5/2010
White, James	SAH	ESS	No	Yes	Yes	11/13/2012
Whitcomb, Robert	SAH	HEHP	No	Yes	Yes	5/3/2011
Whitney, Emily	SAH	HEHP	No	Yes	Yes	10/28/2011
Wick, Daniel	SAH	RM/TR	No	Yes	Yes	11/16/2010
Widuch Daniel	SAH	RM/TR	No	Yes	Yes	4/20/2007
Wiener James	SAH	Biology	Yes	Yes	Yes	5/1/1997
Willhite Gary	CLS	Education al Studies	Yes	Yes	Yes	11/17/2008
Willhite Kathy	CLS	Education al Studies	No	Yes	Yes	11/17/2008
Wilker, Peter	SAH	Microbiol ogy	Yes	Yes	Yes	11/13/2012
Winfrey Michael	SAH	Microbiol ogy	Yes	Yes	Yes	12/1/1995
Winter Ken	CBA	Accounta	Yes	Yes	Yes	11/16/2007

Witt-Smith Carol	CLS	ney Education al Studies	No	Yes	Yes	11/24/2009
Wolf Robert	CBA	Finance	Yes	Yes	Yes	5/1/1998
Wolfenden, Carol	CLS	DES - CEE	No	Yes	Yes	5/3/2011
Woodward Janet	CLS	ME-PD	No	Yes	Yes	12/1/2001
Woyak, Angela	CLS	DES - CEE	No	Yes	Yes	3/27/2012
Woychik, Dawn	CLS	DES - CEE	No	Yes	No	11/13/2012
Wright Glenn A	SAH	ESS	Yes	Yes	Yes	12/31/2004
Wright, Jeffrey	CLS	DES - CEE	No	Yes	No	11/13/2012
Wycoff- Horn Marcie	SAH	HEHP	Yes	Yes	Yes	1/3/2003
Yan, Huiya	SAH	Mathemat ics	No	Yes	No	2/4/2013
Yehle, Ann	CLS	Education al Studies	Yes	Yes	Yes	11/12/2012
Yu Chia- Chen	SAH	ESS	Yes	Yes	Yes	12/1/1998
Zeinemann, Sally	CLS	Education al Studies	No	Yes	Yes	3/27/2012
Zheng Mao	SAH	Computer Science	Yes	Yes	Yes	5/3/2003
Ziegler, Mary Jo	CLS	Education al Studies	No	Yes	No	10/29/2013
Zollweg William	CLS	Sociology/ Archae.	Yes	Yes	Yes	5/1/1995

Appendix I. Summary of the Graduate Student Advisory Committee

March 25, 2015

March 26, 2015

On two consecutive days, two groups of the first Graduate Student Advisory Committee met with the Director of Graduate Studies to discuss graduate student needs. Below is a summary of those meetings.

Attendance (3/25): Nathali Niedorowski, Kallen Anderson, Noelle Ponasik, Shari Schoohs, A.J. Heil, Elizabeth Leighton

Attendance (3/26): Alyssa Gostonczik, Jenny Happ, Xing-xing Lin

Topics included:

Specific criticisms that might easily be fixed

- Some departments did not send admission letters and/or welcome letters.
- Some students didn't even know that they had been accepted. The Admissions letter went to their UW-L email, but they didn't know that they had a UW-L email. Students felt need for hard copy or letter to their application email
- Students sometimes went months into their program before meeting their advisor. Even after meeting their advisor, accessibility varied greatly between departments.
- Some students felt that the GAs received an orientation from their department, but the orientation should have been for all graduate students (not just the GAs).
- No upfront statement about how long the degree actually takes. If students do a thesis, let them know how long beyond the coursework it usually takes.

Orientation

- Far and away the biggest complaint was weak or inconsistent orientation for graduate students. **If the Office of Graduate Studies should concentrate on one thing during the 2015-2016 academic year, it definitely should be improved orientation.**
- No one explained Wings, no one explained D2L, no one told them that they had a UW-L email.

- Students without departmental handbooks were envious of students whose departments did have them.
- **When Steve explained that there had been a graduate student orientation as recently as two years ago, but attendance was poor (and had been for a few years), students suggested a virtual orientation (a series of 3-5 minute videos on orientation topics that would be linked to the Grad Studies website).**
- Some students thought another attempt at an orientation would be worthwhile. If done, try the Friday before the start of classes. Students felt most graduate students had already shown up in La Crosse. One person suggested the first Friday of classes.
- While students appreciated that the Graduate Director had come to one of their first classes to explain research grants, etc..., they felt that his talk was not a substitute for an orientation. The 40-minute presentation did not get at some of the very, very basic questions that they had.
- Students quickly realized that much of the orientation was departmental, and departments handled orientation differently (ranging from very good to none at all).

Workshops

- Current times of workshops are not conducive to programs that have their grad courses in the evenings (i.e., from 5pm on)
- In addition to current workshops (grant writing, poster making, student debt, investment), other suggestions include:
 - Orientation (see above)
 - Career services specifically for graduate students (job search, Ph.D. programs, how best to present skills of graduate student)
 - Thesis submission workshop (tips on final submission). Mixed opinions on this one. Some felt that they got the info from their department, others did not).
 - Thesis orientation. This suggestion had mixed reviews. Students with departments that had a research class did not want it; students without a research methods course did want it.
 - Publishing workshop. Tips on writing articles for publication.
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Sense of Community

- Appreciated GSO's (Graduate Student Organization) attempts at campus-wide social events, even though students don't attend. Problem is that grad courses are at odd times, so no good time for the events.
- Unanimous that students feel that they are "Students of the _____ Department," not "Students of UW-L." Except in a broad sense, they don't feel like students of UW-L.
- University is undergraduate focused, so graduate students tend to ignore events that are marketed to all students. Graduate students assume that these events cater to undergraduates.
- A suggestion of a campus-wide graduate blog or chat

Excellent faculty

- Students were concerned that the discussion was turning into a gripe session, when their experiences have been mostly positive. They wanted to state that 1) they were proud to be UW-L graduate students and 2) they found most of their professors knowledgeable, approachable, hardworking, and willing to go the extra mile for their students

Money

- Money issues were all over the map. Some complained that scholarships were almost entirely for undergraduates; others commented that their graduate school costs were considerably less than their undergraduate costs
- Comment of some students was that they needed an assistantship for more than 4 semesters. Comment of others was that, after 4 semesters, it was time to pass the money and the valuable experience off to another student.
- Could do better job of letting new students about grants. New students don't find out until it's too late to apply.
- Students said that they did not know what to do after receiving an RSEL grant. The award letter is clear about how to spend the money, but other expectations (presenting at Celebration of Student Research, et...) were less apparent

Alumni Advisory Group

- As most of the Committee members are near graduation, the current Committee members would be good start to an alumni advisory group.