

THE FUTURE OF THE UW-MADISON GRADUATE SCHOOL

A Report of the Ad Hoc Committee on Graduate School Restructuring

February 2, 2015

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Executive Summary

Graduate students are crucial to the ecology of a great research university. Engaging in the active production of new research alongside their faculty mentors, doctoral students collaborate in the advancement of knowledge and its publication. Vibrant graduate programs at both the master's degree and doctoral levels facilitate recruitment and retention of the best faculty. And graduate students learn not only to create knowledge but to disseminate it to the next generation in their role as teachers and researchers, serving the UW-Madison's undergraduate education mission and the wider world. Alumni of the UW-Madison Graduate School have contributed to the world's economy and addressed its most pressing social and scientific challenges. Some of those training here now will solve future global health and education problems. Others will shape public policy here and abroad. Still others will enrich our cultural life. The continuing excellence of graduate education at UW-Madison is therefore essential to the success of a rich research environment on campus and the global dissemination of knowledge for a better society.

In the spring of 2014, following several years of discussion, UW-Madison leaders and faculty determined that, given ongoing changes in higher education and the changes in federal funding for research, the campus should restructure the leadership and administration of research and graduate education. This document reports on the views of faculty, staff, administrators, and students across campus who have a stake in the aims and activities of the newly configured UW-Madison Graduate School. These constituents voiced their most urgent priorities as follows:

- To increase financial security and support for graduate students in a time of uncertain funding streams;
- To build innovative professional development programs for graduate students;
- To maintain high levels of integration between research and graduate education;

- To adapt Graduate School services, policies, and structure to meet the increasingly diverse array of graduate programs across campus;
- To find ways to make the best use of the highly skilled Graduate School staff; and
- To develop better systems for collecting and providing data needed to efficiently support graduate education across campus

Background

The UW-Madison Graduate School was created in 1904 and for much of its existence has overseen graduate education and research policy matters together.

In 2009, the campus debated the value of splitting these two functions. A committee, composed of nine members of the faculty, headed by Hector DeLuca, concluded that such a division was not necessary to advance the interests of both graduate education and research on the UW-Madison campus. The DeLuca committee stressed the importance of continuing to integrate graduate education and research.

In the few years since the DeLuca report, graduate education and scholarly research across the US have continued to change, facing a range of pressures, including a shrinking academic job market, reductions in federal research funding, and rapid growth in online education. In March of 2014, a faculty-staff committee chaired by Tim Donohue concluded that it was time to create two positions, a Vice Chancellor for Research and Graduate Education (VCRGE) and a Dean of the Graduate School, stating that “the new structure will, with substantial additional resources and skilled leadership, preserve and enhance crucial strengths while enabling flexibility to respond to urgent new pressures and take advantage of emerging opportunities.”

The Donohue report strongly recommended a separate budget line and independent administrative control over substantial resources for the newly conceived Graduate School. It also recommended the creation of two associate dean positions focused on addressing the changing landscape of graduate education. It provided few other details about the new Graduate School structure.

After reviewing the Donohue Committee report, the University Committee issued its own statement, calling on the new VCRGE and the new Dean of the Graduate School to ensure divisional representation among the associate deans of the Graduate School. In May 2014, the Faculty Senate passed the University Committee’s proposal.

Since September 2014, Interim Vice Chancellor for Research and Graduate Education Marsha Mailick and Interim Dean of the Graduate School Wendy Crone have been working to put the new structure in place. In order to map a future for the Graduate School, Mailick and Crone charged a faculty-staff committee with:

collecting information from campus stakeholders relevant to the organization of the Graduate School under the new structure, and helping us consider priorities for the future. ...[identifying] stakeholder perceptions of priorities in the new structure, crucial activities for graduate education, activities not currently being conducted but which are needed, activities that are currently being conducted by the Graduate

School that are not essential, and issues/topics that should be part of the Graduate School's mission/vision.

The present committee has been guided by this charge as well as the reports from the Donohue and University Committees. In order to create this report, we read a range of documents and held meetings with stakeholder groups and individuals (for a full list, see Appendix A).

Committee findings

In the course of our meetings, various stakeholders expressed a great deal of praise and support for the work that the Graduate School does now. In listening to comments and suggestions from meeting participants, the Committee identified five areas that stakeholders believe deserve attention or additional development.

We heard praise for the following aspects of the Graduate School's operations:

- its excellent and highly professional staff;
- the provision of strong academic services and oversight of academic programs;
- its crucial role as a partner in academic planning;
- the success and importance of program review;
- a genuine concern shown for graduate students; and
- recent professional development opportunities created for students considering non-academic careers.

Five themes recurred in conversations that warrant further attention and development:

1. ***The Graduate School's role as an advocate for graduate education.***

The new role of the Graduate School as an independent entity provokes both hope and anxiety among stakeholders. As a re-envisioned school, it does not yet have a clear statement of its specific goals, nor a mechanism to reassess and rearticulate its needs as these change in the face of new pressures and opportunities. Some stakeholders we consulted expressed concern that in order to guide decision-making for the future, the Graduate School would need to articulate both short- and long-term objectives and be able to revisit these as the landscape of graduate education shifts. Without a firm, shared understanding of the fundamental values and activities of the Graduate School, without administrative support for those values and activities, and without persuasive processes for setting and resetting goals, stakeholders argued that it would be difficult to make unifying, visionary decisions for the benefit of graduate education across the campus.

The current reorganization provides a unique opportunity for the Graduate School to strengthen its role as a powerful voice for graduate education at UW-Madison. Key roles that deserve attention include:

- a. **Promoting graduate education in a rapidly changing environment.** At a time of diminishing resources for higher education, many stakeholders noted the need for the Graduate School to communicate the importance, value, and impact

of graduate education to the general public at the state and national levels as well as to campus administration, departments, and schools.

- b. **Providing leadership for new and evolving programs.** Stakeholders suggested a need for administrative flexibility in the face of changes in graduate education programs. Graduate programs offered at UW-Madison continue to evolve in content, format, and student populations. Most of this evolution is initiated at the department or college level. This is especially true in the development of interdisciplinary and online graduate degree programs. In both of these areas, stakeholders perceived that existing Graduate School policies and administrative practices were indifferent at best and frequently placed frustrating obstacles to program approval and efficient program operation.
- c. **Proactively identifying and addressing the needs of a diverse population of graduate students.** Students, staff, and faculty agreed on the importance of the Graduate School as a campus-wide body to focus on the specific experiences of graduate students and to lead efforts to work with campus offices, faculty, and staff to deliver on the promise of a high-quality experience for all UW-Madison graduate students.
 - i. **Changing populations and programs.** Stakeholders suggested that Graduate School policies and practices need to be modified to adapt to evolving student and program needs. Examples include exploring how Graduate School policies might expand to meet the needs of the growing population of online students.
 - ii. **Underrepresented minority students.** Both students and faculty noted an opportunity and need for the Graduate School to play an enhanced leadership role in coordinating efforts to recruit and support underrepresented minority graduate students.
 - iii. **Review and advice.** Graduate students, as well as graduate program directors and coordinators, see the Graduate School as a safe place for review and advice, helping students to address issues that cannot always be effectively resolved at the program level, such as short-term funding issues, unusual student-faculty conflicts and student mental-health needs. This is an important role that can grow as the Graduate School enhances its visibility as the advocate for graduate students and graduate programs.
- d. **Partnering with schools and colleges to coordinate shared initiatives.** Stakeholders suggested that there are a number of services related to graduate education that could be provided by Graduate School staff in partnership with school/college level representatives, including the coordinated collection, aggregation, and dissemination of electronic information.
 - i. **Data collection.** While directors and coordinators of graduate programs expressed great appreciation for the Graduate School's staff in their support

of admissions, monitoring student progress, provision of graduation warrants, and the collection and reporting of program outcomes, program representatives also indicated a strong desire to work more closely with the Graduate School to support programs more efficiently and effectively. Examples mentioned by stakeholders include: making relevant campus and researcher data for NIH training grants more centrally accessible, providing Graduate School applicant data in formats more conducive to efficient review by faculty, and modifying the GWIS data reports and related training.

- ii. **Career development.** Program leaders appreciate recent efforts of the Graduate School to provide career development information and seminars. There is interest in having the Graduate School expand career development services that are offered in partnership with schools, colleges, and graduate programs.

2. *Graduate School Funding*

At a time when the University is experiencing intense financial pressure, it is not surprising that the problem of inadequate funding for the Graduate School emerged repeatedly in our meetings. We did learn, however, that several specific factors make graduate education especially vulnerable in this moment:

- a. **Competition with peer institutions.** Many of our peers have been able to offer more competitive funding packages to graduate students than we offer, making it difficult for the University of Wisconsin-Madison to compete for the most qualified applicants. One #1-ranked graduate program said that they routinely lose students to less prestigious institutions because of the higher level of funding those institutions are able to provide.
 - i. In the Physical and Biological Sciences, our peer institutions are increasingly offering fellowships to incoming students in the first year so that beginning students can explore multiple research pathways and focus on their coursework. University of Wisconsin-Madison departments commonly fund these students through assistantships, and therefore require them to work on specific, predetermined projects in their first year. From the fall of 2010 through the fall of 2014, graduate programs in the physical and biological sciences supported between 63% and 73% of their students on research, project, or teaching assistantships. Such appointments, in contrast to fellowships and traineeships, limit student time for intellectual growth and exploration.
 - ii. In the Arts and Humanities and Social Sciences, we heard that many of our peers offer substantially higher salaries for teaching and project assistants. Our offers are not only comparatively low, but in many cases may not even amount to a living wage. According to some of those with whom we spoke, students supported at 33% are eligible for food stamps.
 - iii. In the Arts and Humanities and Social Sciences, we also learned that our

peers commonly offer multi-year funding packages at the time of acceptance, and many UW-Madison programs are not able to match such offers, putting them at a competitive disadvantage.

- iv. Our peers in the Social Sciences and Arts and Humanities increasingly offer summer funding as part of their student packages. At UW-Madison, graduate students are often supported on 9-month contracts. Students not paid over the summer are typically obliged to seek employment during those months, slowing research and likely increasing student time to degree.
- b. **Threats to graduate education from the new campus budget model.** Several groups expressed concern that the new budget model would deepen the underfunding of graduate education. Going forward, the campus will reward specific activities, such as high-enrollment classes and grants that bring in external monies. Graduate education can rarely be offered in high-enrollment environments. The training of researchers and professionals frequently relies on one-on-one interaction; it is labor intensive and thus expensive. Some stakeholders argued that the UW-Madison has long been famous for graduate education, and that we have a responsibility to train the knowledge-seekers and producers of the generations to come. They worry that the new budget model will undermine the campus's longstanding commitment to graduate education.
- c. **When the UW-Madison does not cover graduate student tuition.** Externally funded researchers in the physical and biological sciences, we learned, are increasingly hiring postdocs in place of graduate students; graduate students have become less attractive to train in part because tuition costs are borne by the mentor's research grants.
- d. **Inadequate support for development.** When asked how our peers are able to support graduate students better than we do at the UW-Madison, our stakeholders most often answered that they had secured major gifts from donors. Although dedicated development staff have successfully enhanced resources at peer graduate schools, the UW-Madison Graduate School has never had a dedicated development team. Such a team would have to work closely with fundraising efforts in schools, colleges, and the UW Foundation.
- e. **Grants policy.** In our conversations, stakeholders repeatedly expressed frustration with extra costs associated with grant funding for graduate students.
 - i. It is a source of aggravation to many stakeholders that the University of Wisconsin-Madison charges tuition remission and fringe benefits on external fellowships and grants as well as internal or endowed program fellowships. At a time of substantial budget restriction, this means the money received externally or acquired internally does not go as far as it might otherwise.
 - ii. While the Graduate School and the Office of the Vice Chancellor for Research and Graduate Education provide supplements for a number of prestigious

fellowships that our students receive, there are many (such as Fulbright grants) for which the Graduate School does not provide supplementation.

- iii. At one meeting, participants noted that international graduate students are not eligible for support through federal training grants. These stakeholders reported that it can be difficult to find research assistantship support for international students who seek to work in laboratories.
 - iv. There is currently no campus program or process to train new managers or PIs to prepare training grants. The UW-Madison also lacks a central database that could hold and allow easy updating of information required for training grant proposals; because of this absence PIs waste significant effort independently collecting and organizing data needed by multiple programs.
- f. **Insufficient support for recruitment of underrepresented minority students.** Increasing diversity will enhance the quality of all students' educational experiences, introducing both graduate and undergraduate students to a broader array of ideas and perspectives than they would be exposed to in a more homogenous student population. While those with whom we met are enthusiastic about the support provided for underrepresented minority graduate students through Advanced Opportunity Fellowships, they noted that the net budget for this program has not changed in a number of years, while costs have increased. What is more, the number of AOF-eligible students admitted to UW-Madison graduate programs increased from 708 in 2008-09 to 1,281 in 2014-15. As a result, the gap between the funding available and the numbers of AOF-eligible students admitted has increased. Several groups made the case that additional directed funding—such as more Advanced Opportunity Fellowships—could increase the number of underrepresented students in our graduate population.
- g. **Too much reliance on teaching in the first year.** According to some with whom we met, the structure of graduate support at the UW-Madison requires that too many first-year graduate students in the social sciences (and perhaps in other divisions) must be supported on teaching assistantships. Given first year students' limited disciplinary knowledge and unproven pedagogical skills, this is detrimental both to the undergraduates they teach and to their own intellectual development.

3. *Graduate Student Professional Development*

Career opportunities for those with graduate degrees have been changing rapidly in recent years, diminishing along some traditional pathways and evolving along others. As the number of new faculty positions continues to contract, it is no longer reasonable to expect that graduate students pursue only tenure-track academic careers. Stakeholders were enthusiastic about the Graduate School's work on

professional development, and many expressed the need for this to expand. On campus, more resources are available to undergraduates than graduate students for career support, professional placement, interview practice, and so on. Although certain types of graduate-level professional development can best be undertaken or coordinated by the Graduate School, other efforts are, and have been, more appropriately locally managed and adapted to the missions, skills, and needs of specific programs.

- a. **More resources for professional development programs.** Many existing programs would benefit from coordination, support, and advocacy from the Graduate School. Some initiatives, like the Delta Program, began without Graduate School support but might be improved with central coordination and staffing. Training grants are another example: a traditional UW-Madison strength, they often provide excellent professional development yet lack discretionary funds to do this important work. Stakeholders also maintained that the Graduate School could initiate valuable new professional development activities, such as programs for students in interdisciplinary programs, where career paths may be even less clear than those in traditional fields. Specific areas of professional development identified as high need included:
 - i. **Teacher training.** Stakeholders noted that many teaching assistants are inadequately trained from the start and have little follow-on mentoring as the term progresses. There is an array of teacher training programs available to graduate students on campus, including the Delta program, initiatives offered through the Office of the Provost, and opportunities provided at the college or school level. The Graduate School could work with the Vice Provost for Teaching and Learning to create a clearinghouse for information on existing programs and to determine what additional programs might be developed and who on campus might best initiate such programs.
 - ii. **Business and entrepreneurship skills.** Graduate students often move into industry after earning master's and doctorate degrees. While on campus there are currently a number of programs for graduate students like the Wisconsin Entrepreneurial Bootcamp and the Entrepreneurs speaker series, the campus would benefit if the Graduate School could serve as a hub for information on what programs are available currently. Beyond this, there are likely opportunities for the Graduate School, perhaps in partnership with other schools and colleges, to build on existing offerings.
 - iii. **Technological communications and digital skills.** A technological revolution is well underway, changing the very contours of knowledge and communication. Mixing visualizations with text and sound, digital media require new skills and practices for traditionally trained academics and offer opportunities for a range of new career paths. Graduate students who seek careers business and industry, for example, will often be expected to present to clients and employers in multimedia forms that look compelling and professional. This is another area where the Graduate School could

determine what exists already on campus and perhaps serve as a clearinghouse. In addition, the Graduate School could determine what kinds of programs in this area are still needed and collaborate with others on campus on relevant professional development.

- iv. **Integration with program evaluation.** As graduates seek different career opportunities from those originally intended, the Graduate School's program evaluation process might helpfully push schools and colleges to offer programs that are more closely aligned with these career paths.
- b. **Individual Development Plans.** Stakeholders praised the recent Graduate School emphasis on individual development plans (IDPs). However, we heard that the current IDP web interfaces could be improved to encourage easier consideration of both academic and non-academic career options.
- c. **Coordination with the new Postdoctoral Trainee Professional Development and Services office within the VCRGE administration.** Many professional development programs developed for postdocs are also applicable to senior graduate students. It would make sense to coordinate these efforts to reduce unnecessary duplication. Our discussions suggest the importance of communication and coordination between the unit for postdocs affiliated with the Office of the VCRGE and that for graduate students in the Graduate School.

4. The culture and organization of the Graduate School

Our meetings with stakeholders highlighted several concerns about the structure and design of the Graduate School. A number of participants suggested that the current structure has emerged piecemeal, as a result of a succession of incremental changes, including cuts in resources and shifts in personnel. The separation of the Graduate School from the Office of the Vice Chancellor for Research and Graduate Education offers the Graduate School an opportunity to analyze the needs and objectives of graduate education and to make some thoughtful choices about how to organize activities moving forward.

Several specific issues emerged from the input received by the committee that might help to inform such decisions:

- a. **Staffing.** While often enthusiastic about the services they have received from the Graduate School, constituents also repeatedly indicated that the Graduate School seemed to be severely understaffed for its many responsibilities, both at and below the associate dean level.
 - i. **No time for long-range planning.** Those who work in the Graduate School reported that they often operate in "crisis mode" with little time to plan. This leaves few opportunities to undertake new initiatives that may benefit all graduate programs.

- ii. **Increased workloads.** The rise of revenue-generating programs has increased the workload in the Graduate School and left even thinner coverage for other critical activities.

- b. **An opportunity to rethink roles and responsibilities.** In some cases, responsibilities in the Graduate School appear to be particular to the individuals occupying positions. Functions have been combined and the resulting job titles are often opaque to those outside of the Graduate School seeking services or information. There may be opportunities for redistributing functions among Graduate School staff. Feedback from stakeholders suggests that, at a minimum, retitling some positions would allow members of the UW-Madison community to better understand what the Graduate School does and who they would most logically work with in order to meet their needs.

- c. **Divisional representation.** Stakeholders frequently expressed concern that the Graduate School remain aware of the widely varying needs, practices, and funding structures of different fields. But they did not always agree that the most important differences fell neatly into divisions. Online programs, for example, may have more in common with each other than with residential programs in related disciplines, and emerging interdisciplinary programs may necessarily straddle the traditional divisions. What seems crucial is that Graduate School staff continues to have access to relevant knowledge of many fields and programs in order to perform effectively.
 - i. **Contexts where divisional representation matters.** A fine-grained knowledge of division specificity is critical in some areas of decision-making, including funding for graduate students, program reviews, professional development, and academic services. Many stakeholders expressed concern that without divisional representation among Graduate School staff, the outcomes of fellowship competitions, for example, would not be seen as fair and legitimate.

 - ii. **Divisional Associate Deans.** There was disagreement among those with whom we met about whether division-specific needs require having four divisional associate deans. However, it seemed likely that effective associate dean representation will require relationships that extend deeply into the many units within each division. This may be difficult to achieve with minimal appointments. There may be other creative ways to achieve divisional insight and representation in the Graduate School, such as rotating faculty advisory positions or shared governance committees.

- d. **An opportunity for further staff engagement.** In our meetings, the Graduate School staff seemed highly motivated. They greatly value the mission of the Graduate School and are eager to contribute even beyond their current roles. Despite a very heavy workload, they would value additional involvement in key decisions. For example, new ideas on how to organize the work of the Graduate School could help it accomplish its mission more effectively. This willingness to

engage struck the committee as a significant intrinsic resource for the Graduate School going forward.

5. *Integration of graduate education with the campus research mission*

The strength of graduate education is intimately tied to the quality of research on campus, and the quality of campus research depends on a cohort of excellent graduate students. Many stakeholders expressed worries about the continued integration of research and graduate education. We heard uncertainty about how the recent separation of VCRGE and the Graduate School will shape the overall mission of graduate education and how it will affect the specific work of individuals in both offices.

- a. **Interaction between the Graduate School and the Office of VCRGE Staff.** In the wake of the initial restructuring, Graduate School staff have fewer interactions with the new VCRGE offices than they had previously, and regular practices of interaction have not emerged to replace the structure of relationships that existed previously. According to those with whom we spoke, informal coordination is harder to achieve in the new structure and will be even more challenging as new employees lack informal ties across the two units. In our meetings, we heard a strong desire by Graduate School staff to find ways to maintain interaction between the Graduate School and the Office of the VCRGE.
- b. **Smooth communications.** For a robust integration of graduate education and research, the flow of information between the two offices must be smooth, rich, and efficient. Staff at all levels were eager to understand and participate in the continuing coordination between research and graduate education.
- c. **Fall Competition and start-up funds.** The most frequent concerns we heard about coordination between the Graduate School and the VCRGE from faculty had to do with the Fall Research Competition. The Fall Competition, which is highly visible across campus, is one site where graduate support has long been inextricably intertwined with research. That program, along with start-up packages, has been a crucial positive source of faculty connection to the Graduate School.

Constituents raised two specific issues in this area:

- i. **Support for graduate students.** A number of stakeholders expressed the hope that the Fall Research Competition will continue to make supporting graduate students a priority. It is worth noting that in the first competition since creation of the Office of the VCRGE, funding for graduate students accounted for roughly 50% of awarded dollars, a level similar to that provided over the past five years.
- ii. **Bridge funding.** Given the current national research funding environment, several constituents were concerned that the Graduate School would not be able to meet the growing need for graduate student bridging support for

students who experience gaps in their funding due to their mentors' loss of external support.

Priorities

In the end, our Committee was able to identify a clear set of priorities that emerged over the course of our discussions with the various stakeholders we consulted. Among these, two emerged as the most urgent for graduate education at UW-Madison:

- **Increased funding for graduate students:** This is a complex problem and should be confronted on a number of levels. In the immediate term, more support from central campus and the Wisconsin Alumni Research Foundation would enable our graduate programs to compete successfully for the best graduate students. Over the longer term, it seems that new sources of funds will need to be found. In this context, hiring a development director focused exclusively on graduate education and the Graduate School is likely to be a profitable investment. Ongoing collaboration between the Graduate School and campus schools and colleges will also be important.
- **Bolstering professional development:** The Graduate School currently offers valuable professional development programs for students. Schools, colleges, and individual programs also provide some relevant services. However, it is clear that, in the face of a changing graduate-education environment, what we offer is not sufficient. Additional Graduate School staff and funds for an array of new programs are clearly called for.

Those concerned about graduate education from across campus also repeatedly pointed to organizational and administrative matters. Among the important priorities identified are:

- **Integration of research and graduate education:** Stakeholders repeatedly voiced concerns that the restructuring would weaken the UW-Madison's hallmark commitment to integrating graduate education and research. There are a number of ways to maintain robust integration; however, it does seem important that substantial connections and communication at all levels remain between the Office of the Vice Chancellor for Research and Graduate Education and the Graduate School.
- **An inclusive Graduate School structure:** Staff in the Graduate School are knowledgeable and talented. Stakeholders urged us to make certain that personnel are utilized in ways that take full advantage of their commitment and skills.
- **Divisional knowledge:** Given the diverse academic cultures on campus, the Graduate School must be able to understand the range of differences and take these into consideration in decisions about graduate education. There are numerous and creative ways to guarantee divisional sensitivity.

- **Data services:** Data is important for a number of graduate education functions, and the Graduate School already plays a central role in collecting and maintaining certain varieties of data. Stakeholders across campus believe the Graduate School needs to play a larger role in this domain and must re-evaluate and adapt the types of data collected, the formats in which it is delivered, and related training for staff and faculty to evolving needs across campus. Adequately fulfilling this role will clearly require additional resources.
- **Adaptation to evolving graduate programs and students:** Recent trends include the growth of inter-disciplinary, online, and master's-level programs. The Graduate School has a valuable role to fill in adapting its policies proactively to foster growth in these programs that deliver strategic value in advancing UW-Madison's reputation as a leader in high-impact, world-class graduate education.

Appendix A: Documents and stakeholders consulted by the Committee

From the end of October through early December, the Committee reviewed documents and gathered information about the role and function of the Graduate School from key stakeholder groups on and off campus. Two or more members of the Ad Hoc Committee attended each group meeting and then reported findings back to the Committee as a whole. The committee also offered members of the UW-Madison community the opportunity to express their views via an online feedback form.

The primary **written documents** consulted were:

- Briefing Document for the Ad Hoc Committee on Graduate School Restructuring (Compiled by Interim Dean Wendy Crone)
- Report of the Working Group on Leadership Changes in the Office of the Vice Chancellor for Research/Dean of the Graduate School, March 17, 2014
- Faculty Document 2500: Recommendations on the Organization of Research and Graduate Education, May 5, 2015
- University of Wisconsin-Madison Graduate School Strategic Plan, 2012-2017
- Graduate Assistant Stipend Peer Comparisons, Fiscal Year 2013-14, prepared by the Academic Planning and Institutional Research Office at UW-Madison
- Peer Comparison of Graduate Student Financial Support, prepared by the Academic Planning and Institutional Research Office at UW-Madison
- Research and Graduate School Comparison Charts (Prepared by Jennifer Martin and Sigrid Peterson)
- Survey (Working Document) of Strategic Initiatives of the Graduate Schools of Committee on Institutional Cooperation (CIC) Member Universities

We list the **stakeholder groups and individuals we invited to meetings** below. The number of participants at each meeting varied, but routinely included anywhere from a dozen to well over forty attendees in one instance. Each meeting lasted for approximately an hour during which Committee representatives provided a short overview of the Committee charge and then posed some opening questions to invite participant responses.

- Interim Dean Wendy Crone
- Assistant Deans of the Graduate School
- Graduate Faculty Executive Committee
- Graduate Research Scholars Governance Committee
- Directors of Graduate Studies
- Graduate Program Coordinators
- Delta Program Leadership (Robert Mathieu and Steve Ackerman)
- University Council on Academic Affairs and Assessment
- Summer Research Opportunity Program Committee (Janet Branchaw, Maya Holtzman)
- Graduate Students/TAA Representatives
- Training Grant PIs
- Postdoctoral Researchers
- Students and alumni from Online Graduate Programs