

Graduate Council  
**GENERAL SESSION AGENDA**

Tuesday, September 3, 2019

11:50 a.m. – 1:20 p.m., Seminar Room 5257, Mosse Humanities Building

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- I. Welcome and Introductions
- II. Approval of April 29, 2019 minutes (attached)
- III. Announcements and updates
  - A. Grad student election results
  - B. Committee assignments
  - C. Admissions-Funding Timeline and Process 2019-2020 (attached)
  - D. Grad Program snapshot (attached)
  - E. Changes to GSSC allocation (attached)
  - F. Jewish History revision to Grad Handbook – approved via email in June (attached)
- IV. For discussion or action
  - A. Removing GRE requirement
  - B. 701 Survey (attached)
  - C. Doctoral Exit Survey (attached)
  - D. New AHA forum for history graduate student associations – Tyler Lehrer (attached)
  - E. Brainstorm priorities for 2019-2020
    - i. Admission targets
    - ii. Other

**GRAD PROGRAM EVENTS**

<b>9/4</b>	Fall 2019 classes begin
<b>9/12</b>	Ethan Katz Lecture
<b>9/13</b>	Tessa Croker Workshop
<b>9/16</b>	Department Meeting
<b>9/16</b>	TA Training I
<b>9/23</b>	Department Colloquium
<b>9/30</b>	Diversity Training I
<b>10/7</b>	Next Grad Council Meeting

Graduate Council  
**GENERAL SESSION MINUTES**

Tuesday, September 3, 2019

11:50 a.m. – 1:20 p.m., Seminar Room 5257, Mosse Humanities Building

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Present: Dennis (Chair), Hennessy, Houck; Abadie, Normand; Gramer, Cerepak, Crifasi, Lehrer, Walsh

Absent: Ciancia, Rock-Singer

- I. Welcome and Introductions
- II. Minutes of April 29, 2019 meeting – Approved
- III. Announcements and updates
  - A. Grad student election results and committee assignments (Abadie)
  - B. Admissions-Funding Timeline 2019-2020 (Normand)
  - C. Grad Program snapshot (Abadie)
  - D. Changes to GSSC allocation (Dennis)
  - E. Jewish History revision to Grad Handbook (Dennis)
- IV. For discussion or action
  - A. Removing GRE requirement - Discussed
  - B. 701 Survey – Reviewed final draft
  - C. Doctoral Exit Survey – Report by Abadie
  - D. New AHA forum for history graduate student associations - Discussed
  - E. Brainstorm priorities for 2019-2020 – Tabled
  - F. Admission targets – Reviewed by Dennis

# GRAD ADMISSIONS/FUNDING TIMELINE AND PROCESS

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*Benchmarks in 2019-2020 recruitment for Fall 2020 entering class*

Note: Entries in italics are informational only, not part of the admissions/funding process

Date	Task/Event
September	<ul style="list-style-type: none"> <li>Fellowships and Scholarships (F&amp;S) Committee schedules Feb. 2020 meeting</li> <li>Grad Council (GC) schedules Jan. 2020 Executive Session for reviewing admissibility</li> </ul>
Early November	Block fellowship application due (if applicable – more info to follow)
November 4 GC meeting	GC reviews Grad School block fellowship application for History & HSMT
December 1	Application deadline for Fall 2020
December 6	Faculty review of applications begins: <ul style="list-style-type: none"> <li>Graduate Admissions Coordinator finalizes spreadsheets for faculty review of applications and uploads to UW Box</li> <li>DGS distributes instructions and nomination forms to the faculty</li> <li>DGS requests fields to submit ranked admission nominations by <b>January 17</b> (nominations should include wait-list candidates)</li> </ul>
Early December	<ul style="list-style-type: none"> <li>Results of the Grad School block fellowship competition to be announced; DGS notifies fields of any needed adjustment in admissions targets, based on our allocation of fellowships from the Grad School</li> </ul>
<i>TBD (12/26?)</i>	<i>Last day to submit Fall 2019 grades</i>
<i>January 3–6</i>	<i>AHA Annual Meeting, NYC</i>
January 17	Deadline for fields' submission of ranked nominations
<i>January 21</i>	<i>Spring 2020 instruction begins</i>
January 21–23	Graduate Admissions Coordinator prepares spreadsheet of nominated applicants for the GC Executive Committee's review
TBD (1/27?)	GC Executive Committee meets to confirm nominees' admissibility
January 31	Grad Program Assistant uploads the nomination forms and applicant files to UW Box for F&S review
February TBD (2/7?)	F&S meeting to evaluate nominations in light of targets, to select applicants for funding offers, and to draw up a ranked list of the wait-list candidates across fields (up to 3-hour meeting)
Early February	DGS negotiates with the Graduate School conversion (if any) of "keeper" fellowships to "one-time" fellowships and secures Grad School approval of offer letters
Early February	DGS emails advance notice of acceptance to admitted and waitlisted students
February 12-13	Offer letters of admission/funding emailed to admitted applicants
February 14	Letters emailed to applicants not admitted

CONTINUED ON NEXT PAGE

February 18	Offer letters of admission/funding mailed to admitted applicants
Mid-February – April 15	DGS re-extends declined “keeper” fellowships (if any), based on wait-list, or requests conversion to diss. fellowships
March 7-9	Recruitment Weekend
<i>March 14 – March 22</i>	<i>Spring break</i>
April 15	Decision deadline for admitted applicants
April 17	DGS distributes updated degree program profiles (incl. future support obligations) and solicits information on fields’ admission plans for the 2021-2022 cohort
April 24	Deadline for fields’ submission of reports on admission plans for the 2021-2022 cohort
April 27 GC meeting	<ul style="list-style-type: none"> <li>• DGS reports on results of admissions/recruitment of the 2020-2021 cohort</li> <li>• GC reviews field reports on future plans and sets admissions targets for the 2021-2022 cohort</li> </ul>
Dept. meeting TBD	DGS reports on recruitment of the 2020-2021 cohort and on the targets set for 2021-2022

	A	B	C	D	E	F	G	H
1		Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	% change, 2015-2019	Trendline
2	<b>STUDENTS</b>							
				HSMT & History Merged 7/1/17				
3	<b>All Students:</b>	158	157	150	135	137	-13.3%	
4	<b>On leave:</b>	6	4	3	4	2	-66.7%	
5	<b>Active Students:</b>	152	153	147	131	135	-11.2%	
6	<i>Dissertators</i>	102	96	90	76	73	-28.4%	
7	<i>Prelims level</i>	23	25	21	23	24	4.3%	
8	<i>MA level</i>	27	32	36	32	38	40.7%	
9	<b>By Program (active students)</b>							
10	<b>Cross-program</b>	1	3	6	6	4	300.0%	
11	<b>Africa</b>	8	10	11	8	8	0.0%	
12	<b>Central Asia</b>	1	1	1	1	1	0.0%	
13	<b>East Asia</b>	16	18	17	16	17	6.3%	
14	<b>Europe</b>	40	38	27	25	32	-20.0%	
15	<b>HSMT</b>	NA	NA	15	17	16		
16	<b>CWH</b>	1	1	1	0	0		
17	<b>Latin America</b>	11	8	2	1	3	-72.7%	
18	<b>Middle East</b>	2	1	1	0	0	-100.0%	
19	<b>South Asia</b>	3	2	0	0	0	-100.0%	
20	<b>Southeast Asia</b>	8	9	9	8	8	0.0%	
21	<b>US</b>	63	62	57	49	46	-27.0%	
22	<b>PGWH*</b>	7	7	6	6	6	-14.3%	
23	* PGWH students are included in the data above for U.S. and European History.							
24	<b>FUNDING</b>							
25	<b>History TAs</b>	36	35	40	40	42	16.7%	
26	<i>as a % of all students</i>	23%	22%	27%	30%	31%	34.5%	
27	<b>Outside TAs</b>	10	9	4	5	4	-60.0%	
28	<i>as a % of all students</i>	6%	6%	3%	4%	3%	-53.9%	
29	<b>History PAs</b>	8	7	12	5	5	-37.5%	
30	<i>as a % of all students</i>	5%	4%	8%	4%	4%	-27.9%	
31	<b>Outside PAs</b>	9	8	6	2	2	-77.8%	
32	<i>as a % of all students</i>	6%	5%	4%	1%	1%	-74.4%	
33	<b>Dept fellowships</b>	11	14	14	11	11	0.0%	
34	<i>as a % of all students</i>	7%	9%	10%	8%	7%	-3.8%	
35	<b>Dept. Other</b>			1				
36	<b>UW fellowships</b>	34	25	16	21	25	-26.5%	
37	<i>as a % of all students</i>	8%	10%	10%	10%	18%	128.1%	
38	<b>External Fellowships:</b>	20	23	22	20	18	-10.0%	
39	<i>as a % of all students</i>	13%	15%	15%	15%	13%	3.8%	
40	<i>ACLS, Fulbright, Javits, SSRC</i>	3	4	6	6	3		
41	<i>FLAS</i>	6	2	3	2	5		
42	<i>Military/employer</i>	1	3	4	5	3		
43	<i>Other (e.g., govt, misc. fellowships)</i>	10	14	9	7	7		
44	<b>UW Lecturer (tuition remission)</b>	4	4	6	5	4	0.0%	
45	<b>Self-funded:</b>	16	28	22	22	23	43.8%	
46	<i>as a % of all students</i>	10%	18%	15%	16%	17%	65.8%	
47	<i>Dissertators:</i>	15	28	21	19	21	40.0%	
48	<i>Pre-dissertators:</i>	1	0	1	3	2	100.0%	
49	<b>Unknown:</b>	4	0	0	0	0		
50	<b>DEGREES AWARDED/TERMINATIONS</b>							
51		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019		
52	<b>PhDs Awarded:</b>	18	16	28	20	9	-50.0%	
53	<b>Dropped:</b>	6	3	9	6	11	83.3%	
54	<i>No degree</i>	2	0	4	4	2	0.0%	
55	<i>Terminal MA</i>	4	1	1	1	5	25.0%	
56	<i>Prelims level</i>	0	2	0	1	2		
57	<i>Dissertator</i>	0	0	4	0	2		

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**From:** Lisa Martin <[lisa.martin@wisc.edu](mailto:lisa.martin@wisc.edu)>

**Sent:** Friday, July 12, 2019 1:52 PM

**To:** [dgs-ah@lists.wisc.edu](mailto:dgs-ah@lists.wisc.edu); [dgs-ss@lists.wisc.edu](mailto:dgs-ss@lists.wisc.edu); [dgs-phy@lists.wisc.edu](mailto:dgs-phy@lists.wisc.edu)

**Cc:** LaRuth McAfee; Russell Schwalbe; WILLIAM J KARPUS; Parmesh RAMANATHAN; FLORENCE C HSIA

**Subject:** GSSC / working groups fall 2019

Dear DGSs in the Physical Sciences, Social Sciences, and Arts and Humanities,

I write with an update about the Graduate Student Support Competition (GSSC) process for this upcoming year. The Graduate School is taking a strategic look at our funding structure and process during the 2019-2020 academic year. We anticipate that the funding we have to allocate in Fall 2019 will be at approximately the same level as it was in Fall 2018.

Therefore, the Graduate School does not plan to run the GSSC in the fall. Instead, programs can expect to receive the same level and type of funding for FY21 as they did for FY20. (We will work individually with any programs that did not receive funding for FY20 to determine an appropriate funding level for FY21).

As part of our strategic review, and at the urging of faculty in the biological sciences, a working group has been formed in that division, charged with studying the organizational structure of the division and PhD funding. The charge to that working group is attached.

I am writing to get your feedback on two issues. First, do you think that a similar working group should be formed in your division? Second, would you be willing to be a member of such a working group?

If we do not form working groups in all divisions, we will implement other mechanisms to gain feedback from DGSs about PhD/MFA/DMA funding. Please get back in touch with me as soon as you can with your answers to the above questions, and with any questions you might have.

Best regards,  
Lisa

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Lisa Martin  
Associate Dean of Graduate Education  
Professor of Political Science  
University of Wisconsin-Madison  
[lisa.martin@wisc.edu](mailto:lisa.martin@wisc.edu)

**From:** Joseph Dennis <[dennis3@wisc.edu](mailto:dennis3@wisc.edu)>

**Sent:** Thursday, May 30, 2019 1:53 PM

**To:** Gloria McCahon Whiting <[gwhiting@wisc.edu](mailto:gwhiting@wisc.edu)>; Kathryn Ciancia <[ciancia@wisc.edu](mailto:ciancia@wisc.edu)>; Elizabeth Hennessy <[elizabeth.hennessy@wisc.edu](mailto:elizabeth.hennessy@wisc.edu)>; Lynn Nyhart <[lknyhart@wisc.edu](mailto:lknyhart@wisc.edu)>

**Cc:** Leslie Abadie <[abadie@wisc.edu](mailto:abadie@wisc.edu)>

**Subject:** Need email vote on minor thing

Dear GC members,

An issue came up at a recent defense in Jewish Studies and Leslie has worked out a proposed fix. I think it is a minor issue, but it needs GC approval. Can you please let me know if you are OK with the following?

The Program in Jewish History wishes to strike the following line from its prelims section in the Leg Code & Grad Handbook:

Syllabus: Shall be for a broad undergraduate survey course on Jewish history.

I hope everyone is enjoying the start of summer!

Joe

Joseph Dennis

Associate Professor and Director of Graduate Studies

# History 701 Survey

The Department of History is committed to providing our incoming graduate students with the knowledge, tools, and resources necessary for success in our grad program. With that in mind, we are seeking your feedback related to your experience when you were a 1st-year grad student enrolled in History 701. For some of you, this might require going back in your memory a few years to when you first started the program. We value your opinion and appreciate you taking the time to share your thoughts. All answers are entirely anonymous so feel free to express your thoughts in this confidential forum.

**1. Thinking back to your time in History 701, what parts of the course were most useful?**

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**2. What parts of the course were least useful?**

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**3. What changes, if any, would you recommend for the future?**

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**4. We are considering developing a 2-semester 701/702 sequence to cover orientation to the faculty of the grad program, as well as to cover professional development topics relevant to an early-career grad student. Based on your experience in History 701, would you have preferred this course design?**

*Mark only one oval.*

- Yes
- No
- Maybe



**5. Please rate your level of support for a 701/702 two course sequence.***Mark only one oval.*

0	1	2	3	4	5	
No support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly support

**6. Please check the professional development topics listed below, that would have been relevant or useful to you your first year in the program.***Check all that apply.*

- Program timeline and planning
- Working with your advisor and co-advisor
- Professional conduct and ethics for historians
- Time management
- Citation formats
- Bibliographic and data management
- Mapping tools
- Other technical skills
- Building resumes and CVs
- Presenting at conferences
- When, what, and where to publish
- Committee service
- Digital history
- Graduate teaching experiences
- Building academic and non-academic professional communities
- Networking beyond UW
- External funding
- Careers in History
- UW resources for graduate students
- Other: \_\_\_\_\_

**7. Do you have other comments or suggestions that were not addressed by the questions above?**


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**Graduate School**  
UNIVERSITY OF WISCONSIN-MADISON

**MEMORANDUM**

Date: May 2, 2019

To: Graduate Program Chairs, Directors of Graduate Studies, and Graduate Program Coordinators

From: William J. Karpus  
Dean

Re: Graduate School Doctoral Exit Survey Summary Reports

Each year the Graduate School [requires](#) all Ph.D. graduates to complete both the National Science Foundation (NSF) Survey of Earned Doctorates (SED) and the Graduate School Doctoral Exit Survey (DES) as part of the degree completion process. These surveys collect information from students on a variety of topics relevant to the graduate experience at UW-Madison including advising, professional development and campus engagement. They are, therefore, important sources of data for graduate programs undertaking internal review and improvement initiatives.

National and UW-Madison information from the SED can be found [here](#), while the DES survey instrument and campus-level summary reports are posted [here](#). Attached to this email you will also find an updated program-specific summary report of DES data for recent graduates of your program. This report summarizes survey data gathered from students earning their doctoral degrees over the past three academic years, between Fall 2015 and Summer 2018.

As you review your updated program report you may note that it diverges from prior years by excluding all qualitative/narrative responses to open-ended survey questions on the DES. In addition to making the report length far more manageable, this was done to ensure that the identity of survey respondents and the confidentiality of the data they provide is strictly protected. If you are interested in discussing a custom analysis based on qualitative data from the DES, or if you have any further questions about the report, please contact Peter Kinsley at [peter.kinsley@wisc.edu](mailto:peter.kinsley@wisc.edu).

We hope this report will promote discussion and improvements within your program, and will serve as a tool for annual learning outcomes assessment and program review.

**Office of the Dean**

217 Bascom Hall • 500 Lincoln Drive • Madison, WI 53706-1380 • [grad.wisc.edu](http://grad.wisc.edu)  
[graduateschooldean@grad.wisc.edu](mailto:graduateschooldean@grad.wisc.edu) • (608) 263-1353 • fax (608) 265-9505



**Graduate School**  
UNIVERSITY OF WISCONSIN-MADISON

**Doctoral Exit Survey Report**

*Population - History PHD  
Graduate Terms - Fall 2015 to Summer 2018*

**Contents**

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# 1 Overall Program Experience

Table 1: Please rate your overall satisfaction with each of the following

Item	Excellent	Very Good	Good	Fair	Poor	N
Your graduate program	48.4%	29.7%	18.8%	0%	3.1%	64
Your academic experience at this university	50.8%	25.4%	17.5%	3.2%	3.2%	63
Your student life experience at this university	31.7%	27%	28.6%	9.5%	3.2%	63
Your overall experience at this university	39.7%	38.1%	11.1%	7.9%	3.2%	63

Table 2: Please rate the following aspects of your doctoral program

Item	Excellent	Very Good	Good	Fair	Poor	N
Quality of the graduate curriculum	57.8%	25%	10.9%	3.1%	3.1%	64
Quality of graduate level teaching of faculty	60.3%	22.2%	15.9%	1.6%	0%	63
Quality of academic advising and guidance	47.6%	25.4%	19%	3.2%	4.8%	63
Preparation for candidacy/comprehensive exams	42.9%	34.9%	14.3%	4.8%	3.2%	63
The opportunity to collaborate across disciplines	33.3%	33.3%	19%	6.3%	7.9%	63
Assistance in finding employment	14.3%	20.6%	36.5%	12.7%	15.9%	63
Overall program quality	44.4%	34.9%	12.7%	4.8%	3.2%	63

# 2 Program Orientation and Progress Evaluation

Table 3: When you first enrolled as a doctoral student, did your program provide an orientation to explain the process of completing your doctoral degree?

Answer	N	Percent
Yes, and I attended	50	78.1%
Yes, but I did not attend	2	3.1%
No, an orientation was not provided	1	1.6%
I do not remember	11	17.2%
Total	64	100%

Table 4: How effective was this orientation in helping you understand the process of completing your doctoral degree?

Answer	N	Percent
Very effective	22	44%
Somewhat effective	21	42%
Neither effective nor ineffective	5	10%
Somewhat ineffective	1	2%
Very ineffective	1	2%
Total	50	100%

Note: Answered only by students who attended an orientation.

Table 5: Did your doctoral program provide you with a written set of expectations about academic requirements and expected progress?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Yes	61	95.3%
No	3	4.7%
Total	64	100%

Table 6: Other than course grades and results of written or oral examinations, did your doctoral program provide a formal assessment of your academic progress at least annually?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Yes	24	37.5%
No	40	62.5%
Total	64	100%

### 3 Support

Table 7: Please rate the adequacy of support you were provided during your doctoral education and dissertation research in the following areas

<b>Item</b>	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>N</b>
Financial support	26.6%	20.3%	25%	17.2%	10.9%	64
Information technology resources	25.4%	22%	33.9%	10.2%	8.5%	59
A Personal work space	10%	8.3%	28.3%	25%	28.3%	60
Library and electronic research resources	69.8%	20.6%	6.3%	3.2%	0%	63
Library, clinical, studio, or other physical facilities	35.3%	23.5%	11.8%	17.6%	11.8%	17

Note: Percentages reflect only students who received support.

### 4 Faculty Mentoring and Advising

Table 8: Overall, how *helpful* was your *primary faculty advisor* over the course of your graduate education?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Very helpful	49	76.6%
Somewhat helpful	12	18.8%
Not very helpful	2	3.1%
Not at all helpful	1	1.6%
Total	64	100%

Note: Percentages reflect only students who received advice from their primary faculty advisor.

Table 9: How *helpful* was the advice you received from your *primary faculty advisor* in each of these areas?

Item	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	N
Selection of dissertation topic	69.5%	25.4%	3.4%	1.7%	59
Your dissertation research	57.1%	34.9%	3.2%	4.8%	63
Writing and revising dissertation	69.8%	25.4%	1.6%	3.2%	63
Academic career options	61%	28.8%	8.5%	1.7%	59
Non-academic career options	44.4%	24.4%	24.4%	6.7%	45
Search for employment or training	48.2%	30.4%	17.9%	3.6%	56

Table 10: How *timely* was the advice you received from your *primary faculty advisor* in each of these areas?

Item	Very timely	Somewhat timely	Not very timely	Not at all timely	N
Selection of dissertation topic	76.3%	22%	0%	1.7%	59
Your dissertation research	74.2%	21%	3.2%	1.6%	62
Writing and revising dissertation	66.7%	25.4%	7.9%	0%	63
Academic career options	64.4%	28.8%	5.1%	1.7%	59
Non-academic career options	52.3%	31.8%	9.1%	6.8%	44
Search for employment or training	50.9%	45.5%	0%	3.6%	55

Note: Percentages reflect only students who received advice from their primary faculty advisor.

Table 11: Was there another faculty member other than your primary faculty advisor whom you considered to be a mentor?

Answer	N	Percent
Yes	52	81.2%
No	12	18.8%
Total	64	100%

Table 12: Was the faculty mentor in your program/department?

Answer	N	Percent
Yes	47	90.4%
No	5	9.6%
Total	52	100%

Note: Answered only by students with a mentor who was not their primary faculty advisor.

Table 13: How *helpful* was the advice you received from your mentor in each of these areas?

Item	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	N
Selection of dissertation topic	59.1%	38.6%	0%	2.3%	44
Your dissertation research	57.4%	38.3%	2.1%	2.1%	47
Writing and revising dissertation	63.5%	30.8%	0%	5.8%	52
Academic career options	60.9%	34.8%	0%	4.3%	46
Non-academic career options	56.7%	33.3%	6.7%	3.3%	30
Search for employment or training	66.7%	25.6%	5.1%	2.6%	39

Note: Answered only by students with a mentor who was not their primary faculty advisor. Percentages reflect only students who received advice from their mentor.

Table 14: How *timely* was the advice you received from your mentor in each of these areas?

Item	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful	N
Selection of dissertation topic	62.2%	28.9%	8.9%	0%	45
Your dissertation research	64.6%	31.2%	4.2%	0%	48
Writing and revising dissertation	62.7%	29.4%	5.9%	2%	51
Academic career options	68.2%	27.3%	2.3%	2.3%	44
Non-academic career options	62.5%	28.1%	9.4%	0%	32
Search for employment or training	69.4%	27.8%	2.8%	0%	36

Note: Answered only by students with a mentor who was not their primary faculty advisor. Percentages reflect only students who received advice from their mentor.

Table 15: Please indicate which of the following faculty, staff, or students you have considered a mentor during your UW-Madison graduate experience

Answer (Check all that apply)	Responses	Percent
My faculty advisor	56	87.5%
Another faculty member in my program	53	82.8%
Another staff member in my program	29	45.3%
A more senior graduate student in my program	22	34.4%
A faculty member who mentored me in research at another institution	19	29.7%
A faculty member at my undergraduate institution	16	25%
My graduate program director	15	23.4%
A faculty member in another program at UW-Madison	7	10.9%
My Graduate Research Scholars faculty director	7	10.9%
Someone else	5	7.8%
My Graduate Research Scholars coordinator	4	6.2%
A more senior graduate student in another program	2	3.1%

## 5 Professional Development Services

Table 16: Professional development (PD) occurs on campus in both formal (classes, workshops, events) and informal (advising, mentoring) ways. Please indicate if you participated in any formal or informal professional development through the university or your graduate program in the areas below

Item	Formal PD from your graduate program	Formal PD from the university	Informal PD	No PD
Oral communication and presentation skills	39.1%	12.5%	43.8%	25%
Speaking to non-academic audiences	21.9%	12.5%	40.6%	34.4%
Writing proposals for grants/fellowships	45.3%	17.2%	48.4%	9.4%
Preparing articles for publication	29.7%	9.4%	60.9%	18.8%
Working in collaborative groups	25%	4.7%	25%	56.2%
Conducting independent research/scholarship	48.4%	6.2%	48.4%	14.1%
Research or professional ethics	34.4%	6.2%	28.1%	40.6%
Creating an Individual Development Plan	17.2%	1.6%	9.4%	73.4%

Note: Percentages reflect only students who received information or advice from the Graduate School.

Table 17: Please indicate your level of satisfaction with the quality of information or advice received from the Graduate School in the following ways

Item	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	N
Graduate school website	37.9%	32.8%	29.3%	0%	0%	58
GradConnections newsletter	34.5%	31%	32.8%	1.7%	0%	58
Graduate school staff	39.3%	26.8%	33.9%	0%	0%	56
Academic policy and procedures	37.3%	30.5%	30.5%	1.7%	0%	59
Information about completing your degree	41.9%	37.1%	16.1%	4.8%	0%	62

## 6 Professional Development for Graduate Assistants

Table 18: Did you have a specific career in mind when you began your graduate program?

Answer	N	Percent
Yes	57	89.1%
No	7	10.9%
Total	64	100%

Table 19: Did your career plans change while you were in your graduate program?

Answer	N	Percent
Yes	16	25%
No	34	53.1%
I don't know	14	21.9%
Total	64	100%

Table 20: Were you a teaching assistant (TA) at any time during your graduate studies?

Answer	N	Percent
Yes	58	90.6%
No	6	9.4%
Total	64	100%

Table 21: How helpful was your TA experience with respect to your professional development?

Answer	N	Percent
Very helpful	39	67.2%
Somewhat helpful	16	27.6%
Not very helpful	1	1.7%
Not at all helpful	2	3.4%
Total	58	100%

Note: Answered only by students who were TAs.



Table 22: Did you receive training in instructional methods at any time during your graduate studies?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Yes	49	77.8%
No	14	22.2%
Total	63	100%

Note: Answered only by students who were TAs.

Table 23: How helpful was your instructional methods training?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Very helpful	19	38.8%
Somewhat helpful	23	46.9%
Not very helpful	4	8.2%
Not at all helpful	3	6.1%
Total	49	100%

Note: Answered only by students who were TAs and received instructional methods training.

Table 24: Were you a program or project assistant (PA) at any time during your graduate studies?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Yes	41	65.1%
No	22	34.9%
Total	63	100%

Table 25: How helpful was your PA experience with respect to your professional development?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Very helpful	5	12.5%
Not very helpful	16	40%
Not at all helpful	19	47.5%
Total	40	100%

Note: Answered only by students who were PAs.

Table 26: Were you a research assistant (RA) at any time during your graduate studies?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Yes	16	25.4%
No	47	74.6%
Total	63	100%

Table 27: How helpful was your RA experience with respect to your professional development?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Very helpful	8	50%
Somewhat helpful	5	31.2%
Not very helpful	3	18.8%
Total	16	100%

Table 28: How many research or scholarly presentations (including poster presentations) did you make *on your campus* during your graduate studies?

<b>Number of Presentations</b>	<b>N</b>	<b>Percent</b>
0	10	15.9%
1	12	19%
2	20	31.7%
3	4	6.3%
4	4	6.3%
5	4	6.3%
6	3	4.8%
10 or more	6	9.5%

Table 29: How many research or scholarly presentations (including poster presentations) did you make at meetings or conferences *away from your campus*?

<b>Number of Presentations</b>	<b>N</b>	<b>Percent</b>
0	2	3.2%
1	4	6.3%
2	2	3.2%
3	6	9.5%
4	7	11.1%
5	7	11.1%
6	8	12.7%
7	1	1.6%
8	7	11.1%
9	2	3.2%
10 or more	17	27%

Table 30: If you made a presentation away from campus, did you receive funds for travel from any of the following sources?

<b>Answer</b>	<b>Responses</b>	<b>Percent</b>
Your program	39	60.9%
A research grant	30	46.9%
Other institutional funds	40	62.5%
No funds received	7	10.9%

Table 31: Based on research conducted while you were a graduate student, how many scholarly works that have been published or accepted for publication have you authored or co-authored?

<b>Number of Scholarly Publications</b>	<b>N</b>	<b>Percent</b>
0	20	31.7%
1	16	25.4%
2	14	22.2%
3	4	6.3%
4	4	6.3%
5	1	1.6%
6	1	1.6%
10 or more	3	4.8%

Table 32: Based on research conducted while you were a graduate student, how many scholarly works under review for publication have you authored or co-authored?

<b>Number of Works Under Review</b>	<b>N</b>	<b>Percent</b>
0	34	55.7%
1	20	32.8%
2	4	6.6%
3	1	1.6%
4	1	1.6%
5	1	1.6%

## 7 Climate

Table 33: To what extent do you agree or disagree with each of the following statements about your *graduate program*?

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N
Students in my program are treated with respect by faculty	55.6%	31.7%	9.5%	3.2%	0%	63
The intellectual climate of my program is positive	46%	42.9%	6.3%	3.2%	1.6%	63
The social climate of my program is positive	39.7%	36.5%	14.3%	7.9%	1.6%	63
Students in my program are collegial	52.4%	38.1%	4.8%	3.2%	1.6%	63

Table 34: To what extent do you agree or disagree that *UW-Madison* is a welcoming and inclusive place for

Question	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	N
Students of color	19.2%	21.2%	21.2%	26.9%	11.5%	52
Female students	32.7%	45.5%	14.5%	5.5%	1.8%	55
Low-income students	18%	20%	20%	28%	14%	50
First generation college students	18%	30%	20%	24%	8%	50
Students with disabilities	25%	31.8%	29.5%	11.4%	2.3%	44
LGBTQ Students	35.3%	37.3%	15.7%	11.8%	0%	51

Note: Students who responded "Don't know" are not reported.

Table 35: Please rate your satisfaction with your experience at *UW-Madison* in each area:

Question	Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	N
Overall sense of community among students	27%	49.2%	20.6%	3.2%	0%	63
Respect for the expression of diverse beliefs	25.4%	38.1%	19%	12.7%	4.8%	63
Understanding of students from diverse backgrounds	26.6%	35.9%	21.9%	12.5%	3.1%	64
Campus diversity climate	15.9%	33.3%	23.8%	15.9%	11.1%	63

Table 36: Rate the extent to which the following factors were an obstacle to your academic progress:

Question	Not an obstacle	Minor Obstacle	Major Obstacle	N
Work/financial commitments	32.3%	37.1%	30.6%	62
Family obligations	54%	30.2%	15.9%	63
Availability of Faculty	55.6%	36.5%	7.9%	63
Program structure or requirements	71.4%	20.6%	7.9%	63
Course Scheduling	81%	17.5%	1.6%	63
Immigration Laws or Regulations	87%	6.5%	6.5%	46
Other	66.7%	8.3%	25%	12

## 8 Community Based Groups

Table 37: How engaged were you with groups *on campus*?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Very engaged	9	14.3%
Fairly engaged	12	19%
A little engaged	34	54%
Not engaged at all	8	12.7%
Total	63	100%

Table 38: Please check the type of *on campus* group(s) or communities with which you were affiliated that were especially useful.

<b>Answer</b>	<b>Responses</b>	<b>Percent</b>
Professional organization	37	57.8%
Sports / recreation	10	15.6%
Volunteer / service / philanthropic organization	9	14.1%
Political / environmental advocacy organization	8	12.5%
Religious organization	7	10.9%
Culturally-based organization	6	9.4%
University governance	4	6.2%
Other	4	6.2%
Arts / media / music	4	6.2%
Support group	3	4.7%

Table 39: Were you part of a Graduate Research Scholars (GRS) community?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Yes	2	3.2%
No	61	96.8%
Total	63	100%

Table 40: How engaged were you with groups *off campus*?

<b>Answer</b>	<b>N</b>	<b>Percent</b>
Very engaged	14	30.4%
Fairly engaged	19	41.3%
Not engaged at all	13	28.3%
Total	46	100%

Table 41: Please check the type of *off campus* group(s) or communities with which you were affiliated that were especially useful.

<b>Answer</b>	<b>Responses</b>	<b>Percent</b>
Professional organization	22	34.4%
Sports / recreation	20	31.2%
Volunteer / service / philanthropic organization	19	29.7%
Religious organization	14	21.9%
Arts / media / music	9	14.1%
Culturally-based organization	7	10.9%
Political / environmental advocacy organization	6	9.4%

## 9 Post-Degree Plans

Table 42: What is your current employment status?

Answer	N	Percent
Employed as a postdoc	9	14.1%
Employed, not as a postdoc	30	46.9%
Not currently employed	25	39.1%
Total	64	100%

Table 43: What is or will be your principal employer?

Answer	N	Percent
Academia	22	56.4%
For-Profit	2	5.1%
Government	3	7.7%
Nonprofit	1	2.6%
Other	9	23.1%
Unknown	2	5.1%
Total	39	100%

Note: Numbers reflect only employed students.

Table 44: Is the position in the field of your doctoral training?

Answer	N	Percent
Yes	29	78.4%
No	8	21.6%
Total	37	100%

## 10 Overall UW-Madison Experience

Table 45: If you were to start your graduate career again, would you...

Question	Definitely	Probably	Maybe	Probably not	Definitely not	Responses
Choose UW Madison	31.2%	37.5%	20.3%	4.7%	6.2%	64
Choose the same program/specialization	56.2%	17.2%	15.6%	6.2%	4.7%	64
Recommend UW to someone considering your field of study	39.1%	25%	18.8%	7.8%	9.4%	64
Choose the same advisor	60.9%	15.6%	6.2%	9.4%	7.8%	64

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**From:** Joseph Dennis  
**Sent:** Tuesday, May 7, 2019 9:13 AM  
**To:** Leslie Abadie; Cori Simon  
**Subject:** New AHA forum for history graduate student associations

Dear Department Chairs and Directors of Graduate Study,

The American Historical Association recognizes the important role that History Graduate Student Associations (HGSAs) play in the professional development of graduate students and the cultural life of history departments. In order to better support their work, I'm happy to announce the creation of a new communities forum dedicated to discussion among and about HGSAs. Dylan Ruediger, AHA Coordinator of Career Diversity for Historians and Institutional Research, and a past president of Georgia State University's HGSA, will moderate the discussion. Please help us spread the word about this new resource by forwarding this email to representatives of your department's HGSA.

Click this link to join the group: [History Graduate Student Associations](#).

If you don't have a MyAHA account, you can click "Create A Free Account" to create a login and password. You do not have to be an AHA member to join Communities.

AHA Communities is a place for members to connect with other historians, discuss issues in the discipline, and share resources. Many of you might be familiar with our Members Forum, which uses this platform. Communities will send notifications of new discussions and threads to your email. You can reply and comment through your registered email address. You can also log into MyAHA to access discussions, documents, contact information, and adjust your notification settings.

I hope the new online forum will provide a space for officers in departmental HGSAs to share ideas and build community. We are also hoping to host a meet-up of HGSA representatives at the AHA 2020 annual meeting in New York. More info to follow!

Kind regards,  
Emily Swafford

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Emily Swafford  
American Historical Association  
Washington DC