La Follette School Virtual Orientation
Thursday, August 27th
Blackboard Collaborate Link

9:30 Sign-in to Virtual Orientation Day Blackboard Collaborate Ultra

9:45 Greeting & Agenda
Mo O’Connor, Admissions and Advising Coordinator

10:00 Welcome and La Follette School Overview
Professor Susan Yackee, Director of the La Follette School of Public Affairs

10:20 Program and Curricular Information
Steve Kulig, Associate Director, Mo O’Connor, Admissions and Advising Coordinator, Marie Koko, Senior Career Services Coordinator, and Mitch McFarlane, La Follette School Student Association President

11:20 Introduction of LFS Teams and Roles with Students
Short videos of each team introducing themselves and how they will work with students

11:30 La Follette School Faculty Partners Activity
- Michael Collins
  - PA 869: Workshop in Public Affairs
- Mark Copelovitch
  - PA 974: Global Financial Governance
- Morgan Edwards
  - PA 881: Cost-Benefit Analysis
- Denia Garcia
- Sarah Halpern-Meekin
- Lindsay Jacobs
  - PA 880: Microeconomic Policy Analysis
- Tana Johnson
  - PA 878: Public Management
- Philipp Koellinger
  - PA 799: Independent Study with Introduction in Genome-Wide Data Analysis focus
- Reed Lei
- Greg Nemet
  - PA 809: Introduction to Energy Analysis & Policy
  - PA 869: Workshop in Public Affairs
- Tim Smeeding
  - PA 888: Comparative and National Social Policy
  - PA 860: Workshop in International Public Affairs
- Geoffrey Wallace
  - PA 520: Inequality, Race and Public Policy
- Yang Wang
  - PA 871: Public Program Evaluation
- Dave Weimer
  - PA 881: Cost-Benefit Analysis

12:45 Whiteboard: What are you most looking forward to this semester?
## Leadership Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Director          | • Presides over executive committee and makes faculty committee assignments  
|                   | • Reports to L&S Dean’s office on all department activities and needs; serves as official channel of communications for all department matters  
|                   | • Directs the Board of Visitors and leads development efforts  
|                   | • Supervises Associate Director                                                                                                                  |
| Professor Susan Yackee | syackee@lafollette.wisc.edu  
|                   | 265-6017                                                                                                                                          |

| Associate Director | Provides instructional and curriculum program leadership, including course assignments, placing LFS fellows as project assistants (PAs) and recruiting teaching assistants (TAs) for LFS courses  
|                   | • Oversees department budget  
| Steve Kulig        | skulig@lafollette.wisc.edu  
|                   | 262-8631                                                                                                                                          |

## Administrative Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Administrator                | • Oversees hiring and personnel management  
| Megan Stritchko              | mstritchko@lafollette.wisc.edu  
|                              | 263-2409                                                                                                                                          |
|                              | • Provides budget and financial support to Associate Director and Director  
|                              | • Supervises administrative staff                                                                                                                  |
| Payroll & Benefits Specialist| • Completes new hire paperwork and payroll for faculty, staff, graduate assistants, and student hourlies  
| Bonnie Lane (0.58 FTE)       | blane@lafollette.wisc.edu  
|                              | 262-6059                                                                                                                                          |
|                              | • Determines benefit employee eligibility and helps employees enroll in benefit programs  
|                              | • Completes effort reporting for faculty grants                                                                                                    |
| Senior Financial Specialist  | • Administers LFS accounts, both UW (e.g., 101, 136) and Foundation funds, by tracking revenues and expenses  
| Cindy Manthe                | cmanthe@lafollette.wisc.edu  
|                              | 265-2855                                                                                                                                          |
|                              | • Processes all departmental payments (e.g., invoices, purchase orders, direct payments [DPs], payments to individuals [PIRs]/honoraria, awards and scholarships, etc.)  
|                              | • Acts as department approver for all e-Reimbursements  
|                              | • Serves as UW purchasing card (p-card) site manager for LFS                                                                                       |
| University Services Program  | • Serves as department receptionist and assistant to the Director  
| Associate                  | Marjorie Matthews  
<p>|                              | <a href="mailto:mmatthews@lafollette.wisc.edu">mmatthews@lafollette.wisc.edu</a>                                                                                                                      |</p>
<table>
<thead>
<tr>
<th>Information Systems and Technology</th>
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<tbody>
<tr>
<td><strong>Position</strong></td>
</tr>
<tr>
<td>Senior Information Systems</td>
</tr>
<tr>
<td>Specialist</td>
</tr>
<tr>
<td>Andy Lambert</td>
</tr>
<tr>
<td><a href="mailto:lambert@lafollette.wisc.edu">lambert@lafollette.wisc.edu</a></td>
</tr>
<tr>
<td>263-0448</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outreach and Communications Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position</strong></td>
</tr>
<tr>
<td>Director of Outreach</td>
</tr>
<tr>
<td>Lisa Ellinger</td>
</tr>
<tr>
<td><a href="mailto:lisa.ellinger@wisc.edu">lisa.ellinger@wisc.edu</a></td>
</tr>
<tr>
<td>263-6010</td>
</tr>
<tr>
<td>Director of Legislative Outreach</td>
</tr>
<tr>
<td>Heidi Normandin</td>
</tr>
<tr>
<td><a href="mailto:hjnorman@wisc.edu">hjnorman@wisc.edu</a></td>
</tr>
<tr>
<td>263-2353</td>
</tr>
<tr>
<td>Public Affairs Outreach Specialist</td>
</tr>
<tr>
<td>Bonnie MacRitchie</td>
</tr>
<tr>
<td><a href="mailto:bonnie.macritchie@wisc.edu">bonnie.macritchie@wisc.edu</a></td>
</tr>
<tr>
<td>262-4531</td>
</tr>
<tr>
<td>Senior University Relations</td>
</tr>
<tr>
<td>Specialist</td>
</tr>
<tr>
<td>Lisa Hildebrand</td>
</tr>
<tr>
<td><a href="mailto:lhildebrand@lafollette.wisc.edu">lhildebrand@lafollette.wisc.edu</a></td>
</tr>
<tr>
<td>263-7657</td>
</tr>
<tr>
<td>LFS Outreach Chair</td>
</tr>
<tr>
<td>Professor Michael Collins</td>
</tr>
<tr>
<td><a href="mailto:jmcollins@wisc.edu">jmcollins@wisc.edu</a></td>
</tr>
<tr>
<td>(608)616-0369</td>
</tr>
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</tbody>
</table>
- Facilitates partnerships with other internal and external organizations

### Student Services Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Senior Student Services Coordinator**<br>Mo O’Connor<br>mcoconnor@lafollette.wisc.edu<br>262-3582 | - Oversees all student services in the La Follette School; supervises student services staff  
- Serves as the admissions and academic advising lead for the graduate program; liaises with dual- and double-degree and certificate program partners in SMPH, Law School, URPL, EAP, and WSoB  
- Manages student recruitment and helps coordinate funding (e.g., AOF, LFS Fellowship)  
- Serves as staff liaison to the La Follette School Student Association (LSSA) board and assists with graduation planning |
| **Career Services Coordinator**<br>Marie Koko<br>marie.koko@wisc.edu<br>262-3908 | - Oversees career services and provides individual career advising to all LFS students  
- Develops and leverages employer and alumni relationships  
- Manages internship courses (PA 827 and PA 327)  
- Collects and maintains alumni job statistics |
| **Student Services Associate**<br>David Wright-Racette<br>wrightracette@lafollette.wisc.edu<br>262-9163 | - Assists all aspects of the graduate admissions process  
- Provides administrative assistance to students, faculty, and staff with respect to course registration/student enrollment (i.e., SIS, Timetable), classroom assignments, etc. and course evaluations  
- Serves as the point person for the Undergraduate Certificate in Public Policy |
| **Faculty Associate** | - VACANT |
| **Kohl Undergraduate Education Chair**<br>Professor Geoffrey Wallace<br>wallace@lafollette.wisc.edu<br>265-6025 | - Serves as a first point of contact for staff regarding curricular and programmatic questions by providing prompt email contacts and participating in monthly check-in meetings  
- Helps recruit students to the Undergraduate Certificate in Public Policy by attending on-campus recruitment events in the fall and select classes in the fall and spring  
- Is the “public face” of the certificate at certificate-specific events or other public events  
- Assists staff in analyzing certificate progress/success, demographics, etc.  
- Serves on Admissions and Curriculum Committees  
- Works with instructors who teach an undergraduate certificate courses to ensure coordination and excellence across the certificate’s curriculum  
- Produces a one-year “status report” on the Undergraduate Certificate in Public Policy for the LFS faculty and staff, which details its present strengths, weaknesses, opportunities, and threats |
Fall 2020

(Regular 15-week session)

Deadline for students to cancel Fall enrollment and have no Fall term record on transcript

Tuesday, September 1, 2020

Instruction for Fall 2020 term begins

Wednesday, September 2, 2020

Deadline for students (except Special and Guest) to begin initial Fall term enrollment without $50 late fee

Friday, September 4, 2020

Deadline for students to drop a Fall term course and have no record of it on the transcript (after: will show as DR)

Wednesday, September 9, 2020

Deadline for students to withdraw for the term and have no record of it on the transcript (after: will show as W)

Wednesday, September 9, 2020

Deadline for students to drop a Fall term course and receive 100% tuition adjustment

Friday, September 11, 2020

Deadline for students to add, swap, or change sections in a Fall term course (after: need department permission)

Friday, September 11, 2020

Deadline for students to begin initial Fall enrollment (after: $50 late fee, need dept. & academic dean permission)

Friday, September 11, 2020
Deadline for students to drop a Fall term course and receive 50% tuition adjustment
Friday, September 25, 2020

Deadline for students (except Graduate) to request pass/fail or credit/audit options for a Fall term course
Friday, September 25, 2020

Deadline for students (except Graduate) to change variable credits (after: need instructor permission & dean approval)
Friday, September 25, 2020

Deadline for students to drop a Fall term course (after: need academic dean approval)
Friday, October 30, 2020

Deadline for students to add a Fall term course with department permission (after: need academic dean approval)
Friday, October 30, 2020

Deadline for Graduate students to request pass/fail or credit/audit options for a Fall term course
Friday, October 30, 2020

Deadline for Graduate students to change variable credits (after: need instructor permission & dean approval)
Friday, October 30, 2020

Enrollment appointment times for Spring term assigned to students (throughout week)
Monday, November 2, 2020

Students begin enrolling for Spring term courses according to their appointment times
Monday, November 9, 2020

**Deadline for students to change Honors Optional course status (after: need instructor permission & academic dean approval)**

Friday, November 20, 2020

**Deadline for students (except Graduate) to withdraw from Fall term**

Friday, November 20, 2020

**Deadline for Graduate students to withdraw from the Fall term**

Thursday, December 10, 2020

**Last day of instruction for Fall 2020 term**

Thursday, December 10, 2020

**Official degree conferral date on diploma for students graduating at the end of Fall term 2020**

Sunday, December 20, 2020
## Public Affairs

Two-year course plan option

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Courses</th>
<th>Credits</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Fall</td>
<td></td>
<td>First Year Fall</td>
<td></td>
<td>First Year Summer</td>
<td></td>
</tr>
<tr>
<td>PA 800</td>
<td>1</td>
<td>PA 875</td>
<td>3</td>
<td>PA 827</td>
<td></td>
</tr>
<tr>
<td>PA 818</td>
<td>3</td>
<td>PA 878</td>
<td>3</td>
<td>Administrative Internship</td>
<td>1-3</td>
</tr>
<tr>
<td>PA 874</td>
<td>3</td>
<td>Elective</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PA 870</td>
<td>3</td>
<td>Workshop in Public Affairs</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA 880</td>
<td>3</td>
<td>Elective</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Elective</td>
<td></td>
<td>Elective</td>
<td></td>
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</tr>
<tr>
<td>Total: 10</td>
<td></td>
<td>Total: 12</td>
<td></td>
<td>Year 1 Total</td>
<td>22-25</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
<th>Courses</th>
<th>Credits</th>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second year Fall</td>
<td></td>
<td>Second Year Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
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<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total: 12</td>
<td></td>
<td>Total: 9</td>
<td></td>
<td>Year total</td>
<td>21</td>
</tr>
</tbody>
</table>

M.P.A. graduation minimum requirement is 42 credits. Dual and double degree students requirements vary based on program.

This course plan is intended to serve as a resource for students to ensure they complete all program requirements but is not the only path that students can take. For specific advising questions contact Mo O’Connor at mcoconnor@lafollette.wisc.edu

*A maximum of 3 credits can be accrued for internship via multiple internships or one worth 3 credits

For an up to date list of electives, visit the site below.

https://www.lafollette.wisc.edu/students/advising
# International Public Affairs

Two-year course plan option

<table>
<thead>
<tr>
<th>Courses</th>
<th>First Year Fall</th>
<th>Credits</th>
<th>Courses</th>
<th>First Year Spring</th>
<th>Credits</th>
<th>Courses</th>
<th>First Year Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 800</td>
<td>Professional Development Workshop (CORE)</td>
<td>1</td>
<td>PA 810</td>
<td>International Governance (CORE)</td>
<td>3</td>
<td>PA 827</td>
<td>Administrative Internship 1-3 credits</td>
<td>1</td>
</tr>
<tr>
<td>PA 818</td>
<td>Introduction to Statistical Methods for Public Policy Analysis (CORE)</td>
<td>3</td>
<td>PA 854</td>
<td>Macroeconomic Policy and International Financial Regulation (CORE, Choose PA 856 or PA 854)</td>
<td>3</td>
<td>PA 857</td>
<td>Administrative Internship 1-3 credits</td>
<td>1</td>
</tr>
<tr>
<td>PA 880</td>
<td>Microeconomic Policy Analysis (CORE)</td>
<td>3</td>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Total: 22</td>
<td>1st Year Total: 28</td>
<td></td>
<td>Total: 12</td>
<td>2nd Year Total: 24</td>
<td></td>
<td>2nd Year Total: 24</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Courses</th>
<th>Second Year Fall</th>
<th>Credits</th>
<th>Courses</th>
<th>Second Year Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 854</td>
<td>Macroeconomic Policy and International Financial Regulation (CORE)</td>
<td>3</td>
<td>PA 860</td>
<td>Workshop in International Public Affairs (CORE)</td>
<td>3</td>
</tr>
<tr>
<td>PA 856</td>
<td>Trade, Competition, and Governance in a Global Economy (CORE, Choose PA 856 or PA 854)</td>
<td>3</td>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
<td>Elective</td>
<td>Elective</td>
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</tr>
<tr>
<td>Total: 12</td>
<td>2nd Year Total: 24</td>
<td></td>
<td>Total: 9</td>
<td>2-year total: 42+</td>
<td></td>
</tr>
</tbody>
</table>

Students can take up to 15 credits a semester but are advised to take 9-13 a semester.

MPA graduation minimum requirement is 42 credits. Dual and double degree students requirements vary based on program.

This course plan is intended to serve as a resource for students to ensure they complete all program requirements but is not the only path that students can take. For specific advising questions contact Mo O'Connor at mcoonner@lafollette.wisc.edu

*A maximum of 3 credits can be accrued for internship via multiple internships or one worth 3 credits

For an up to date list of electives, visit the site below.

https://www.lafollette.wisc.edu/students/advising
Graduate Certificates

Graduate Certificate in African Studies: The African Studies Program facilitates interdisciplinary teaching and research among scholars who focus on Africa. The program is recognized nationally for its excellence in academic offerings. The certificate in African studies is awarded upon successful completion of 20 credits from African studies courses, with a minimum of 12 credits from the core curriculum.

Certificate in Business, Environment, and Social Responsibility: This certificate program provides students the fundamental knowledge and skills to sustainably manage enterprises that integrate economic, environmental, and social dimensions into their decision-making. The Graduate Certificate in Business, Environment, and Social Responsibility (BESR) offers a suite of courses addressing the interrelations between business and its natural and social environment.

Certificate in Community-Engaged Scholarship (CES): The graduate certificate/doctoral minor in Community-Engaged Scholarship (CES), hosted by Civil Society and Community Studies with support from the Morgridge Center for Public Service, is a 9-12 credit program to train graduate students in CES, defined as teaching or research done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships.

Certificate in Consumer Health Advocacy: This certificate is designed to enhance existing professional expertise by adding valuable skills in patient advocacy and related knowledge of health systems. The course of study combines applied health advocacy training, an introduction to health systems and health care delivery, and elective course work in one of three areas (law, regulations and ethics; health economics; or policy, management and public health).

Certificate in Patient Safety: It has been estimated that at least 98,000 US adults die each year from medical errors; fewer people die from breast cancer, AIDS or auto accidents. The costs associated with preventable medical errors exceed $17 billion. To help train scientists and practitioners to effectively reduce the likelihood of preventable patient harm, the University of Wisconsin-Madison is offering this Graduate Certificate in Patient Safety. The Certificate is supported by the School of Medicine and Public Health, School of Nursing, School of Pharmacy, and College of Engineering.

Certificate in Culture, History, and Environment: Courses in this certificate program will allow students to explore past environmental and cultural change and synthesize diverse research methods and approaches drawn from the full spectrum of humanities, natural sciences, and social sciences.

Certificate in Energy Analysis and Policy: Energy Analysis and Policy (EAP) gives students the knowledge and skills needed to become leaders in industry, government, consulting, and key energy fields. EAP’s interdisciplinary curriculum considers technical, economic, political, and social factors that shape energy policy formulation and decision-making. It examines current topics in energy resources, energy market structures and practices, traditional public utilities, energy technology, energy and environmental linkages, energy and environmental policy, and energy services.

Certificate in Entrepreneurship: This certificate provides entrepreneurial knowledge and skills to graduate students. It is especially relevant for students who hope to work with or become entrepreneurs at graduation or in the future or participate in policies of entrepreneurship. This certificate program emphasizes skills in entrepreneurship along with the ability to analyze the role of entrepreneurship in society. Entrepreneurship in this context refers to the process of imagining opportunities and taking action to create value through new
ventures, a crucial life skill. A student who has completed this certificate will have good foundational skills in recognizing promising opportunities and building a new organization or venture to create value.

**Certificate in European Studies:** The European Studies Program offers students the opportunity to earn a certificate in European Studies. Acquiring the certificate will be of value to those graduate students who might need to demonstrate a more general interest in Europe when applying for a job.

**Certificate in the Fundamentals of Clinical Research:** The Fundamentals of Clinical Research certificate provides formal training and a practicum in research design and statistical analysis for professionals in health care, biotechnology, and in the pharmaceutical industry. To conduct clinical studies, it is necessary to understand the principles of research design and statistical analysis. The certificate program offers 13 to 14 credits of training to begin grounding current and future clinical researchers in clinical research methods.

**Certificate in Gender and Women’s Studies:** Gender and women’s studies is a well-established field of scholarship—a multidiscipline with its own body of theory, its array of accepted methods, and a history of scholarly contributions focused on the place of gender and women in society. This certificate program will allow students to expand their understanding and appreciation of gendered lives and experiences, both historically and in contemporary societies.

**Certificate in Global Health:** The certificate in global health is a collaborative offering from the schools of Medicine and Public Health, Nursing, Pharmacy and Veterinary Medicine, and the Division of International Studies. The certificate curriculum focuses on global health topics and health issues that transcend national boundaries, emphasizing health and disease in low resource settings.

**Certificate in Prevention and intervention Science:** The interdisciplinary training program in Prevention Science addresses contemporary social problems and issues facing at-risk and vulnerable groups across the life course. Particular attention is given to the concentrations of interventions in social services, health, and education; family and community studies; social policy; and methodology.

**Certificate in Russian, East European and Central Asian Studies:** The Graduate Certificate in Russian, East European, and Central Asian Studies (CREECAS) provides students in graduate and professional schools with area knowledge of the societies and cultures of the people of Eastern and Central Europe and Eurasia, drawing on the disciplines of anthropology, communication arts, folklore, geography, history, journalism, literature, law, political science, and sociology.

**Certificate in Strategic Innovation:** This certificate program emphasizes skills in innovation and creating social and economic value within existing organizations. Students will develop skills in identifying products and services, market assessment, managing product design projects, intellectual property strategy, research and development portfolio management, individual skills in creativity, technology strategy, and organizational strategy including joint ventures and alliances.

More information about all of the graduate certificates offered at the University of Wisconsin-Madison can also be found at the [Graduate Guide website](https://www.wisc.edu/graduate-guide/).
Common Graduate Certificate and Dual and Double-Degree Program Contacts

- **Energy Analysis and Policy Certificate**
  - Scott Williams
    - spwilliams@wisc.edu, (608) 890-2199

- **Urban Planning and Public Affairs**
  - Beth Horstmeier
    - bhorstmeier@wisc.edu, (608) 890-4697

- **Law and Public Policy**
  - General Questions-Advisor & Academic Affairs Coordinator
    - Lauren Devine
      - lauren.devine@wisc.edu, or (608) 262-8564
  - Admissions
    - admissions@law.wisc.edu, (608) 262-2240

- **Neuroscience and Public Policy**
  - ntp@mailplus.wisc.edu, (608) 262-4932

- **Public Health and Public Policy**
  - Mindy Schreiner
    - schreiner3@wisc.edu, (608) 263-2298

- **Business and Public Policy Certificates**
  - Business, Environment, and Social Responsibility
    - Ann Terlaak, aterlaak@bus.wisc.edu
  - Strategic Innovation
    - gradcertificateadmin@bus.wisc.edu
  - Entrepreneurship
    - gradcertificateadmin@bus.wisc.edu
Graduate Student Funding Information

The La Follette School offers fellowships and scholarships to incoming students each year. Unfortunately, due to limited funding, not all well-deserving students will receive funding offers. This handout provides funding information about opportunities outside of the La Follette School.

Students are highly encouraged to complete the Free Application for Federal Student Aid (FAFSA) [https://fafsa.ed.gov/] by December 1 or as soon as possible. UW–Madison’s school code is 003895. Applicants for most types of financial aid must be a U.S. citizen, permanent resident, or other eligible non-citizen.

Most first-year La Follette Public Affairs students fund their education through unsubsidized loans and personal resources. Many students find teaching assistant and project assistant positions through other UW-Madison departments. This year about half of second-year students work as project assistants (PAs) or as teaching assistants (TAs) either on campus or through off-campus organizations. To look for positions that match your qualifications visit the UW job website: [http://www.jobs.wisc.edu/].

The following academic departments and research centers have recently hired a La Follette student:

- Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE) [https://wiscape.wisc.edu/]
- Wisconsin Center for Research on Education (WCER) [http://www.wcer.wisc.edu/]
- School of Medicine and Public Health [http://www.med.wisc.edu/]
- Center for Financial Security (CFS) [https://cfs.wisc.edu/]
- Center for Nonprofits, School of Human Ecology Department [https://sohe.wisc.edu/research-development/centers-of-excellence/uw-center-for-nonprofits/]
- Center on Wisconsin Strategy: [http://www.cows.org/]
- Institute for Research on Poverty: [https://www.irp.wisc.edu/]

Other Project Assistant Positions:
Some project assistant positions are not advertised on the UW website. The student services office will send information on project assistantships with local non-university organizations as the information is received. In addition, La Follette Faculty will occasionally advertise for project assistantships tied to grants. These notices are sent to current students and incoming students by email.

Teaching Assistant Positions:
Some academic departments post Teaching Assistant (TA) openings on the UW job site. In the past 3 years, these academic departments hired a public affairs student.

- German, Nordic, and Slavic Department
- History Department
- School of Business
- School of Human Ecology
- Social Work
- Spanish and French
- Political Science
- Letters and Science Integrated Studies
- Gender and Women’s Studies
PAs and TA’s earn tuition remission, health insurance, and a stipend for their appointments. The stipend depends on the time commitment of the position. All graduate assistants pay for student fees. Please see this site for on-campus assistantship details: https://grad.wisc.edu/funding/

Foreign Language and Area Studies Scholarship (FLAS)

Academic-year FLAS fellowships are awarded for a full academic year to graduate students engaged in a formal overseas or domestic program of full-time language and area studies coursework. The deadline has passed to apply for this year, but several MIPA students have funded their second year of school through the FLAS. Summer FLAS fellowships are also available and intended to help students gain the equivalent of a year's worth of college level language study.

The Foreign Language and Area Studies Scholarship, FLAS, is offered through these centers: The African Studies Program, Center for East Asian Studies, Center for European Studies, Latin American, Caribbean and Iberian Studies Program, Center for Russia, East Europe and Central Asia, Center for South Asia, Center for South East Asian Studies, and Global Studies. The application is due in early February each year. Specific requirements may vary depending on the language. Please consult the relevant area studies program or the following website for further details and application forms: http://flas.wisc.edu/

Other Funding Information and Resources

- Cost of Attendance Information: http://www.finaid.wisc.edu/cost-of-attendance.htm
- Financial Wellness Program: https://financialaid.wisc.edu/free-to-uw-madison-students-salt/
- Graduate School Funding Information: https://grad.wisc.edu/funding/
- Institute for Regional and International Studies (IRIS) Funding Opportunities: https://iris.wisc.edu/funding/
- UW-Madison Scholarships: https://scholarships.wisc.edu/Scholarships/
- Outside UW Scholarship Information: https://www.reviews.com/best-scholarship-search-platforms/
- Funding and Scholarships for International Students: https://iss.wisc.edu/students/new-students/funding-scholarships/
- Current UW-Madison students are encouraged to review the link below to a PPT about funding ideas from a workshop recently hosted by the Graduate School:
  - https://researchguides.library.wisc.edu/grantsgraduates/GrantsForEducation
- Additionally, Ellen Jacks ellen.jacks@wisc.edu, the Grants and Reference Librarian at Memorial Library, hosts go.wisc.edu/grants and can help you learn about databases you have access to as a current UW-Madison student.
- On-campus jobs open to public: http://www.ohr.wisc.edu/employment/employ.html
- University of Wisconsin-Madison Financial Aid Office: http://www.finaid.wisc.edu/graduate-and-professional.htm
- Outside UW Scholarship Opportunities for Minority Students: https://collegestats.org/resources/best-scholarships-minorities/
- Cost of living in Madison, WI: https://www.expatistan.com/cost-of-living/madison
- Private Fellowships and Scholarships Search (FastWeb): http://www.fastweb.com
- The Best Private Student Loans of 2020: https://loans.usnews.com/student-loans
- Federal Loan Forgiveness Program: http://www.finaid.org/loans/publicservice.phtml
Impostor Syndrome and You: A Discussion of a Little-Discussed Phenomenon

by Katelyn Butler and Michelle Marks, Department of Plant Pathology, University of Wisconsin–Madison

Editor’s note: After participating in a roundtable discussion on impostor syndrome led by Michelle and Katelyn at the 2017 APS Annual Meeting, I invited them to develop the following article. The Interactions advisory board and I feel that impostor syndrome can have a profound impact on our individual well-being (from students to senior faculty), as well as on our interactions with members of the broader scientific community. Many of us wrestle with persistent issues that feed this phenomenon, but we are unwilling to talk about them because we feel that we’re alone. We hope that this article incites future discussions on this topic, and we invite you to share your own personal struggles with impostor syndrome in the “Comments” section of this article. I feel that the more visibility we can bring to this issue, the less of an issue it will become. This is exactly the type of article that I desire to see published in the new Interactions: a topic that affects all of us but cannot be or is not addressed in a classical research publication. –Dennis Halterman, Editor-in-Chief

What Is Impostor Syndrome Anyway?

Maybe you’ve had thoughts like these: the ones where the little voice in your head is saying “I don’t deserve to be here,” or “I’m not qualified for this,” or “They are going to figure out that I don’t know ANYTHING!” Maybe you just somehow got lucky to be where you are or happened to know the right person, instead of earning success through your own merits. And any day now, somebody is going to figure out what a sham you are and kick you out of the program, deny you tenure, or fire you from your job.

If so, you might have experienced the impostor phenomenon, as it is known in the literature, or the impostor syndrome, as it is known more colloquially. Imposter syndrome was first described
by psychologists Pauline Clance and Suzanne Imes in 1978 as a feeling of “phoniness in people who believe that they are not intelligent, capable, or creative despite evidence of high achievement.” The good news is, you aren’t alone. As Carl Richards (2015) described in his New York Times article, “Learning to Deal with the Impostor Syndrome,” many highly successful people—including acclaimed author and poet Maya Angelou and several U.S. presidents—have experienced impostor syndrome.

Although the prevalence of impostor syndrome is difficult to estimate, some have offered that 70% of people will experience it at least once in their lifetimes (Sakulku and Alexander, 2011). In our own conversations with fellow graduate students, faculty, and professionals, we’ve discovered such feelings are widely experienced and often persist throughout one’s career. In this article, we’ll discuss the origins of these impostor feelings, their potential consequences, and strategies for acknowledging and overcoming them.

I’m a Fraud and Here’s Why

Impostor feelings can occur for all sorts of reasons and in all types of people. Although first studied primarily in women, impostor syndrome is now recognized to be a common phenomenon among both genders. Valerie Young (2011), author of The Secret Thoughts of Successful Women: Why Capable People Suffer from the Impostor Syndrome and How to Thrive in Spite of It, categorized individuals with the syndrome into five subgroups. As described by Melody Wilding (2017) in her article “The Five Types of Impostor Syndrome and How to Beat Them,” they are (1) The Perfectionist, (2) The Superwoman/man, (3) The Natural Genius, (4) The Rugged Individualist, and (5) The Expert. While these personality types and traits can explain a tendency toward impostor feelings, specific events can initiate and perpetuate them.

For some, these feelings can manifest early and may be due to personal experience, background, or characteristics (e.g., having a disability). Students returning to graduate school after time spent elsewhere may feel like they don’t belong or aren’t cut out to return to academic life. Similarly, first-generation graduate students, international students, and other nontraditional students may feel like impostors in their new and unfamiliar environments. Impostor feelings may be particularly common among members of minorities, who may worry that they haven’t achieved their success on their own merits but rather by others’ good graces or by blind luck.

Even students with a family history of higher education and academic achievement may suffer from impostor feelings. When expectations are high and achievement is valued, it’s easy for students to get overwhelmed by such expectations. (Check out the description of The Perfectionist in the Wilding article.) These individuals may feel that they can never live up to these expectations and those of their families. To a person struggling with impostor-like feelings, even the encouragement received by family members can cause anxiety as the individual continues to receive what he or she feels is unjustified praise and support.

It’s no surprise that impostor feelings can often be triggered by failures, which are exceedingly common in STEM. Whether it’s an experiment that didn’t work, a grant that didn’t get funded, or a job that wasn’t offered, such events are more catastrophic to those individuals already struggling with impostor syndrome. These commonplace disappointments are added to lists of evidence of their fraudulence and lead many individuals to question their skills and value.

Perhaps one of the biggest sources of impostor feelings is self-comparison to others. Of course, measuring oneself in relation to peers isn’t always bad. However, we are rarely all on the same
playing field, nor are we always racing toward the same finish line. This peer comparison seems extremely common based on conversations we’ve had with both faculty and fellow graduate students, and in many ways, it’s inevitable as we progress alongside our cohort members. It’s easy to look at a fellow graduate student who has two published papers while you have none and wonder “What’s wrong with me and my abilities?” Margie Warrell put it well in her article “Afraid of Being ‘Found Out?’ How to Overcome Impostor Syndrome”: “Too often we fall into the trap of comparing our insides with others’ outsides; our weaknesses with others’ strengths.”

More Than a Feeling

The insidious nature of the impostor syndrome is that it often manifests as more than just negative feelings, and real problems can emerge when these feelings turn into action (or nonaction). Feeling like you aren’t good enough or that the work you have been doing isn’t up to par can grind productivity to a halt. We have heard students describe being in the paradox of finding that they need help but are too afraid to ask for it for fear of outing themselves as impostors. Thus, they find themselves stymied and make little progress, further reinforcing their feelings of inadequacy. A lack of self-advocacy may also result, with individuals not pushing for professional development activities, such as speaking opportunities and outreach/teaching events, or not applying for scholarships, fellowships, or grants because they feel certain they are not worthy of such opportunities or recognition. Research productivity (of both students and faculty) could also be impacted, as those struggling with impostor syndrome may have a greater fear of asking the “big questions” and taking on risky (but potentially high-reward) experiments.

At our roundtable discussion about impostor syndrome at this year’s annual meeting of The American Phytopathological Society (APS) in San Antonio, we also talked about perhaps the most damaging effect of impostor syndrome: the self-selection out of advancement opportunities, which is especially important for graduate students applying for jobs and for early-career professionals looking for promotion. Even when faced with all evidence to the contrary and despite encouragement from mentors, students with impostor feelings may still have severe doubts about applying for a job they feel they aren’t qualified for or negotiating a raise they don’t
feel they deserve. Having such doubts can, of course, have real and significant impacts on the careers of those experiencing this phenomenon acutely. Many of the participants in our discussion echoed these worries, and several shared stories of having to overcome real discomfort when applying for their jobs and facing their own feelings of inadequacy—when in reality, they were well-qualified and good fits for their positions.

Furthermore, real mental health consequences, such as anxiety and depression, have been linked to impostor syndrome (Chrisman et al., 2010; Fraenza, 2016). Higher-intensity levels of impostor syndrome have been associated with poorer mental health overall (Sonnak and Towell, 2001). As mental health becomes a significant priority at many universities and businesses, an important part of improving the lives of those suffering with these problems can be acknowledging the role that the impostor phenomenon may play.

Uncovering the Impostor

How can we as scientists at all stages of our careers work toward identifying and eliminating impostor syndrome? We must work together to instill confidence and encourage each other for the benefit of our field, our work, and our mental health. Following are some of the ideas that we’ve come up with in our own experiences and conversations with others. We hope that as you read our ideas, you come up with ideas to take to your own labs, organizations, and departments.

1. **Talk about it.** As mentioned before, we have engaged in discussions about impostor syndrome within our own department and at the APS annual meeting. Both times, we were blown away not only by the honesty of the participants but also by the widespread effects that impostor syndrome can have. However, we were pleasantly surprised by the incredible outpouring of encouragement, validation, and inspiration that occurred because of these conversations. When you hear from the graduate students that you perceive to have it all together, as well as professors and even award winners, that they struggle with the same issues, you suddenly don’t feel alone. By naming and discussing the issue, you can begin to identify impostor-like thoughts and work toward alleviating the effects of this toxic mindset. Normalizing the issue by having conversations with colleagues has been shown to play a role in relieving impostor symptoms (Mark and Smith, 2012). To that end, we think it would be immensely beneficial for our scientific society and others to have breakout sessions, roundtable discussions, and professional development training sessions at national meetings about impostor syndrome. These sessions would be helpful not only for those struggling with impostor syndrome but also for mentors and leaders.

2. **Acknowledge your own skills and success.** As scientists, we are driven by what we don’t know. However, it’s important to reflect on what you have learned, what you have accomplished, and what skills you have acquired. Take time to list your talents, and remember them often. One bit of advice we have been given is to celebrate even the smallest victories—the PCR that amplified the right band, the plants that grew, the cloning reaction that worked—because even these small things (which may seem mundane to you) are important and show that you are capable and productive and working toward your goals. In the same vein, share your skills and knowledge with someone else. By teaching someone something new, you will be compelled to realize that you are smart, knowledgeable, and contributing to society. Participate in department outreach, work with the new student in the lab, help your friends understand a paper
outside their expertise—these are all excellent ways to convince yourself of your accomplishment.

3. **Enjoy the learning process.** In our second suggestion, we have you make lists of the progress you’re making and the successes you’ve had. If you do this over a period of time, you will be able to see how much you’ve learned or achieved. In your first year of graduate school, PCR may have been a chore, but now it’s routine. This is because it’s a skill you’ve obtained, and that’s important to recognize. Doing so creates a learning-driven mindset rather than performance-driven one, which can perpetuate impostor syndrome. Instead of seeing your knowledge gaps as evidence of fraudulence, see them as opportunities for personal growth. Purposely identify areas in which you’d like to grow, and plan ways to accomplish that growth. Rather than frame such an area as “I can’t do that,” think of it as “That’s something I’d like to learn.” No one comes to any position with all the skills and knowledge needed for success—so don’t put that pressure on yourself! Instead, seek out opportunities to learn, and bring others with you. As a bonus, you will be allowing someone else to teach you something, which helps refute his or her impostor feelings, too!

4. **Be a good mentor.** Before students skip over this section, we insist that everyone is or will be a mentor. Graduate students mentor undergraduates in their labs and classes. Senior graduate students mentor new graduate students. The earlier we can start rebutting impostor syndrome, the less persistent it will be in our culture. The best way to combat impostor syndrome is to hear from someone higher up than you that what you’re doing is okay. Impostor syndrome is fueled by misconceptions about yourself that are perpetuated in your own mind. Providing consistent, honest feedback as a mentor will give your mentees a better idea of their progress. Tell them what they’re doing well, and give them pointed areas in which they can improve. Doing so validates them as valuable members of the team while also providing targeted areas of improvement on which they can focus. Help mentees find experiences in which they can thrive, use their knowledge and talents, and continue to develop. Also, if you don’t have a good mentor right now, seek one out. Find someone you can be honest with, who has your goals in mind, and who will support you in your journey. In a recent study, mentoring was identified as a key antidote for impostor symptoms by academic faculty members (Hutchins, 2015). Thus, faculty members not only need to be good mentors but also to have good mentors.

Examining the nature and effects of impostor syndrome can feel daunting, dismal, and distressing. However, we hope that through reading this article, you have learned that impostor syndrome is a real and persistent phenomenon. If you’ve felt these feelings, you’re not alone. We’re with you! If you haven’t felt these feelings, we hope that you realize many of your colleagues do and that you will do your best to help them overcome their impostor feelings. Let’s all stop thinking that we’re inadequate and move confidently toward our goals.

**References**


MENTAL HEALTH RESOURCES ON CAMPUS

Everyone encounters difficulties with thoughts, feelings, or emotions at any time and for any reason. To best prepare you to be an advocate for the mental health of yourself and fellow students, here is a list of people and services on campus that are here to help.

You are not alone.

University Health Services (UHS) 333 East Campus Mall, 7th floor
www.uhs.wisc.edu/mental-health (608) 265-5600

UHS Mental Health Services offer a variety of services including individual and group therapy and wellness programs. Individual therapy may be single session or on-going. For an initial “access” consultation, schedule an appointment over the phone at (608) 265-5600 (option 2) or through MyUHS (myuhs.uhs.wisc.edu). During the access consultation, you’ll have a discussion with one of the Access Specialists who will ask several questions about your symptoms and experiences, and connect you with the services you need.

An on-call counselor can be reached any time, day or night, at 608-265-5600 (option 9).
If it is an emergency, dial 911.

Dean of Students Office 70 Bascom Hall
doso.students.wisc.edu/student-assistance (608) 263-5700

The Dean of Students Office provides resources to students struggling with a variety of issues and seeks to be the “go to” spot for student assistance on campus. Reach them by phone, in-person, or online (Live Chat).

Let’s Talk www.uhs.wisc.edu/mental-health/lets-talk

Let’s Talk is a program that provides drop-in consultations at locations around campus for UW-Madison students. It’s free, no appointment is necessary, and students are seen on a first-come, first-served basis. Just drop in for an informal, friendly, and confidential consultation. Speaking with a counselor consultant can help provide insight, solutions, and information about other resources.

National Alliance on Mental Illness (NAMI) – UW nami.wisco@gmail.com
www.namiuw.org facebook.com/wisconsinnamioncampus

NAMI-UW is a student organization dedicated to promoting mental health and fighting the stigma against mental illness through education, advocacy, and support.

Bandana Project www.namiuw.org/the-bandana-project facebook.com/TheBandanaProject

A lime green bandana on a backpack is a sign of stigma-free, quiet solidarity. This indicates the individual is safe to approach with mental health-related issues, that they know where resources are, and that they hold resource cards (provided by the UWPD) with outlets to get help and support in times of crisis such as UHS, NAMI-UW, and National Crisis Lines.

UWell uwell.wisc.edu

UWell is a campus initiative promoting the overall wellness of the UW-Madison campus community. Although wellness is a broad term that can have a different meaning to each individual, UWell has defined it as an active process of becoming aware and making active choices toward a successful way of being.

Not sure where to start? You can always contact Mo O’Connor, LFS Admissions and Advising Coordinator Drop by room 107, 1225 Observatory Drive; Email: mcoconnor@lafollette.wisc.edu; or Phone: 608-262-3582