I. OVERVIEW

Program Leadership
Director: Dr. Lynn Keller (English, Nelson Institute)
Associate Director: Dr. Shari Wilcox
Steering Committee (2017-2018):
  - Dr. Rick Keyser (Legal Studies), Term: 2017-2020
  - Dr. Cathy Middlecamp (Nelson Institute, Integrated Liberal Studies Program), Term: 2016-2019
  - Dr. Gregg Mitman (History of Science, Medical History, Nelson Institute), Term: 2017-2020
  - Dr. Larry Nesper (Anthropology), Term: 2015-2018
  - Dr. Amy Stambach (Anthropology), Term: 2017-2020

Mission
The Nelson Institute's Center for Culture, History, and Environment (CHE) draws together faculty, staff, graduate students, and others from a wide array of disciplines in the humanities, social sciences, and natural sciences to investigate environmental and cultural change in the full sweep of human history.

People associated with CHE come from many intellectual backgrounds: history and botany, landscape architecture and English literature, geography and science studies, anthropology and limnology, and many other fields besides. Without CHE, many of us would never even find each other on this vast campus, let alone meet, learn from each other, and become friends and colleagues.

Although most of us are firmly grounded in one or more disciplinary traditions, we are all persuaded that no one discipline by itself can hope to solve the myriad puzzles of how and why people relate to, use, change, and value the world around them as they do. We all share an interest in the environmental past, and in that sense we all practice history even though most of us are not formally trained in the academic discipline of history. Interdisciplinary inquiry and conversation are thus central to what we sometimes half-jokingly refer to as "CHE-space."

CHE serves as the main home at UW-Madison for the "environmental humanities" - fields that concern themselves not just with the mechanisms of environmental change, but with its human meanings. But the humanities have no monopoly on the claim that human culture -- including ideas, behaviors, perceptions and values -- matter in understanding anthropogenic environmental change. That is why CHE welcomes natural and social scientists as eagerly as it does humanities scholars: we all need each other to do this complicated and fascinating work.

Governance
The Center for Culture, History, and Environment consists of the Director, Associate Director, Steering Committee, Faculty Member Associates, Graduate Student Associates, and Community Associates.

The Steering Committee is the executive body of the Center. It evaluates matters pertaining to the graduate certificate, including new course proposals and course changes. It reviews appeals from associates for variances from Center rules and makes appropriate recommendations to the Center in executive session. The Steering Committee may nominate Center associates for competitive awards both inside and outside the University, and it shall determine which associates of the Center shall receive awards dispensed within the Center by whatever means a majority of the Committee consider appropriate. In consultation with the Director, it reviews Center finances. The Steering Committee also seeks counsel from Center associates, as needed, on decisions that affect major issues of Center policy and governance.
The Director is the highest-ranking representative of the Center, and exercises all powers traditionally vested in such positions by the Nelson Institute and the Campus. The Director is a voting member of the Steering Committee.

The Steering Committee consists of five faculty member associates, a majority of whom must be tenured. All Steering Committee members must be drawn from the Center faculty associates membership.

The Associate Director serves as a non-voting ex-officio member of the Steering Committee.

Four graduate students elected annually from the graduate student associate membership will serve as non-voting members of the Steering Committee.

**Learning Goals**

Students who earn a Graduate Certificate or Minor in the Center for Culture, History, and Environment will:

- Gain an understanding of a significant variety of disciplinary approaches to the study of environmental change and the interactions of humans with the natural environment.

- Learn to use differing forms of evidence and methods of analysis that can be employed to understand past environmental change and its human meanings.

**Intention of Handbook**

This handbook is intended for graduate students who are CHE Graduate Associates, particularly those pursuing the Graduate Certificate or Ph.D. Minor. Any enrolled graduate student at UW-Madison who shares an interest in CHE’s mission is eligible to earn the CHE Certificate or Minor. Students should refer to their respective graduate degree programs’ handbooks for information related to the completion of a graduate degree. The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Center for Culture, History, and Environment administers the certificate program and minor under the authority of the Graduate School. The Graduate School’s Academic Policies and Procedures Handbook provides essential information regarding general University requirements.

The policies described in this handbook have been approved by CHE faculty leadership. Certificate and Minor requirements may change over time. However, students must meet the requirements in effect when they entered the program. In addition, administrative procedures and processes can change over time. Students are required to follow the procedures and processes listed in the current handbook. The information in this handbook should also be supplemented by individual consultation with the student’s advisor and CHE leadership so that individual needs/interests and all certificate/minor requirements are met. Additional information is available via the CHE’s webpage: [https://nelson.wisc.edu/che/index.php](https://nelson.wisc.edu/che/index.php). Students may also wish to consult the Graduate School’s webpage: [http://grad.wisc.edu/](http://grad.wisc.edu/).

II. **ASSOCIATE ROLES AND APPLICATION PROCEDURES**

The Center for Culture, History, and Environment sponsors serious collaboration between graduate students and faculty across disciplines in environmental studies. All graduate students who have research, teaching, or outreach interests that significantly address the themes of culture, history, and environment are eligible to apply to become CHE graduate student associates.

CHE hosts many programs that are developed and implemented by graduate students, faculty, and/or community members. In addition to the active schedule of events, the graduate student associates organize an annual
Graduate Student Symposium, independent reading groups, research presentations, field trips, and social events at Bradley Memorial. Becoming a graduate student associate means joining a creative intellectual community dedicated to exploring the changing relationships of people and the environment over time.

Other benefits of becoming a CHE graduate student associate include:

- Eligibility to apply for CHE graduate research funding
- Eligibility to apply for desk space in 117 Bradley Memorial
- Access to the seminar room in Bradley Memorial
- Graduate student representation on the CHE Executive Committee, the governing body of the Center
- Access to funds for programming speakers and events organized by and for graduate students
- Opportunity to apply to serve on Edge Effects’ Editorial Board and/or to author content for this digital magazine

To apply for Graduate Associate status, please download the application form [here](https://nelson.wisc.edu/che/docs/CHE-GAA-1.pdf) and send the completed application, together with a brief CV and a photo for the CHE website, to the CHE Associate Director at che@nelson.wisc.edu. Questions can also be sent to this email address.

### III. CHE CERTIFICATE AND MINOR REQUIREMENTS

CHE offers two main avenues for graduate student involvement: a non-curricular option in the form of Graduate Student Associate status, and a curricular track in the form of the CHE Certificate or PhD Minor.

CHE’s programming, including its Certificate and Minor, has been developed with the awareness that the environmental challenges we face today arise as much from human actions as from natural processes. Only at our peril do we forget that nature, in all its myriad forms, is inextricably bound up with every aspect of human culture, economy, and politics. In exploring past environmental and cultural change and synthesizing diverse research methods and approaches drawn from the full spectrum of humanities, natural sciences, and social sciences, the graduate program in Culture, History, and Environment contributes in important ways to the understanding of past, present, and future environmental issues through interdisciplinary education and research.

CHE’s curriculum accommodates graduate students in a wide range of degree programs at UW-Madison. The program includes several elements, most of which can be met in any sequence with many different combinations of courses and experiences. This flexibility accommodates the wide range of degree programs with which the Certificate or PhD Minor can be combined.

#### Requirements

All students in both the Minor and the Certificate programs must complete a thematic sequence of nine credits chosen from across the environmental disciplines. In addition, Certificate students must complete the Methods Seminar, attend a Place-Based Workshop, and publicly present their CHE-related work.

**Thematic Sequence (9 credits)**

With the help of their advisor and committee, each CHE student designs a thematically coherent sequence of courses relating to past environmental and cultural change. Courses should be chosen from at least two of the main divisions of UW-Madison curricula — the humanities, natural sciences, and social sciences — and should expose students to research approaches from outside their home disciplines. Once a student and his or her advisor have developed and described the rationale for the chosen thematic sequence, it
must be reviewed and approved by the CHE curriculum subcommittee. Possible thematic sequences might include the following:

- Representations of nature
- Rural studies
- Urban studies
- Environmental conflict
- Environmental justice
- Environmental policy and politics
- Communities and forests
- Landscape change
- Environmental health and history
- Indigenous cultures and landscapes
- Environmental communications

**Interdisciplinary Methods Seminar (3 credits) (Required for Certificate)**
This course introduces students to methods, approaches, and research questions involved in the study of past environmental and cultural change. Visit [https://nelson.wisc.edu/che/teaching/index.php](https://nelson.wisc.edu/che/teaching/index.php) for more information about the current year’s seminar.

**Place-Based Workshops (Required for Certificate)**
These workshops introduce students to place-based research questions and approaches. A new workshop is offered at least once a year, most commonly at the end of the spring semester. Visit [https://nelson.wisc.edu/che/events/place-based-workshops/index.php](https://nelson.wisc.edu/che/events/place-based-workshops/index.php) for more information.

**Public Presentation (Required for Certificate)**
CHE Certificate students are expected to participate in the colloquium as their degree programs allow, and to present their own research to the CHE community, at either the colloquium ([https://nelson.wisc.edu/che/events/colloquium/index.php](https://nelson.wisc.edu/che/events/colloquium/index.php)), the CHE graduate student symposium ([https://nelson.wisc.edu/che/events/symposium.php](https://nelson.wisc.edu/che/events/symposium.php)), or another forum as a capstone requirement of the Certificate.

**Application Process**
CHE welcomes applications from students in any graduate degree program at UW-Madison. Master's degree students who complete the program receive CHE Certificates in addition to their degrees. Doctoral students can complete either the Certificate or the PhD minor. CHE is not available as a stand-alone graduate degree.
To apply for the Certificate or minor, students will need to choose a CHE advisor from the list of CHE Faculty Associates. Once a CHE faculty member has agreed to serve as advisor, please download the application form and follow the instructions for completing and submitting it. The Curriculum Committee reviews applications on a semesterly basis.

**Completing a CHE Certificate or Minor**

1. **Select an Advisor**
The advisor assists in tracking the student’s progress toward completion of the minor or Certificate, assists with course selection and academic planning, and may help the student identify possible research mentors, committee members, and professional opportunities. The responsibility for finding a CHE advisor rests on the student. Since the advisor’s role can vary, students should discuss roles and expectations with their advisors or prospective advisors.
2. **Produce an initial plan** in which the student and the advisor agree upon the theme and the general distribution of courses across the three curricular areas. For each of the three planned course fields, the student should identify several from the university’s master list that would be suitable. Once the advisor approves and signs off on this plan, it is the student’s responsibility to submit the initial minor or certificate plan [https://nelson.wisc.edu/che/docs/application.pdf](https://nelson.wisc.edu/che/docs/application.pdf) to the Associate Director at che@nelson.wisc.edu.

3. As the student registers for each certificate or minor course, it is the student’s responsibility to inform their advisor so that advisor and advisee can work together to ensure the courses chosen fit the theme and the desired distribution of fields. In order to change an approved course of study, the student will need the approval of both their CHE advisor and the Curriculum Committee. To request a change in the theme, track option, or advisor, please download the course-of-study modification form at [https://nelson.wisc.edu/che/docs/modification.pdf](https://nelson.wisc.edu/che/docs/modification.pdf) and submit it to the Associate Director at che@nelson.wisc.edu.

4. **Minor Completion**: Following completion of the sequence of three courses, the student must fill out the Completion Form at [https://nelson.wisc.edu/che/docs/completion.pdf](https://nelson.wisc.edu/che/docs/completion.pdf) and have the advisor sign off on the completed thematic sequence. It is then the student’s responsibility to submit the form, along with the preliminary exam warrant, to the Associate Director. The Curriculum Committee will need to approve adding the completion to the student’s transcript.

5. **Certificate Completion**: Once the sequence of three courses and the other Certificate requirements have been completed, the student must fill out the Completion Form at [https://nelson.wisc.edu/che/docs/completion.pdf](https://nelson.wisc.edu/che/docs/completion.pdf) and have the advisor sign off on the completed thematic sequence. The fulfillment of all requirements must be documented. It is then the student’s responsibility to submit to the Associate Director the signed completion form. The Curriculum Committee will approve adding the completion to the student’s transcript.

IV. **FUNDING AND FINANCIAL INFORMATION**

**CHE Travel Grants**
Graduate Associates are invited to apply for CHE’s annual Travel Awards, which can be used for travel to CHE-relevant research sites, archival collections, or specialized libraries, or for presentation of CHE-relevant research papers at conferences. Travel grants of up to $2,500 may be offered to CHE Graduate Associates enrolled in a University of Wisconsin PhD program and up to $500 to Graduate Associates enrolled in a MA/MS program. Priority will be given to applications for research travel, but conference travel will be considered if the student is presenting a paper. The purpose of the travel must be related to CHE’s mission to deepen understanding of the changing relationships between people and the environment over time. Lifetime maximums apply per student, and involvement in CHE is a consideration in evaluating applications. Information on applying for a travel grant is circulated each fall semester, with grant proposals due at a specified date early in the spring semester.

**Funding Opportunities Outside of CHE Fellowships**
There are many different kinds of fellowships on campus. Some are awarded by the program, some are awarded by the school/college, and still others are awarded by the Graduate School. In addition, a number of students have applied for and won fellowships from federal agencies, professional organizations, and private foundations. The terms and conditions of fellowships across campus vary widely. If you have a fellowship, make sure you understand the obligations and benefits of that fellowship, including stipend, health insurance eligibility, eligibility for tuition remission, pay schedule, etc.
Graduate School Fellowships
The Graduate School administers a number of different fellowships on campus, including: the University Fellowships, Chancellor’s Fellowships, Mellon-Wisconsin Fellowships, the Dickie Fellowships, and a variety of external fellowships (https://kb.wisc.edu/gsadminkb/page.php?id=34761). If you have questions about these fellowships, please contact the Office of Fellowships and Funding Resources, http://grad.wisc.edu/studentfunding/currentstudents.

External Funding/Fellowships
We encourage all students to seek out and apply for funding from sources external to the university (e.g., federal agencies, professional organizations, private foundations). The Graduate School supports selected federal/private fellowships through the provision of tuition support and health insurance, list at kb.wisc.edu/gsadminkb/page.php?id=34761.

Students should be aware that fellowships and awards from external sources will each have unique terms and conditions that you should take time to understand. Questions on external fellowships can be directed to the Office of Diversity, Inclusion and Funding. grad.wisc.edu/studentfunding/types

The following are some sources of information on external funding:
2. The Grants Information Collection (GIC) on the 2nd Floor of Memorial Library grants.library.wisc.edu/
   The GIC is a great collection of print and on-line resources to help students find external fellowships and scholarships. You can learn how to set up a personalized profile on several on-line funding databases, and get regular notices of relevant funding opportunities. PLEASE REMEMBER: the timetable for identifying, applying for and receiving such external funding is generally quite long; plan on 9-12 months between the time you start your search and the time you may receive funding.

Once you find a fellowship, scholarship, or award to which you want to apply, consider contacting the Writing Center (writing.wisc.edu/Individual/index.html). The Writing Center staff can provide valuable advice on crafting your application.

Fellows with Concurrent Appointments
Students with fellowships payrolled through the university may hold concurrent graduate assistantships and/or student hourly appointments up to a total maximum combined annual stipend of $44,162 (2016-2017 maximum). Concurrent appointment policies will vary across external agencies, so please be sure to review the terms and conditions for your award. If you have any questions about concurrent work along with your fellowship, please feel free to contact the Office of Fellowships and Funding Resources.

Funding for Study Abroad
The International Fellowships Office provides information about opportunities for international research, grants, scholarships and other funding.

Funding for Conference/Research Travel
The Graduate School provides a limited amount of funding for dissertators and final year MFA students whose research has been accepted for presentation at a conference. For more information about this funding, visit the Student Research Grants Competition website (https://grad.wisc.edu/studentfunding/grantscomp/).

In addition, the Graduate School runs the Travel Research Grants competition which provides funds to support travel related to your dissertation/thesis research. Students must be dissertators or final-year MFA students. For
more information about this funding, visit the Student Research Grants Competition website (https://grad.wisc.edu/studentfunding/grantscomp/).

Travel to Meetings and Conferences
An important part of the professional development of graduate student is the participation in professional meetings and conferences. Consult your advisor about the appropriate venues for you to attend. Some advisors may have access to funds to help support travel costs. Students should also explore volunteer opportunities at conferences to offset registration costs. Students who have reached dissertator status are eligible to apply for Vilas Conference Presentation Funds from the Graduate School (grad.wisc.edu/pd/vilas/conference/).

Loans
The Office of Student Financial Aid (OSFA) (finaid.wisc.edu/graduate-students.htm) assists graduate students whose personal and family resources are not adequate to cover the expenses involved in attending the University of Wisconsin-Madison. The office also provides counseling to help students manage their money effectively, information on other potential sources of financial assistance (such as employment), debt management counseling, and small short-term loans for emergency situations.

V. OPPORTUNITIES FOR STUDENT INVOLVEMENT

As a graduate student at UW-Madison, you have a multitude of opportunities to become involved within the CHE community, on campus, and in your academic discipline. This involvement enhances your academic, professional, and social development.

Graduate Associate Organization and Other Opportunities within CHE
CHE's graduate students are the lifeblood of the CHE community, and to that end, the center's graduate associates are brought together by the Graduate Associate Organization. The Graduate Associate Organization affirms a shared mission of understanding how knowledge, beliefs, political economy, and culture have shaped, and been shaped by, the environment by fostering the interdisciplinary exchange of ideas and research among graduate students active within CHE. In addition, the organization engages in education, outreach, and community research projects to address how nature, in all its myriad forms, is inextricably bound to every aspect of human culture, history, economy, politics, environmental policy, health, and justice. All CHE graduate associates are members with voting rights in the Graduate Associate Organization.

CHE's grad community is led by an Organizing Committee (GAOC) that consists of four graduate representatives to the Steering Committee as well as a secretary and treasurer (though all GOAC members may attend the Steering Committee meetings). The organizing committee enacts policy, develops programs, and authorizes expenditures to further our shared mission. It also aims to catalyze the activity of CHE grad associates when developing events and programming and seeks to increase leadership opportunities for grad associates.

Graduate students will find abundant opportunity to become involved with CHE. Graduate associates may volunteer to serve as a member of the GAOC (elections are held each spring), or they may volunteer with programs organized by the Graduate Associate Organization including film nights, BrunCHEs, and assorted other programming. Graduate associates may also volunteer on committees organizing key CHE programs including the annual Graduate Symposium (https://nelson.wisc.edu/che/events/symposium.php) and the Place-Based Workshop (https://nelson.wisc.edu/che/events/place-based-workshops/index.php). Students may also have opportunities to volunteer with Edge Effects, CHE's digital magazine (www.edgeeffects.net), as well as events like CHE's biennial film festival, Tales from Planet Earth (https://nelson.wisc.edu/tales/index.php).
Student Representation in University Governance

Associated Students of Madison (ASM) - The Associated Students of Madison (ASM) is the campus-wide student governance organization at UW–Madison. Graduate and undergraduate representatives are elected to the 33-member ASM Student Council based on their respective college or school. The student council has regular biweekly meetings open to all students. Learn more here: asm.wisc.edu/

Teaching Assistants’ Association (TAA) - The Teaching Assistants’ Association (AFT Local 3220) is the labor union for TAs and PAs at UW–Madison. As a result of decades of organizing and by working together as a union, graduate students at UW-Madison have achieved good health benefits, tuition remission, and many other gains. The TAA is a democratic union run by the members. All key policy decisions are made at monthly membership meetings. Learn more here: taa-madison.org/

Registered Student Organizations
There are more than 750 student organizations on campus. The best way to seek out current organizations is to visit the Center for Leadership and Involvement (CFLI) website, cfli.wisc.edu, and visit the Registered Student Organization directory. This list will not include unregistered student organizations, and you may find that there are groups in your department that you would like to get involved with as well. If you are interested in officially registering an organization you are involved, you must register at cfli.wisc.edu. Once registered through CFLI, your organization is eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

Outreach and Community Connections
The Wisconsin Idea is the principle that education should influence and improve people’s lives beyond the university classroom. For more than 100 years, this idea has guided the university’s work. Learn how you can get involved at wisc.edu/public-service/.

The Morgridge Center for Public Service connects campus with community through service, active civic engagement, community-based learning and research, and more. Explore opportunities at morgridge.wisc.edu/.

Engagement with the Graduate School
The Graduate School facilitates opportunities by which graduate students can interact with and provide feedback to leadership on important graduate education topics. Email graduateschooldean@grad.wisc.edu to find out more.

VI. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

UW-Madison offers a wealth of resources intended to enrich your graduate studies and enhance your professional skills. Starting your very first year on campus, it is expected that you will take full advantage of the career and professional development resources that best fit your needs and support your goals. Since our alumni thrive not only in academia but also in industry, corporate, government, and non-profit arenas, we strive to be in-tune, holistic, and innovative our approach to meeting the diverse professional development needs of our students. By actively participating in these professional development opportunities, you will build the skills needed to succeed academically at UW-Madison and to thrive professionally in your chosen career.

CHE Resources for Professional Development and Career Planning
Throughout the academic year, CHE hosts many events targeted at professional development and career planning for both academic careers and careers outside of the classroom. GAOC organizes a monthly “BrunCHE” series targeted at topics in professional development. Graduate students can also apply to serve as an editor for Edge
Effects, an opportunity which provides valuable experience in editing, producing podcasts, and in digital communications. Additionally, CHE workshops, guest speakers, and other programming will address the challenges and opportunities of the job market after graduate school. Students are invited to suggest other programming ideas that would be of value for career planning.

Campus-wide Resources for Professional Development
In addition to opportunities at the local level, the Graduate School Office of Professional Development provides direct programming in the areas of career development and skill building, and also serves as a clearing house for professional development resources across campus. The best way to stay informed is to watch for the weekly newsletter from OPD, GradConnections Weekly, and to visit the webpage grad.wisc.edu/pd/events for an up-to-date list of events. For example, typical topics covered throughout the year are:

- Individual Development Plans (IDPs)
- Planning for academic success
- Dissertation writing support
- Communication skills
- Grant writing
- Teaching
- Mentoring
- Research ethics
- Community engagement
- Entrepreneurship
- Career exploration: academic, non-profit, industry, government, etc.
- Job search support
- Pursuing postdoctoral training

Be sure to keep a pulse on programs offered by the following campus services as well.

- Writing Center writing.wisc.edu/
- Grants Information Collection grants.library.wisc.edu/
- Student Technology Training (STS) sts.doit.wisc.edu/
- Delta Program delta.wisc.edu
- UW Teaching Academy tle.wisc.edu/teaching-academy
- UW Center for the Humanities humanities.wisc.edu
- Wisconsin Entrepreneurial Bootcamp bus.wisc.edu/degrees-programs/non-business-majors/wisconsin-entrepreneurial-bootcamp

Individual Development Plans
The Graduate School webpage grad.wisc.edu/pd/idp offers a collection of IDP resources to support graduate students, postdoctoral researchers, mentors, PIs, grants administrators, and graduate program coordinators. The university recommends the use of IDPs for all postdoctoral researchers and graduate students, and requires their use for all postdoctoral researchers and graduate students supported by National Institutes of Health (NIH) funding.

As you begin your Graduate School career, an Individual Development Plan (IDP) is an essential tool to help you:

1) Assess your current skills and strengths
2) Make a plan for developing skills that will help you meet your academic and professional goals
3) Communicate with your advisors and mentors about your evolving goals and related skills.
The IDP you create is a document you will want to revisit again and again, to update and refine as your goals change and/or come into focus, and to record your progress and accomplishments. It also serves to start – and maintain – the conversation with your faculty advisor about your career goals and professional development needs.

The onus to engage in the IDP process is on you, although your mentor, PI, or others may encourage and support you in doing so. The IDP itself remains private to you, and you choose which parts to share with which mentors. Through the IDP process, you may decide to identify various mentors to whom you can go for expertise and advice.

We recommend using one of the following two IDP tools, or a more specific IDP tool that your program or training grant has developed. Each tool will include a self-assessment of skills, interests, and values; goal-setting guidelines; and reference to skill building and career exploration resources.

**IDP tool for all graduate students and postdocs**

UW-Madison IDP template, which includes instructions and examples, is flexible and appropriate for all disciplines. [grad.wisc.edu/pd/idp#mentees](grad.wisc.edu/pd/idp#mentees)

**IDP tool for sciences and engineering**

For graduate students in the natural sciences and engineering, the American Association for the Advancement of Science (AAAS) online tool “myIDP” provides a comprehensive set of materials and exercises that will guide you through the process of self-assessment, career exploration, goal-setting, and implementation of your plan. Set up a free account and create and monitor your IDP at [myidp.sciencecareers.org](myidp.sciencecareers.org).

VII. **CONDUCT EXPECTATIONS**

**Professional Conduct**

All students are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while in Graduate School at UW-Madison, in all professional settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires. Concerns about infractions of Professional Conduct may be effectively handled informally between the instructor/advisor and the student. If a resolution is not achieved, a graduate program representative may be included in the discussion. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

1. **Professional Ethics:** Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.

2. **Honesty and Integrity:** Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality and HIPPA regulations. Students shall follow-through and pull their weight in group activities and understand where
collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.

3. Interpersonal and Workplace Relationships: Students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for termination or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

4. Commitment to Learning: Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.

This Center, the Graduate School, and the Division of Student Life all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. In addition, graduate students are held to the same standards of responsible conduct of research as faculty and staff. Furthermore, unprofessional behavior towards clients/subjects, faculty, staff, peers and public are significant issues in the evaluation and promotion of students. In turn, we hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions. Students may be disciplined or dismissed from the graduate program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

Academic Misconduct
Academic misconduct is an act in which a student (UWS 14.03(1)):
1. seeks to claim credit for the work or efforts of another without authorization or citation;
2. uses unauthorized materials or fabricated data in any academic exercise;
3. forges or falsifies academic documents or records;
4. intentionally impedes or damages the academic work of others;
5. engages in conduct aimed at making false representation of a student's academic performance; or
6. assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:
1. cutting and pasting text from the Web without quotation marks or proper citation;
2. paraphrasing from the Web without crediting the source;
3. using notes or a programmable calculator in an exam when such use is not allowed;
4. using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator;
5. stealing examinations or course materials;
6. changing or creating data in a lab experiment;
7. altering a transcript;
8. signing another person's name to an attendance sheet;
9. hiding a book knowing that another student needs it to prepare for an assignment;
10. collaboration that is contrary to the stated rules of the course; or
11. tampering with a lab experiment or computer program of another student.

Additional information regarding Academic Misconduct:
Graduate School Policy & Procedure: Misconduct, Academic: grad.wisc.edu/acadpolicy/#misconductacademic

Dean of Students Office: Information for Students: How to Avoid Academic Misconduct? What Happens If I engage in Academic Misconduct? What Should I do If I know a Classmate is Cheating? students.wisc.edu/doso/students.html

Dean of Students Office: Academic Misconduct Flowchart: students.wisc.edu/doso/misconductflowchart.html

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures: students.wisc.edu/doso/docs/uws_chapter_14.pdf

Non-Academic Misconduct
The university may discipline a student in non-academic matters in the following situations:

1. for conduct which constitutes a serious danger to the personal safety of a member of the university community or guest;
2. for stalking or harassment;
3. for conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest;
4. for conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities;
5. for unauthorized possession of university property or property of another member of the university community or guest;
6. for acts which violate the provisions of UWS 18, Conduct on University Lands;
7. for knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent;
8. for violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of non-academic misconduct include but are not limited to:
1. engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d);
2. attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest;
3. attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so;
4. selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver;
5. removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes;
6. preventing or blocking physical entry to or exit from a university building, corridor, or room;
7. engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program;
8. obstructing a university officer or employee engaged in the lawful performance of duties;
9. obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities;
10. knowingly disrupting access to university computing resources or misusing university computing resources.

Additional information regarding Non-Academic Misconduct

Graduate School Academic Policies & Procedures: Misconduct, Non-Academic: 
grad.wisc.edu/acadpolicy/#misconductnonacademic

Dean of Students Office: Non-Academic Misconduct Standards Statement: 
students.wisc.edu/doso/nonacadmisconduct-statement.html

Dean of Students Office: Non-Academic Misconduct Process 
students.wisc.edu/doso/nonacadmisconduct.html

University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures: 
students.wisc.edu/doso/docs/NewUWS%2017.pdf

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands: 
students.wisc.edu/doso/docs/NewUWS%2018.pdf

Research Misconduct
Much of graduate education is carried out not in classrooms, but in laboratories and other research venues, often supported by federal or other external funding sources. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. Graduate students are held to the same standards of responsible conduct of research as faculty and staff. The Graduate School is responsible for investigating allegations of research misconduct. This is often done in consultation with the Division of Student Life as well as with federal and state agencies to monitor, investigate, determine sanctions, and train about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 333 Bascom Hall, (608) 262-1044.

Please see section on “Grievance Procedures and Misconduct Reporting” for further information on reporting research misconduct of others. Here are links for additional information regarding Research Misconduct and Responsible Conduct:

Graduate School Policies & Procedures: Responsible Conduct of Research 
grad.wisc.edu/acadpolicy/#responsibleconductofresearch
VIII. GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME

Grievance Procedures
If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students’ concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, the student should contact the advisor or the person in charge of the unit where the action occurred (center, program, or department chair, section chair, lab manager, etc.). Many departments and schools/colleges have established specific procedures for handling such situations; check their web pages and published handbooks for information. If such procedures exist at the local level, these should be investigated first. For more information see the Graduate School Academic Policies & Procedures: Grievances & Appeals: grad.wisc.edu/acadpolicy/#grievancesandappeals

Procedures for proper accounting of student grievances:

1. The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level.

2. Should a satisfactory resolution not be achieved, the student should contact the Director for the Center for Culture, History, and Environment to discuss the grievance. The Director will facilitate problem resolution through informal channels and facilitate any complaints or issues of students. In the event a student is not comfortable approaching the Director, they can initiate this process through the Associate Director for the Center for Culture, History, and Environment. The first attempt is to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors regarding concerns or difficulties if necessary. University resources for sexual harassment, discrimination, disability accommodations, and other related concerns can be found on the UW Office of Equity and Diversity website: oed.wisc.edu/index.html.

3. Other campus resources include
   - The Graduate School - grad.wisc.edu
   - McBurney Disability Resource Center - mcburney.wisc.edu
   - Employee Assistance Office - eao.wisc.edu
   - Ombuds Office - ombuds.wisc.edu
   - University Health Services – uhs.wisc.edu
   - UW Office of Equity and Diversity - oed.wisc.edu/index.html

4. If the issue is not resolved to the student’s satisfaction the student can submit the grievance to the Director in writing, within 60 calendar days of the alleged unfair treatment.

5. On receipt of a written complaint, a committee of CHE Faculty Associates will be convened by the Director to manage the grievance. The faculty associate committee will obtain a written response from the
person(s) toward whom the complaint is directed. This response will be shared with the person filing the grievance.

6. The faculty committee will determine a decision regarding the grievance. The Director will report on the action taken by the committee in writing to both the student and the party toward whom the complaint was directed within 15 working days from the date the complaint was received.

7. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the faculty committee, the party may file a written appeal. Either party has 10 working days to file a written appeal to the School/College.

8. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely.

The Graduate School has procedures for students wishing to appeal a grievance decision made at the school/college level. These policies are described in the Graduate School’s Academic Policies and Procedures: [grad.wisc.edu/acadpolicy/#grievancesandappeals](grad.wisc.edu/acadpolicy/#grievancesandappeals)

Reporting Misconduct and Crime
The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, Graduate Program Coordinator, or other campus resources (such as the [UW Office of Equity and Diversity](https://equity.wisc.edu/), [Graduate School](https://grad.wisc.edu), [McBurney Disability Resource Center](https://www.mcburney.wisc.edu), [Employee Assistance Office](http://eao.wisc.edu), [Ombuds Office](http://www.oms.wisc.edu), and [University Health Services](https://health.wisc.edu)).

Research Misconduct Reporting
The University of Wisconsin-Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Graduate students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at [research.wisc.edu/respolcomp/resethics/](research.wisc.edu/respolcomp/resethics/)

Academic Misconduct Reporting
If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

Sexual Assault Reporting
UW-Madison prohibits sexual harassment, sexual assault, dating violence, domestic violence, and stalking. These offenses violate UW-Madison policies and are subject to disciplinary action. Sanctions can range from reprimand to expulsion from UW-Madison. In many cases, these offenses also violate Wisconsin criminal law and could lead to arrest and criminal prosecution.

Students who experience sexual harassment, sexual assault, domestic violence, dating violence, and/or stalking have many options and services available to them on and off campus, including mental health counseling, victim advocacy and access to the criminal and campus disciplinary systems. For a list a confidential support and reporting options, please visit [uhs.wisc.edu/assault/sa-resources.shtml](uhs.wisc.edu/assault/sa-resources.shtml).
Faculty, staff, teaching assistants, and others who work directly with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials for statistical purposes. In addition, disclosures made to certain university employees, such as academic advisors or university administrators, may be forwarded to the campus Title IX coordinator for a response. For more information, please visit students.wisc.edu/doso/reporting-allegations-of-sexual-assault-datingdomestic-violence-and-stalking/.

**Child Abuse Reporting**
As a UW-Madison employee (under Wisconsin Executive Order #54), you are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers working for UW-Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at oed.wisc.edu/child-abuse-and-neglect.htm

**Reporting and Response to Incidents of Bias/Hate**
The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at students.wisc.edu/doso/biasreporting.html and students.wisc.edu/rights/what-if-i-witness-or-experience-a-bias-related-incident/

**IX. STUDENT HEALTH AND WELLNESS**

UW-Madison has a holistic resource for all things wellness called “UWell”. The site includes information and opportunities for wellness for your work/school, financial, environmental, physical, emotional, spiritual, and community. Go to uwell.wisc.edu/

Students who pay segregated fees are eligible for University Health Services uhs.wisc.edu/services/counseling/. There is no charge to students for many basic services including counseling sessions, because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

**Securing Health Insurance Coverage**
Graduate students who hold an appointment as an assistant of 33.33% or more or who have a fellowship may be eligible for health insurance and other benefits beyond University Health Services. Contact the staff benefits and payroll coordinator in the unit where you have been hired to select one of several health care plans within 30 days of your hire date.

Graduate students without an assistantship or fellowship who are currently enrolled can use the services of University Health Services (UHS), the campus health clinic. Many services are provided at no extra cost, including outpatient medical care during regular business hours, Monday through Friday. UHS is located in the Student Services Tower at 333 East Campus Mall, 608-265-5000. For more info, visit the UHS web site at uhs.wisc.edu.

Prescription medications, emergency room visits and hospitalization are not included in UHS benefits. Therefore, supplemental insurance covering these drugs and services is recommended for all students and is required for international students. The UHS Student Health Insurance Plan (SHIP) is an excellent option for many students. Contact the SHIP office at 608-265-5600 for more information.
Disability Information
Students with disabilities have access to disability resources through UW-Madison’s McBurney Disability Resource Center. As an admitted student, you should first go through the steps to “Become a McBurney Client” at mcburney.wisc.edu/students/howto.php

Additional [non-academic] disability campus resources (not found through the McBurney Center) can be found at mcburney.wisc.edu/services/nonmcburney/index.php

The UW-Madison Index for Campus Accessibility Resources can be found at wisc.edu/accessibility/index.php

Mental Health Resources On and Off Campus
University Health Services (UHS) is the primary mental health provider for students on campus. UHS Counseling and Consultation Services offers a wide range of services to the diverse student population of UW-Madison. They offer immediate crisis counseling, same day appointments and ongoing treatment. Go to uhs.wisc.edu/services/counseling/ or call 608-265-5600. UHS service costs are covered for students through tuition and fees.

There are many mental health resources throughout the Madison community, but UHS Counseling and Consultation Services is the best resource for referrals to off-campus providers. Call 608-265-5600 for assistance in finding an off-campus provider.

X. MISCELLANEOUS INFORMATION FOR NEW STUDENTS

The Graduate School maintains a checklist for new graduate students at https://grad.wisc.edu/newstudents/checklist/. Most importantly:

Activate your NetID
You will need your NetID and password to access the My UW-Madison portal at my.wisc.edu. To activate your NetID click on the ACTIVATE NETID button from the My UW Madison login screen. Enter your 10 digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the DoIT Help Desk at 608-264-4357.

Get your UW Photo ID Card (Wiscard)
Get your UW ID card - Wiscard - photo taken at the Wiscard Office (wiscard.wisc.edu/contact.html) in Union South, room 149, M-F 8:30 am - 5:00 pm. You must be enrolled and have valid identification, such as a valid driver's license, passport, or state ID) to get your photo ID.

Use your WiscMail Account
Use (or forward) your WiscMail account, the University’s official method of correspondence.

Pick up your free Madison Metro bus pass
As a UW student, you can pick up a bus pass at no charge from the Memorial Union at the beginning of the fall and spring semesters. Visit the ASM Web site for more information on Madison Metro bus services: asm.wisc.edu/asm-bus-pass.html. Be sure to bring your UW Photo ID card.
Prerequisite: You must be enrolled.
Attend the New Graduate Student Welcome, hosted by the Graduate School
This event provides a great opportunity to mingle with Graduate School deans and staff, hear from a panel of current students about grad student life, learn about the many campus and community resources available to you, and meet other new graduate students from across campus. Learn more and register here: grad.wisc.edu/newstudents/ngsw/

The Guide to Graduate Student Life
The Guide is published annually by the Graduate School and contains a wealth of essential information for new graduate student. It covers information about the city of Madison, student services, finances, employment, housing, transportation, shopping, local services, recreation, and healthy living. Check it out at grad.wisc.edu/newstudents/.

Attend CHE Welcome Events
CHE hosts both formal and informal events at the start of the academic year open to all interested graduate students. These events include a welcome picnic which affords an opportunity to meet CHE graduate students, faculty, and community associates in a more relaxed setting. CHE also hosts an “All-CHE Colloquium” in the first weeks of the fall semester, where associates are invited to introduce themselves and their research interests. The Graduate Associate Organizing Committee (GAOC) also hosts a meeting early in the fall semester to plan a calendar of graduate associate-hosted events and to recruit volunteers. Interested students are invited to join CHE activities at any time of year. The best way to learn more about upcoming events is by checking the CHE online calendar at https://nelson.wisc.edu/che/ or contacting the Associate Director at che@nelson.wisc.edu for more information.

XI. ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS

International Student Services (ISS)
International Student Services (ISS) is your main resource on campus and has advisors who can assist you with visa, social and employment issues. Visit their website for more information at iss.wisc.edu or to schedule an appointment.

Student Visas
Graduate Admissions issues the federal I-20 form for initial F-1 Visa procurement. Initial J-1 Visa document (DS-2019) is handled by International Student Services (ISS). The Graduate Admissions office sometimes must collect financial information for the DS-2019, which is then forwarded to ISS. After the student is enrolled, all Visa matters are handled by ISS.

Documents required of new international students
Many students are admitted with a condition that they submit their final academic documents after arrival on campus. Please submit your documents to the admissions office at 232 Bascom Hall. The admissions requirements page grad.wisc.edu/admissions/requirements/ has a drop down menu under “degrees” which lists the documents required for each country.

Students with ESL requirements
Any student who was admitted with a TOEFL score below 92, or an IELTS score below 6.5 will be required to take the English as a Second Language Assessment Test (ESLAT) english.wisc.edu/esl/eslat-exam.html and any required English course during their first semester.
**Funding for International Students**

International graduate student associates are eligible for assistantships, scholarships, and grants administered by CHE. Opportunities available to graduate student associates are subject to change from year to year. Please refer to Section IV of this handbook for more information.

International students are eligible for Teaching, Project, and Research Assistantships on campus as well as university fellowships through the Graduate School. They may not be employed more than 20 hours per week on campus while enrolled full-time.

New international students with assistantships should work with International Students Services to obtain a social security number ([iss.wisc.edu/employment/social-security](iss.wisc.edu/employment/social-security)). New students with fellowships and no other appointment types are not considered employees and are not eligible for social security numbers. These students should work with ISS to obtain an International Taxpayer Identification Number (ITIN, [iss.wisc.edu/employment/itin](iss.wisc.edu/employment/itin)).
Graduate Associate Application

Please complete the following form and save it to your computer as a PDF. Send the completed application, together with a brief CV and a photo of yourself for the CHE website, to the CHE Director (che-director@nelson.wisc.edu) and the CHE PA (che@nelson.wisc.edu).

### 1. Personal information

<table>
<thead>
<tr>
<th>First name</th>
<th>Initial</th>
<th>Last name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email address</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UW ID</th>
<th>Campus address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Academic information

Major department or program

<table>
<thead>
<tr>
<th>Major department or program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Major advisor

<table>
<thead>
<tr>
<th>Major advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Advisor’s email

<table>
<thead>
<tr>
<th>Advisor’s email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Current level of graduate work

<table>
<thead>
<tr>
<th>Current level of graduate work</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
</tr>
</tbody>
</table>

Are you considering applying for the CHE certificate or PhD minor?

<table>
<thead>
<tr>
<th>Are you considering applying for the CHE certificate or PhD minor?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

### 3. Office information

Are you interested in an assigned desk in the CHE Grad Student office, 117 Bradley Memorial?

<table>
<thead>
<tr>
<th>Are you interested in an assigned desk in the CHE Grad Student office, 117 Bradley Memorial?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

If yes, please describe how access to this workspace would benefit both you and the CHE community.

<table>
<thead>
<tr>
<th>If yes, please describe how access to this workspace would benefit both you and the CHE community.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Application questions

Briefly describe how your research, teaching, or outreach interests relate to CHE’s mission to explore changing relationships between humans and the environment over time.

In the following space, please write a 100-word biographical statement for use on the CHE website that includes your research interests, key departments and programs you regard as core to your intellectual community on campus, and a link to a personal website or CV if you have one.
The Center for Culture, History, and Environment (CHE) provides a home for faculty and graduate students from across campus to explore changing human-environment interactions across the broad sweep of history in an interdisciplinary setting. Graduate student involvement is at the core of CHE’s mission, and graduate students from all disciplines are invited to take part in the full range of CHE’s activities, events, scholarly collaborations, and professional development opportunities. CHE offers two main avenues for graduate student involvement: a non-curricular affiliation in the form of Graduate Student Associate status, and a curricular track in the form of the CHE Certificate or PhD Minor.

### Non-curricular

**CHE Grad Associate**

Eligibility: Any currently enrolled graduate student at UW-Madison in any program. Graduate students at allied programs at other schools may apply by special consideration.

**Benefits:**
- Voting rights in CHE graduate governance
- Access to the CHE graduate programming budget to organize events
- Eligibility to apply for yearly research and travel grants
- Office space in Bradley Memorial Building
- Subscription to CHE-Grads mailing list
- Profile listing on CHE web site

To apply: Complete form available at http://nelson.wisc.edu/che/connect/become-an-associate.php and submit with CV, 100-word profile biography, and headshot photo.

Admission process: CHE Steering Committee reviews applications at its monthly meeting.

**Requirements:**
- Active participation in CHE graduate programming
- Yearly renewal

### Curricular

#### CHE Certificate

Eligibility: Any currently enrolled graduate student at UW-Madison in any program. (The CHE Certificate is not a standalone graduate degree.)

**Benefits:**
- Completed certificate will appear on transcript
- Demonstrates rigorous academic engagement with interdisciplinary environmental studies
- Priority enrollment in CHE Methods Seminar
- Priority enrollment in CHE Place-Based Workshop

To apply: Find a CHE Faculty Associate who is willing to serve as your CHE advisor. Complete form available at http://nelson.wisc.edu/che/teaching/certificate-phd.php and submit with unofficial transcript.

Admission process: CHE Curriculum Committee reviews applications on a rolling schedule.

**Requirements:**
- 9-credit elective sequence tailored to student’s interests and drawn from at least two major academic divisions
- 3-credit CHE Methods Seminar
- Attend at least one CHE Place-Based Workshop
- Present research at a public forum
- Receive a B or better in all courses

#### CHE PhD Minor

Eligibility: Any currently enrolled graduate student at UW-Madison currently at the PhD level and not pursuing any other minor field.

**Benefits:**
- Completed PhD minor will appear on transcript
- Demonstrates rigorous academic engagement with interdisciplinary environmental studies
- Ability to construct a tailored minor course of study that counts as an “Option A” minor program

To apply: Find a CHE Faculty Associate who is willing to serve as your CHE advisor. Complete form available at http://nelson.wisc.edu/che/teaching/certificate-phd.php and submit with unofficial transcript.

Admission process: CHE Curriculum Committee reviews applications on a rolling schedule.

**Requirements:**
- 9-credit elective sequence tailored to student’s interests and drawn from at least two major academic divisions
- Average GPA for coursework must be 3.00 or higher.

Most students pursuing the Certificate or PhD Minor choose to also be affiliated with CHE as Grad Associates, though it is not a requirement. However, you cannot pursue both the Certificate and the PhD Minor; you must choose one curricular track.

For more information, visit our website at http://nelson.wisc.edu/che/ or contact us at che@nelson.wisc.edu.
Certificate/PhD Minor Application

INSTRUCTIONS

1. Complete this form and save it as a PDF, using the filename LastName_FirstName-CM-APP.pdf.
2. Email the completed PDF to che@nelson.wisc.edu.
3. Print out a copy of the completed form, sign it, and obtain your CHE advisor's signature.
4. Mail or deliver the signed paper copy, together with an unofficial copy of your UW-Madison transcript, to:
   Center for Culture, History, and Environment  Bradley Memorial Building 203A  1225 Linden Dr.  Madison, WI 53706
   If you have questions, please email che@nelson.wisc.edu.

Applicant information

First name  Initial  Last name

Email address  Phone number

UW ID  Campus address

Major department or program  Current level of graduate work

Major advisor  Advisor’s email

Proposed course of study

Track Option  Proposed name of thematic elective sequence

Proposed elective courses Minimum of 3 courses and 9 credits

<table>
<thead>
<tr>
<th>Department</th>
<th>Course no.</th>
<th>Course title</th>
<th>Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic divisions which are represented in your course of study You must choose at least two

Humanities  Social Sciences  Natural Sciences

Additional requirements

These requirements apply to the Certificate option ONLY. Please indicate what semester and year you plan to fulfill them.

CHE Methods Seminar (ES 900)

Place-Based Workshop

Public research presentation

Date of Application

Complete Page 2
4 Application statement

Please write a statement that explains your thematic focus, the goals of your elective sequence, and your justification for each of the courses you've selected. Please state whether you are enrolled in other certificate programs whose courses may double count with your CHE courses.

5 CHE Advisor

CHE advisor name

Advisor’s email

x

CHE advisor’s signature

Date

6 Signature

x

Applicant’s signature

Date

FOR OFFICE USE

Reviewed by Curriculum Committee on

Accepted ○ Further action needed ○

Approved by CHE Director

x

Director’s name

Director’s signature

Date

Copies
○ Nelson
○ CHE
○ Student
Certificate/PhD Minor Completion Form

INSTRUCTIONS
1. Complete this form and save it as a PDF, using the filename LastName_FirstName-CM-COM.pdf.
2. Email the completed PDF to che@nelson.wisc.edu.
3. Print out a copy of the completed form, sign it, and obtain your CHE advisor’s signature.
4. Mail or deliver the signed paper copy to:
   Center for Culture, History, and Environment    Bradley Memorial Building 203A    1225 Linden Dr.    Madison, WI 53706
   If you have questions, please email che@nelson.wisc.edu.

TRACK-SPECIFIC REQUIREMENTS

Certificate Option
- You must receive a grade of B or better for all courses. Exceptions must be reviewed by the CHE Curriculum Committee.
- Certificates will be posted to your student record once your degree has been posted (for terminal MA/MS students) or upon reaching dissertator status (for PhD students).

PhD Minor Option
- Your average GPA for minor course work must be 3.00 or greater.
- Include a copy of your preliminary warrant when submitting the hard copy of this form.

1 Student information

Date:

First name    Initial    Last name

Email address

Phone number

UW ID

Campus address

Major department or program

Current level of graduate work

Major advisor

Advisor’s email

2 Satisfaction of requirements

Track Option

Name of thematic elective sequence

Completed elective courses

<table>
<thead>
<tr>
<th>Department</th>
<th>Course no.</th>
<th>Course title</th>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following requirements apply to the Certificate option ONLY. Complete with the dates, titles, and locations of each.

CHE Methods Seminar (ES 900)

Place-Based Workshop

Public research presentation

Complete Page 2
Completion statement

In the following space, please write a statement describing your course sequence and justifying its theme. Please reflect on how your CHE experience helped you to think about the relationships between environmental change and human history.

Signatures

x CHE advisor’s signature

Print name

Date

Student’s signature

Date

FOR OFFICE USE

Reviewed by Curriculum Committee on

Approved

Further action needed

Approved by CHE Director

Director’s name

x Director’s signature

Date

Copies

Nelson

CHE

Student
CHE Alum Survey

Start of Block: Default Question Block

Q9 Name (you can choose to remain anonymous if you prefer)
________________________________________________________________

Q1 For how many years were you a CHE grad associate?
________________________________________________________________

Q2 Were you active in planning any CHE programming or working on the editorial board of Edge Effects? (If you want to say what you did, fine. If you prefer sure anonymity, don’t specify.)
________________________________________________________________

Q3 Did you ever attend a Place Based Workshop?

☐ Yes (1)
☐ No (2)

Q4 In what ways did you benefit most from CHE?
________________________________________________________________

Q5 What aspects of CHE do you hope remain essentially unchanged in the near future?
________________________________________________________________
Q6 What concerns do you have about the directions in which CHE seems to be heading, or not heading?

______________________________________________________________________________

Q7 What would you like to see changed, instituted, or further developed in CHE for the sake of present and future CHE grad associates?

______________________________________________________________________________

Q8 How, if at all, would you like to be involved in CHE in the future? What can or should CHE do for its alums?

______________________________________________________________________________

End of Block: Default Question Block