

# EDUCATIONAL LEADERSHIP AND POLICY ANALYSIS: HIGHER EDUCATION, PHD

This is a named option in the Educational Leadership and Policy Analysis PhD (<https://guide.wisc.edu/graduate/educational-leadership-policy-analysis/educational-leadership-policy-analysis-phd/>).

The Department's Higher Education PhD aims to develop a knowledge base that includes an understanding of the institutional context of higher education, academic leadership, culture and governance, and student services administration. Program faculty have expertise in identifying and dismantling structural inequities across and within the higher education ecosystem. In course and dissertation work, students are encouraged to pursue their "burning questions" toward transformative change. Students receive a strong foundation in theoretical and conceptual frameworks, research methods (e.g., qualitative, quantitative, mixed and multi-methods), and an understanding of the institutional dynamics and policy context of post-secondary education.

Students who have received their PhD in Higher Education in our department have successfully pursued roles in leadership, faculty, and senior administrator and staff positions at a wide range of colleges and universities across this country and the globe. To illustrate, some graduates have gone on to become presidents of community colleges, research universities, and liberal arts colleges. Others have taken on senior administrative and staff positions, such as vice-presidents of statewide systems of higher education, chief diversity officers, colleges and university provosts, and university-wide assessment directors. Still others have taken on faculty and research positions at major research universities as well as regional colleges and universities.

## ADMISSIONS

### ADMISSIONS

Please consult the table below for key information about this degree program's admissions requirements. The program may have more detailed admissions requirements, which can be found below the table or on the program's website.

Graduate admissions is a two-step process between academic programs and the Graduate School. **Applicants must meet the minimum requirements (<https://grad.wisc.edu/apply/requirements/>) of the Graduate School as well as the program(s).** Once you have researched the graduate program(s) you are interested in, apply online (<https://grad.wisc.edu/apply/>).

Requirements	Detail
Fall Deadline	December 1
Spring Deadline	The program does not admit in the spring.
Summer Deadline	The program does not admit in the summer.

GRE (Graduate Record Examinations)	Not required.
English Proficiency Test	Refer to the Graduate School: Minimum Requirements for Admission policy: <a href="https://policy.wisc.edu/library/UW-1241">https://policy.wisc.edu/library/UW-1241</a> ( <a href="https://policy.wisc.edu/library/UW-1241/">https://policy.wisc.edu/library/UW-1241/</a> ).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

### APPLICATION

Applicants are required to upload the following items to the online application.

1. Essay statement. Each applicant must submit a "Reasons for Study" essay. Applicants are encouraged to review the information on our website, talk with our alumni and current students, and interact with members of the faculty and staff. Applicants should address the following in an essay that does not exceed three pages (single or double spaced.)
  - a. What are your primary career goals and professional gaps you have identified as important for your intellectual and professional advancement over the next 5-10 years?
  - b. In what ways will these professional gaps be addressed through a doctoral program at UW-Madison?
  - c. Describe at least one research topic and/or project you plan to work on during your doctoral program.
  - d. As you will note, the program is interested in developing and maintaining a diverse and engaged learning community. Please identify any unique or special contributions you will bring to this community.
2. Unofficial transcripts. If recommended for admission, official transcripts will be requested by the Graduate School.
3. Resume or CV.
4. Three letters of recommendation. Recommendations from three (3) people who are qualified to evaluate the academic and professional competence of the applicants are required. When completing the online application, submit the names and emails of those requesting recommendation from; recommendations are sent electronically to your application.
5. Supporting document if required. Applicants who earned an undergraduate GPA below 3.00 or a graduate GPA below 3.5 should provide additional explanation/documentation to support their admission. In statement, explain why GPA does not accurately reflect high potential to serve in leadership roles.

International degree-seeking applicants must prove English proficiency using the Graduate School's requirements (<https://grad.wisc.edu/apply/requirements/>).

### Essay Statement

A "strong" essay is characterized by:

- A clear, thorough, well-organized essay that expresses ideas in a detailed and engaging manner.
- Addresses all components of the instructions.

- Paragraphs signal the divisions of thought and sentences flow with ideas in a logical sequence.
- No (or very few) noticeable errors in composition.
- The articulation of clear scholarly interests that are consistent with the department's mission and that may expand knowledge within the field.

A "satisfactory" essay is characterized by:

- A detailed, well-organized essay.
- Addresses all components of the instructions.
- Paragraphs signal the major divisions of thought and sequence.
- Few errors in composition.
- The articulation of scholarly interests that are consistent with the department's mission.

A "weak" essay is characterized by:

- A well-organized but insufficiently detailed essay.
- Addresses some, but not all, of the components of the instructions.
- Paragraphs do not contain main topics.
- A distracting number of errors in composition or spelling (i.e., more than two or three per page).
- No articulation of scholarly interests.

## FUNDING

### FUNDING

#### GRADUATE SCHOOL RESOURCES

[The Bursar's Office provides information about tuition and fees associated with being a graduate student.](#) [Resources to help you afford graduate study might include assistantships, fellowships, traineeships, and financial aid.](#) [Further funding information is available from the Graduate School.](#)

Be sure to check with your program for individual policies and restrictions related to funding.

#### PROGRAM RESOURCES

All newly admitted full-time students to the PhD program in Educational Leadership & Policy Analysis receive at least five academic years of funding from a combination of school or university fellowships, teaching assistantships, and/or project/research assistantships. Details on specific funding packages will be provided at the time of admission. Assistantships and fellowships generally include tuition remission, access to health insurance and other benefits, and a competitive living stipend. In consultation with one's advisor, students are encouraged to seek positions in other areas that are related to their own research and professional interests.

Part-time students are not eligible for department funding.

## REQUIREMENTS

### MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum degree requirements (<https://guide.wisc.edu/graduate/#requirements>) and policies (<https://guide.wisc.edu/graduate/#policies>), in addition to the program requirements listed below.

## NAMED OPTION REQUIREMENTS MODE OF INSTRUCTION

Face to Face	Evening/ Weekend	Online	Hybrid	Accelerated
Yes	Yes	No	No	No

#### Mode of Instruction Definitions

**Accelerated:** Accelerated programs are offered at a fast pace that condenses the time to completion. Students typically take enough credits aimed at completing the program in a year or two.

**Evening/Weekend:** Courses meet on the UW–Madison campus only in evenings and/or on weekends to accommodate typical business schedules. Students have the advantages of face-to-face courses with the flexibility to keep work and other life commitments.

**Face-to-Face:** Courses typically meet during weekdays on the UW–Madison Campus.

**Hybrid:** These programs combine face-to-face and online learning formats. Contact the program for more specific information.

**Online:** These programs are offered 100% online. Some programs may require an on-campus orientation or residency experience, but the courses will be facilitated in an online format.

## CURRICULAR REQUIREMENTS

#### Requirement Detail

Minimum Credit Requirement	75 credits
Minimum Residence Credit Requirement	32 credits
Minimum Graduate Coursework Requirement	51 credits must be graduate-level coursework. Refer to the Graduate School: Minimum Graduate Coursework (50%) Requirement policy: <a href="https://policy.wisc.edu/library/UW-1244">https://policy.wisc.edu/library/UW-1244</a> ( <a href="https://policy.wisc.edu/library/UW-1244/">https://policy.wisc.edu/library/UW-1244/</a> ).
Overall Graduate GPA Requirement	3.00 GPA required. Refer to the Graduate School: Grade Point Average (GPA) Requirement policy: <a href="https://policy.wisc.edu/library/UW-1203">https://policy.wisc.edu/library/UW-1203</a> ( <a href="https://policy.wisc.edu/library/UW-1203/">https://policy.wisc.edu/library/UW-1203/</a> ).
Other Grade Requirements	n/a
Assessments and Examinations	Doctoral students are required to take a comprehensive preliminary/oral examination after they have cleared their record of all Incomplete and Progress grades (other than research and thesis). Deposit of the doctoral dissertation in the Graduate School is required.
Language Requirements	None.
Graduate School Breadth Requirement	All doctoral students are required to complete a doctoral minor or graduate/professional certificate. Refer to the Graduate School: Breadth Requirement in Doctoral Training policy: <a href="https://policy.wisc.edu/library/UW-1200">https://policy.wisc.edu/library/UW-1200</a> ( <a href="https://policy.wisc.edu/library/UW-1200/">https://policy.wisc.edu/library/UW-1200/</a> ).

## REQUIRED COURSES

Code	Title	Credits
<b>Introduction to the Field</b>		
These courses lay the foundational framework for work in the department. The Doctoral Inquiry class, ELPA 810, is taken during the first semester of coursework and is required for all incoming PhD students regardless of their area of interest. Students are strongly encouraged to take the Literature Review course during their second semester.		3-6
ELPA 810	Doctoral Inquiry in Educational Leadership and Policy Analysis	
ELPA 940	Special Topics Seminar in Educational Leadership	
<b>Core Content Knowledge</b>		
If a student does not have a Higher Education master's degree, they are required to take ELPA 701 (below). It is also recommended that they take the other Higher Education Master's core courses (in consultation with their advisor).		30-33
ELPA 701	Introduction to Higher and Post-Secondary Education	
ELPA 715	Governance and Administration of Colleges and Universities	
ELPA 883	Perspectives on College Student Identity and Development	
ELPA 887	Diversity and Inequality in Higher Education	
<i>Recommended Content Electives</i>		
In addition to the above courses, students must take at least six courses (18 credits), inside or outside of the Department, to provide depth or breadth to program focus. Electives can also include additional research course credits. Students are reminded that their programs must include at least 39 total credits taken from ELPA (which may include but are not limited to the courses listed below). 15 credits of previous graduate coursework in higher education may be counted toward the elective requirements. Note that electives are separate from the breadth/minor requirement.		
ELPA 831	Financing Postsecondary Education	
ELPA 856	Mobility and Inclusion in Global Higher Education	
ELPA 878	The American Community College	
ELPA 880	Academic Programs in Colleges and Universities	
ELPA 881	Ideas of the University: Images of Higher Learning for the 21st Century	
ELPA 882	Minority-Serving Institutions of Higher Education	
ELPA 886	Internationalization of Higher Education	
ELPA 888	Assessment in Higher Education	
ELPA 940	Special Topics Seminar in Educational Leadership	
<b>Research Methods and Design</b>		

Students must complete a sequence of four courses in research methods and design (e.g., quantitative, qualitative, mixed or multi-methods). All students are required to take ELPA/ED PSYCH 822 and ELPA 824 (or their equivalent), and they may select from any other methods courses for their other two courses. ELPA offers many methods options, but there are course equivalents offered in the School of Education and across campus. Consult your advisor before selecting equivalent method courses outside of ELPA. After the methods requirement has been met, all students should take the research design course (ELPA 825, listed below).

12

### Quantitative Methods

ELPA/ ED PSYCH 822	Introduction to Quantitative Inquiry in Education
ELPA 823	Data Management for Education Policy Analysis
ELPA/ ED PSYCH 827	Surveys and Other Quantitative Data Collection Strategies
ELPA 940	Special Topics Seminar in Educational Leadership
ED PSYCH 760	Statistical Methods Applied to Education I
ED PSYCH 761	Statistical Methods Applied to Education II
SOC/ C&E SOC 360	Statistics for Sociologists I
SOC/ C&E SOC 361	Statistics for Sociologists II
STAT 301	Introduction to Statistical Methods

### Qualitative Methods

ELPA 824	Field Research Designs & Methodologies in Educational Administration
ELPA/ COUN PSY/ CURRIC/ED POL/ ED PSYCH/ RP & SE 719	Introduction to Qualitative Research
ELPA/ COUN PSY/ CURRIC/ED POL/ ED PSYCH/ RP & SE 788	Qualitative Research Methods in Education: Field Methods I
ELPA/ COUN PSY/ CURRIC/ED POL/ ED PSYCH/ RP & SE 789	Qualitative Research Methods in Education: Field Methods II
ELPA 940	Special Topics Seminar in Educational Leadership
ED POL/ C&E SOC/ SOC 755	Methods of Qualitative Research
CURRIC 718	Introduction to Narrative Inquiry
CURRIC 802	Discourse Analysis

### Advanced Research Design

ELPA 825 is a required course for all ELPA PhD students; no substitutes are allowed. Should be taken after completion of all other methods courses and the majority of other course requirements.

ELPA 825	Advanced Research Methods in Educational Administration	3
----------	---	---

### Theory

Students are required to take a minimum of two theory courses (6 credits). The suggested list below is not exhaustive.

ELPA 860	Organizational Theory and Behavior in Education	6
----------	---	---

ELPA 875	Theory and Practice of Educational Planning	
----------	---	--

ELPA 940	Special Topics Seminar in Educational Leadership	
----------	--	--

### Breadth/Minor Requirement

Breadth is a rational, unified set of courses taken outside of the department that have a clearly articulated theme or focus which allows the student to develop knowledge in a related area of study. Students may pursue either a doctoral minor or a graduate/professional certificate. Students should initiate contact and approval from the minor or graduate/professional certificate department. 6 credits of previous graduate coursework may be applied to the minor. Students must complete an additional 3 credits of coursework outside of the department during or after the semester of admission to the program.

### Thesis

Students are required to complete a minimum of nine credits of research/thesis and/or independent reading. While nine credits is the minimum required, there is no maximum.

ELPA 990	Research or Thesis	9
ELPA 999	Independent Reading	

**Total Credits** **75**

### Non-ELPA Elective Options

This list highlights electives outside of Educational Leadership and Policy Analysis (ELPA) that students have taken in the past. This list is not comprehensive; consult with your advisor before selecting electives outside of the ELPA department.

Code	Title	Credits
<b>Organizations and Planning</b>		
M H R 872	Seminar in Organizational Behavior and Design	3
SOC 632	Sociology of Organizations	3-4
OTM 770	Sustainable Approaches to System Improvement	4
<b>Politics, Policy, and Finance</b>		
ED POL 600	Problems in Educational Policy	3
ED POL/ELPA/ PUB AFFR 765	Issues in Educational Policy Analysis	3
ECON 711	Economic Theory-Microeconomics Sequence	3
ECON 712	Economic Theory-Macroeconomics Sequence	3

ECON 741	Theory of Public Finance and Fiscal Policy	3
----------	--	---

ECON 742	Theory of Public Finance and Fiscal Policy	3
----------	--	---

PUB AFFR 869	Workshop in Public Affairs	3
--------------	----------------------------	---

PUB AFFR/ POLI SCI 871	Public Program Evaluation	3
---------------------------	---------------------------	---

PUB AFFR/ POLI SCI/ URB R PL 874	Policy-Making Process	3
--	-----------------------	---

PUB AFFR 880	Microeconomic Policy Analysis	3
--------------	-------------------------------	---

PUB AFFR/ A A E/ENVIR ST/ POP HLTH 881	Benefit-Cost Analysis	3
--	-----------------------	---

PUB AFFR 891	State and Local Government Finance	3
--------------	------------------------------------	---

PUB AFFR 974	Topics in Public Affairs	3
--------------	--------------------------	---

## POLICIES

### GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy/>) serve as the official document of record for Graduate School academic and administrative policies and procedures and are updated continuously. Note some policies redirect to entries in the official UW-Madison Policy Library (<https://policy.wisc.edu/>). Programs may set more stringent policies than the Graduate School. Policies set by the academic degree program can be found below.

### NAMED OPTION-SPECIFIC POLICIES

#### PRIOR COURSEWORK

##### Graduate Credits Earned at Other Institutions

With program approval, students may transfer no more than 36 credits of graduate coursework from other institutions. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

##### Undergraduate Credits Earned at Other Institutions or UW-Madison

No credits from an undergraduate degree may transfer.

##### Credits Earned as a Professional Student at UW-Madison (Law, Medicine, Pharmacy, and Veterinary careers)

Refer to the Graduate School: Transfer Credits for Prior Coursework (<https://policy.wisc.edu/library/UW-1216/>) policy.

##### Credits Earned as a University Special Student at UW-Madison

With program approval, students may transfer no more than 15 credits of coursework numbered 300 or above taken as a UW-Madison Special student. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements. For more information, refer to the Graduate School: Transfer Credits for Prior Coursework (<https://policy.wisc.edu/library/UW-1216/>) policy.

## PROBATION

Refer to the Graduate School: Probation (<https://policy.wisc.edu/library/UW-1217/>) policy.

## ADVISOR / COMMITTEE

Every graduate student is required to have an advisor. An advisor is a faculty member, or sometimes a committee, from the major department responsible for providing advice regarding graduate studies. An advisor generally serves as the thesis advisor. In many cases, an advisor is assigned to incoming students. Students can be suspended from the Graduate School if they do not have an advisor.

To ensure that students are making satisfactory progress toward a degree, the Graduate School expects them to meet with their advisor on a regular basis.

A committee often accomplishes advising for the students in the early stages of their studies.

## CREDITS PER TERM ALLOWED

15 credit maximum. Refer to the Graduate School: Maximum Credit Loads and Overload Requests (<https://policy.wisc.edu/library/UW-1228/>) policy.

## TIME LIMITS

Refer to the Graduate School: Time Limits (<https://policy.wisc.edu/library/UW-1221/>) policy.

## GRIEVANCES AND APPEALS

These resources may be helpful in addressing your concerns:

- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>)
- Graduate Assistantship Policies and Procedures (<https://hr.wisc.edu/policies/gapp/#grievance-procedure>)
- Hostile and Intimidating Behavior Policies and Procedures (<https://hr.wisc.edu/hib/>)
  - Office of the Provost for Faculty and Staff Affairs (<https://facstaff.provost.wisc.edu/>)
- Employee Assistance (<http://www.eao.wisc.edu/>) (for personal counseling and workplace consultation around communication and conflict involving graduate assistants and other employees, post-doctoral students, faculty and staff)
- Employee Disability Resource Office (<https://employeedisabilities.wisc.edu/>) (for qualified employees or applicants with disabilities to have equal employment opportunities)
- Graduate School (<https://grad.wisc.edu/>) (for informal advice at any level of review and for official appeals of program/departmental or school/college grievance decisions)
- Office of Compliance (<https://compliance.wisc.edu/>) (for class harassment and discrimination, including sexual harassment and sexual violence)
- Office Student Assistance and Support (OSAS) (<https://osas.wisc.edu/>) (for all students to seek grievance assistance and support)
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts involving students)
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for employed graduate students and post-docs, as well as faculty and staff)

- Title IX (<https://compliance.wisc.edu/titleix/>) (for concerns about discrimination)

## School of Education Grievance Policy and Procedures

The following School of Education Student Grievance Policy and associated procedures are designed for use in response to individual student grievances regarding faculty or staff in the School of Education.

Any individual student who feels they have been treated unfairly by a School of Education faculty or staff member has the right to file a grievance about the treatment and receive a timely response addressing their concerns. Any student, undergraduate or graduate, may use these grievance procedures, except employees whose complaints are covered under other campus policies. The grievance may concern classroom treatment, mentoring or advising, program admission or continuation, course grades (study abroad grade complaints are handled through International Academic Programs (<https://studyabroad.wisc.edu/>)), or issues not covered by other campus policies or grievance procedures.

For grievances regarding discrimination based on protected bases (<https://compliance.wisc.edu/eo-complaint/>) (i.e., race, color, national origin, sex, disability, age, etc.), contact the Office of Compliance (<https://compliance.wisc.edu/eo-complaint/>).

For grievances or concerns regarding sexual harassment or sexual violence (including sexual assault, dating/domestic violence, stalking, and sexual exploitation), contact the Sexual Misconduct Resource and Response Program (<https://compliance.wisc.edu/titleix/>) within the Office of Compliance.

For grievances that involve the behavior of a student, contact the Office of Student Conduct and Community Standards in the Dean of Students Office at <https://conduct.students.wisc.edu/>.

For grievances about, or directed at, faculty or staff in a School of Education department, unit, or program, students should follow these steps:

1. Students are strongly encouraged to first talk with the person against whom the concern is directed. Many issues can be settled informally at this level. If students are unable to resolve concerns directly or without additional support, step 2 or 3 should be pursued.
2. If unresolved after taking or considering step 1:
  - a. If the concern is directed against a teaching assistant (TA), and the student is not satisfied, the student should contact the TA's supervisor, who is usually the course professor. The course professor will attempt to resolve the concern informally.
  - b. If the concern involves a non-TA instructor, staff member, professor, academic department, or School of Education office or unit, the student should contact the chair of the department or the director of the office or unit, or their designee. The chair or director, or their designee, will attempt to resolve the concern informally. If the concern is about the department chair or office/unit director, the student should consult the School of Education Senior Associate Dean for guidance.
3. If the concern remains unresolved after step 2, the student may submit a formal grievance to the chair or director in writing within 30 business days<sup>1</sup> of the alleged unfair treatment. To the fullest extent possible, a formal written grievance shall contain a clear

and concise statement of the issue(s) involved and the relief sought.

4. On receipt of a written grievance, the chair or director will notify the person at whom the grievance is directed with a copy of the written grievance. The person at whom the complaint is directed may submit a written response, which would be shared with the student.
5. On receipt of a written grievance, the chair or director will refer the matter to a department, office, or unit committee comprised of at least two members. The committee may be an existing committee or one constituted for this purpose. The committee, or delegates from the committee, may meet with the parties involved and/or review any material either party shares with the committee.
6. The committee will provide a written description of the facts of the grievance and communicate recommendations to the department chair or office/unit head regarding how the grievance should be handled.
7. The chair or director will offer to meet with the student who made the grievance and also will provide a written decision to the student, including a description of any related action taken by the committee, within 30 business days of receiving the formal grievance.

<sup>1</sup> For the purpose of this policy, business days refers to those days when the University Offices are open and shall not include weekends, university holidays, spring recess, or the period from the last day of exams of fall semester instruction to the first day of spring semester instruction. All time limits may be modified by mutual consent of the parties involved.

If the grievance concerns an undergraduate course grade, the decision of the department chair after reviewing the committee's recommendations is final.

Other types of grievances may be appealed using the following procedures:

1. Both the student who filed the grievance or the person at whom the grievance was directed, if unsatisfied with the decision of the department, office or unit, have five (5) business days from receipt of the decision to contact the Senior Associate Dean, indicating the intention to appeal.
2. A written appeal must be filed with the Senior Associate Dean within 10 business days of the time the appealing party was notified of the initial resolution of the complaint.
3. On receipt of a written appeal, the Senior Associate Dean will convene a sub-committee of the School of Education's Academic Planning Council. This subcommittee may ask for additional information from the parties involved and/or may hold a meeting at which both parties will be asked to speak separately (i.e., not in the room at the same time).
4. The subcommittee will then make a written recommendation to the Dean of the School of Education, or their designee, who will render a decision. The dean or designee's written decision shall be made within 30 business days from the date when the written appeal was filed with the Senior Associate Dean. For undergraduate students, the dean or designee's decision is final.

Graduate students have the option to appeal decisions by the School of Education dean or designee by using the process detailed on the Graduate School's website (<https://grad.wisc.edu/documents/grievances-and-appeals/>).

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

### Resources

- Office of Compliance (<https://compliance.wisc.edu/>) (for discrimination based on protected classes, including misconduct) 179A Bascom Hall, 608-262-2378
- Office of Student Conduct and Community Standards (<https://conduct.students.wisc.edu/>) (for conflicts between students, or academic integrity violations) 70 Bascom Hall, 608-263-5700
- Bias or Hate Reporting (<https://doso.students.wisc.edu/bias-or-hate-reporting/>) (for students who experience or observe bias or hate incidents) 70 Bascom Hall, 608-263-5700
- Graduate School (<https://grad.wisc.edu/>) (for graduate students who need informal advice at any level of review; for official appeals of program/departmental or school/college grievance decisions, see Graduate Assistant Policies and Procedures (<https://hr.wisc.edu/policies/gapp/>)) 217 Bascom Hall, 608-262-2433
- Ombuds Office for Faculty and Staff (<http://www.ombuds.wisc.edu/>) (for UW-Madison employees, including graduate students) 523-524 Lowell Center, 608-265-9992
- Employee Assistance (<http://www.eao.wisc.edu/>) (for conflicts involving graduate assistants and other employees) 256 Lowell Hall, 608-263-2987
- Office of Human Resources (<https://kb.wisc.edu/ohr/policies/search.php?cat=4506>) for policies and procedures to address workplace conflict) 21 N Park Street Suite 5101, 608-265-2257
- Office of Student Assistance and Support (<https://osas.wisc.edu/>) (OSAS) (for any students needing advice or support) 70 Bascom Hall, 608-263-5700
- School of Education, Office of Student Services (<https://education.wisc.edu/about/student-services/>) (for students, particularly undergraduates, in the School of Education) 139 Education Building, 608-262-1651
- School of Education, Office of Equity, Diversity, and Inclusion (<https://education.wisc.edu/about/diversity-inclusion/>) (OEDI) 145 Education Building, 608-262-8427

### OTHER

n/a

## PROFESSIONAL DEVELOPMENT

### PROFESSIONAL DEVELOPMENT GRADUATE SCHOOL RESOURCES

Take advantage of the Graduate School's professional development resources (<https://grad.wisc.edu/pd/>) to build skills, thrive academically, and launch your career.

Further appealing a School of Education decision – *graduate students only*