



Department of Food Science
UNIVERSITY OF WISCONSIN-MADISON

COLLEGE OF AGRICULTURE

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1.0 Introduction

A. Welcome to the Food Science Department

- Department of Food Science Staff & Faculty

Administrative & Front Office Staff - Suite 105

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Department Chair & Professor	Scott Rankin	105A	608-263-2008	sarankin@wisc.edu`
Department Administrator	Marcia Verhage	105F	608-263-7033	verhage@wisc.edu
Graduate Program Coordinator	Emily Merlin	105H	608-263-6388	merlin2@wisc.edu
Financial Specialist	Kathy Poole	105K	608-263-4107	kpoole@wisc.edu
Administrative Assistant	Emma Temme	105D	608-265-2729	abels@wisc.edu
IT Support Specialist	Liz Kalmbach	105M	608-265-0791	epickens@wisc.edu

Faculty

Professor	Bradley Bolling	A103B	608-890-0212	bwbolling@wisc.edu
Assistant Professor	Audrey Girard	B117	608-890-4866	algirard@wisc.edu
Professor	Richard Hartel	A13	608-263-1965	rwhartel@wisc.edu
Assistant Professor	Tu-Anh Huynh	127A	608-262-5960	thuynh6@wisc.edu
Director of CDR &	John Lucey	A203A	608-265-1195	jalucey@wisc.edu

Professor				
Assistant Professor	Gulustan Ozturk	A103A	608-263-2012	gozturk@wisc.edu
GPC Chair & Professor	Jan Peter van Pijkeren	A203B	608-890-2640	vanpijkeren@wisc.edu
Assistant Professor	Victor Ujor	A19	608-263-5144	ujor@wisc.edu

Academic Staff

Teaching, Learning & Technology Specialist	Nicholas Smith	B142J	608-265-2338	nsmith35@wisc.edu
Building Manager	Raymond van Cleve		608-890-1843	rvancleve@wisc.edu
Teaching Faculty	Yaa Asantewaa Kafui Klu		608-263-2225	yklu@wisc.edu
Teaching Faculty	Arnoldo Lopez-Hernandez		608-262-3046	alopezhernan@wisc.edu
Dairy Plant Manager	Casey Whyte	126	608-262-9102	cwhyte@wisc.edu

Affiliate Food Science Faculty¹

Professor of Animal Science	James Claus		608-262-0875	jrclaus@wisc.edu
Director of FRI & Professor of Bacteriology	Charles Kaspar		608-263-6936	cwkaspar@wisc.edu
Professor of Animal and Dairy Sciences	Mark Richards		608-262-1792	mprichards@wisc.edu
Assistant Professor L/I at UW-River Falls	Grace Lewis		715-425-4873	grace.lewis@uwrf.edu
Assistant Professor L/I at UW-Platteville	Zifan Wan			wanzi@uwplatt.edu
Professor of Bacteriology	Jae-Hyuk Yu		608-262-4696	jyu1@wisc.edu

¹ These individuals are Graduate Faculty with a tenure home in another department who can train students in the Food Science Graduate Program

Associate Professor of Animal Science	Sara Gragg		sgregg@wisc.edu
Professor of Biological Systems Engineering	Sundaram Gunasekaran	608-262-1019	guna@wisc.edu
Professor of Animal and Dairy Sciences	Jess Reed	608-263-4310	jdreed@wisc.edu

- Food Science Mission & Vision

Mission: Empowered by science, driven by health, we make the future of food sustainable, inclusive and fun!

Vision: The Food Science Department is globally impactful, sustainable food production systems through a supportive and innovative community

- Graduate School Mission & Vision

Mission: "To foster excellence in graduate education."

Vision: "Given its campus-wide responsibility for graduate education and its connection to the research mission through the Office of Vice Chancellor for Research and Graduate Education, the Graduate School is in a unique position to set university-wide standards and policies, service a special advocacy and communication role, promote diversity initiatives, and otherwise augment the margin of excellence. We fulfill these roles by initiating and incubating new ideas, and facilitating graduate education through partnerships with schools/colleges and other campus units."²

- Food Science Statement on Diversity

The UW-Madison Department of Food Science is committed to building a culture that embraces justice, diversity, inclusion, and equity, believing that these values are foundational elements of our excellence and fundamental components of a positive and enriching learning and working environment for all students, faculty and staff.³

B. What to Do When You Arrive

- Matriculating at UW-Madison
- Orientation for New Food Science Graduate Students
- Meet With your Advisor
- [Enroll for Classes](#)
- [Academic Calendar](#)

² <https://grad.wisc.edu/about/>

³ <https://foodsci.wisc.edu/jedi/>

C. Facilities in Babcock Hall

○ Access

Public access to Babcock Hall is available Monday through Friday, 6:30 AM - 5:00 PM. Extensions of this time frame occur when exams are scheduled. After-hour and weekend access require keys or Department registration of your WiscCard for electronic access. Stop by the 105 suite at Babcock Hall to have keys assigned for your lab and office spaces and your WiscCard activated for electronic building access. It is imperative that your lab and office space is locked, especially if no lab group member is present. Any key that is lost must be reported immediately, and *all* keys must be returned to the Department Administration when students leave the Graduate Program.

○ Services & Resources

Room 105N Babcock Hall is the Department mailroom. Graduate students' mailboxes are collectively organized under the name of their advisor. Here, the U.S. Post Office mail is delivered and outgoing mail may be dropped off. Deliveries by UPS and FEDEX may be placed at the loading dock, especially large items and instructional/research supplies. Some perishable items may be delivered to Suite 105, but not all, so students should be vigilant about imminently arriving perishable items. A printer is housed in 105N which students can obtain access using a reserved number for their lab group. Class notes should *not* be copied and Copyright laws/protection must be recognized (no copying of books). Large or extended copying jobs should be conducted outside of the busy part of the day and should momentarily yield to others with more urgent needs (e.g., to get ready for class or academic meetings).

○ Conference Rooms

Meeting rooms should be reserved through personnel in the 105 suite along with AV equipment such as laptops, projectors and accessories. A weekly schedule of reserved rooms/meetings will be posted on appropriate room doors at the beginning of each week.

○ Labs & Office Space

Your advisor occupies specific laboratory and office space for your lab group. Graduate student offices are typically proximal to your lab, and will provide a desk and other office furniture and supplies.

○ Security and Personal Safety On and Off Campus

Theft accounts for most crime on campus. All University buildings are public places, and the Babcock Dairy Store draws many visitors to the building. Madison is a relatively safe city to live, work and study, but like anywhere else, crime sometimes happens. Remember these common sense safety tips provided by the [UW-Madison Police Department](#):

- Lock your doors. Theft is a crime of opportunity.
- Do not walk alone at night.
- Do not walk in dimly lit or rarely traveled areas.

- If you feel unsafe traveling at night, use the [SAFEwalk service](#).
- Do not post your address or phone number on social media.

Report crimes. Campus crimes should be reported to UW Police at 608-264-2677. Off-campus crimes should be reported to the [Madison Police Department](#) at 608-255-2345. Resources on [personal safety are available from the UW Police](#). Please consider downloading the Badger Safe app which has campus alerts and emergency protocols and contacts.

Sexual assault, harassment, and dating/domestic violence. Sexual assault, sexual harassment, dating/domestic violence, and stalking are serious issues that can affect graduate students and disrupt the learning and working processes of the campus community. Student victims/survivors have many options available to them on and off campus, including [victim advocacy](#), [mental health counseling](#), and access to the criminal and campus disciplinary systems. Services are available to students regardless of their choice to report the incident to law enforcement, and most are available at no charge.

Threats from nature. Tornadoes or other strong storms are not uncommon in Dane County. In the event of a warning, take the following actions:

- When the warning siren sounds, seek immediate shelter, preferable in a basement or below ground evacuation location. A steel-formed or reinforced concrete building will provide some protection.
- In a multi-story building, seek shelter in an interior hallway or a lower floor.
- Stay away from outside walls, exterior doors, and glass windows or partitions. Do not open windows or doors.

Threats of violence. Appropriate [response to active-threat scenarios](#) is offered by the UW Police Department. Chances are, you'll never face an active killer situation. But if you do, you need to be prepared. An active killer is an individual(s) actively engaged in killing or attempting to kill people in a confined space or other highly populated area. In most cases, active killers use firearms and display no pattern or method for selection of their victims. An active killer's objective is that of mass murder.

Active killer situations are dynamic and evolve rapidly, demanding an immediate response by the community and immediate deployment of law enforcement resources to stop the shooting and prevent further harm to the community. What you do matters, and we encourage you to remember these three key steps: RUN, HIDE, and FIGHT.

Similarly, bomb threats remain an unlikely threat. If you see something, say something. Suspicious behaviors and situations, like an unattended backpack in a public place, or someone trying to break into a restricted area, should be reported to police immediately. In an emergency situation, call 911.

2.0 Requirements for Graduate Degrees

D. Requirements at a Glance

For both MS and Ph.D. degrees, there are timelines to complete and assess satisfactory progress toward coursework and research requirements. There are **no** options for a non-thesis MS degree. Thus, you must complete an approved suite of personalized coursework and complete (defend) a thesis or dissertation on original research that meets the satisfaction of your advisor and committee.

The Food Science Graduate Program endorses graduate students and postdoctoral researchers to implement an [Individual Development Plan \(IDP\)](#). The IDP helps students to (i) assess current skills, interests, and strengths; (ii) make a plan for developing skills to meet academic and professional goals; and (iii) communicate with supervisors, advisors, and mentors about evolving goals and related skills. As of May 20, 2024, the [National Science Foundation \(NSF\)](#) **requires** funded graduate students and postdocs to have IDPs.

- Learning Outcomes for MS Students
 - i. Understands, articulates, critiques and elaborates core paradigms in Food Science.
 - ii. Recognizes that life-long learning is critical for continued personal and professional development.
 - iii. Complies with principles of ethical and professional conduct.
 - iv. Sources and assembles evidence to address questions or identify gaps in knowledge in the field of food science.
 - v. Evaluates and synthesizes information to address technical challenges.
 - vi. Selects research methods and practices appropriate to discovery activities.
 - vii. Creates knowledge that contributes to the field of food science.
 - viii. Clearly and effectively communicates technical information in oral and written formats.
 - ix. Works effectively within a team.
- Learning Outcomes for PhD Students
 - i. Articulates potentials and limits of core paradigms in food science; formulates ideas and extrapolations beyond current boundaries of knowledge.
 - ii. Develops breadth through competencies in minor field(s) of study.
 - iii. Fosters ethical and professional conduct.
 - iv. Critically evaluates evidence to articulate research questions and develop appropriate research hypotheses.
 - v. Formulates an effective experimental design and develops appropriate methodology to address problems in a systematic manner.

- vi. Creates knowledge that makes a substantive contribution to the field and articulates how society may benefit.
- vii. Communicates complex ideas in a succinct and understandable manner to diverse audiences.
- viii. Develops mentoring and teaching skills.

E. Who is Involved?

○ Advisor

The Graduate School required that all graduate students have an [Advisor \(Major Professor\)](#) who is your primary mentor while in the graduate degree program. Food Science graduate students enter the program with an Advisor assigned. Under certain circumstances where an Advisor is not assigned upon admission, or during a period of transition in faculty advisor, the Department Chair serves as an interim advisor. In cases where the student's advisor retired or otherwise leaves UW-Madison, the Food Science Department will ensure identification of a new advisor.

Your coursework program and thesis topic are largely determined in consultation with your advisor with some other input from your committee. The nature and scope of your research project will be initially sketched out by your advisor. However, as your research progresses, one can anticipate substantial departures from the original plan and your input and mutual decision-making are critical elements of success in your research.

○ Graduate Program Academic Committee (GPAC)

A GPAC must be assembled in consultation with your advisor, who will be one of the GPAC members. Please review this [UW-Madison Policy](#) on who is required in your graduate academic committee. The responsibility of the GPAC is to mentor and prepare you to be successful in your program. The GPAC is involved in the course certification process and participates in all annual technical review meetings of your research activity. The members critically evaluate your efforts, offer constructive suggestions and guidance, and monitor your overall progress. Additional technical review/progress meetings may be held at the discretion of the student and the advisor that may or may not involve all GPAC members.

The course requirements for each individual student are identified during the [first GPAC meeting](#), which should be scheduled within the first 6 months of entering the program. The student provides a brief description of their research, providing the basis of the thesis/dissertation. The student will present the coursework that was outlined by the advisor prior to this meeting. Subsequently, the GPAC can identify any essential/relevant coursework. The GPAC reviews incoming students' transcripts for already satisfied courses/requirements and provides students the results. Course selections may be recommended or required beyond the minimum requirements to ensure the student attains a satisfactory degree of breadth and depth of competency in Food Science to be successful within their research program. If deficiencies in the suggested coursework program are identified, the GPAC will suggest options available to the student. If revisions are required in a certified coursework program the changes need to be approved by signature of the GPAC, and the modified coursework plan must be

submitted to the Graduate Coordinator for placement in the student's file. The GPAC is also charged with monitoring the progress of the graduate student at annual meetings.

- Student

YOU! You are responsible for ensuring that you meet all requirements for graduation. If changes in coursework are deemed necessary after initial approval, it is your responsibility to request approval from your major advisor and the GPAC. You are also responsible for ensuring that a GPAC meeting occurs each year of your program. Be assertive and self-advocating, especially when dependent on others (e.g., annual meetings with your advisor and GPAC) who are involved in your timely progression through the program. Your advisor is your primary mentor and advocate, and it is imperative that you both have a good and effective working relationship. This starts with open communication and understanding each other's roles and responsibilities.

- Food Science Graduate Program Coordinator

The Graduate Program Coordinator is an advocate for you from the point of your application to the graduation from the program. They function with, and act as the principal information liaison for, the graduate students, Director of Graduate Studies and Graduate Program Committee, and the Department Administrator and Chair. They advise and interpret requirements regarding the department's graduate program and the rules and policies of the University's Graduate School for faculty and students. They track, monitor and facilitate graduate student progress toward compliance with Food Science Department and Graduate School degree requirements.

- Food Science Graduate Program Committee (GPC)

The charge of the GPC is to administer the graduate program, monitor and facilitate student progress in the program, and assess the program in terms of students attaining learning objectives. The major activities of the GPC include: recommending adjustments in curricular offerings and scheduling; developing guidelines and instruments to provide monitoring of progress of graduate students; conducting systematic assessment of the Graduate Program, and identifying and nominating degree candidates for research awards or other sources of support.

The composition of the GPC includes 2-3 faculty members, the Graduate Program Coordinator and up to 3 graduate students. This committee provides graduate students the opportunity to voice their perspectives in Department deliberations on how to best administer and improve the Graduate Program.

- Food Science Cabinet, and Food Science Executive Committee

The Food Science Cabinet is composed of the Department Chair, Department administrator, and Vice-Chairs of the Undergraduate and Graduate Programs. The Cabinet strives to identify major issues, opportunities, actions and priorities regarding Departmental programming. Items taken up by this body relevant to Graduate Students include the appointment of some

assistantships and fellowships, teaching and practicum assignments, and to take actions necessary to support students' programs that are beyond the purview of the GPAC and GPC.

The Executive Committee is composed of all tenured Faculty in Food Science, and they are charged with making decisions regarding Food Science Department operations and programming related to personnel, facilities and finance/spending. Many Executive Committee decisions may impact graduate students to some extent, although it may not be directly felt by students.

- The Graduate School

The Graduate School has [general requirements](#) that *all* graduate students must satisfy upon admission. The portion for the Food Science Department for the [MS Degree](#) and for [Ph.D.](#)

F. Graduate Program Coursework Requirements

The Food Science Department has a minimum set of coursework requirements designed for students to attain a basic set of competencies in core areas and supporting disciplines. Courses taken at institutions prior to entering UW-Madison may satisfy some coursework requirements, but the Food Science Department does **not transfer** these credits toward meeting residence, graduate program or graduate courses requirements.

- Minimum Course Requirements for both [MS](#) & [Ph.D.](#) Programs

The minimum coursework required of each student depends on college-level coursework taken prior to entering the UW-Madison Graduate Program. Referring to the [Course Certification Form](#), all entering graduate students are required to have a prior degree (BS or MS).

Details and restrictions on coursework requirements are provided directly on the Course Certification Form. This form identifies the *minimum* requirements and the GPAC may recommend additional coursework to specifically prepare you for your research program or to fill a void in your coursework background. The Food Science Department does not have a foreign language requirement other than all students must be fluent in spoken and written English. The minimum requirements for TOEFL scores is 92 (iBT) and 580 (PBT); and for IELTS is 7.0.

- Teaching/Instructional Requirements for Ph.D. Programs

The Food Science Department is one of eight CALS Departments which offer an instructional experience as the course FS 799 (Teaching Practicum, 2 credits). The intent of this course is to initiate the development of basic skills and experiences that will foster the ability to teach effectively at the university level and/or mentor developing scientists. This course is a requirement for Ph.D. candidates. The Practicum requirements are almost always waived if the candidate has had prior Teaching or Teaching Assistant (TA) experience. Students seeking additional opportunities to develop their teaching further may i) require being hired as a Teaching Assistant with consent of their advisor; ii) become involved in the UW campus ["Delta" program](#) or iii) take other courses related to developing instructional competencies.

- Additional Major/Minor Options for Ph.D. Students⁴

[Ph.D. Joint Degree Program Policy](#)

Students selecting a joint degree program must satisfy requirements of both the Department of Food Science and the other department. Details of the research program must be agreed to by the Advisors in the two departments.

- Enrollment Requirements

Full-time status requires 8-15 credits during the academic year. The Food Science Department recommends that full-time students register for 12-15 credits. Food Science Graduate students *must* attend Seminar (FS 900) each academic semester they are in residence, plus any other courses required. To make up the balance of 12-15 credits, students should enroll in Research (FS 990). Students who anticipate qualifying for a credit “underload” (a minimum of 2 credits, which reduces tuition for those *not* receiving an RA/TA/PA) at some point in their program are recommended to initially take 15 credits until they are close to satisfying Graduate School credit requirements. Students on a Research Assistantship (RA), *must* register for 2 credits during the summer session. Any student expecting to graduate at the end of summer session must register for 2 credits during the summer. Dissertations are required to register for 3 credits per semester, including summer session until they complete program requirements.

- Graduate School Credit Requirements

The Graduate School as a “Residency Credit Requirement” (courses taken at UW-Madison while in pursuit of your graduate degree)⁵, which involved coursework taken at the 300+ level. This includes research credits (FS 990). Students must have at least a 3.0 GPA to graduate. Only 300+ level courses count towards completion of the graduate degree requirements, and only G50% courses count towards completion of the graduate course requirements. Both residence and graduate course credits count towards the graduate degree credits.

- Satisfactory Progress in Coursework

The Graduate School required an average grade of B or better in all coursework (330 or above, *not* including research credits) taken as a graduate student unless conditions for probationary status requires higher grades. Grades of incomplete are unsatisfactory if they are not removed during the next enrolled semester. The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course, or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

⁴ <https://grad.wisc.edu/documents/minors/>

⁵ <https://policy.wisc.edu/library/UW-1246>

G. [Graduate Program Research Requirements](#)

○ Specific Research Requirements for MS Programs

The Candidate must provide at the examination the following: (i) an [official transcript](#) of graduate work at UW; (ii) a signed Course Certification Form; (iii) a warrant from the Graduate School (contact your [Graduate Program Coordinator](#)); and (iv) Student Progress Evaluation Form. The warrant should be requested at least 3 weeks in advance of the defense. [Guide to completing your Master's Thesis](#).

Transitioning from MS to PhD Program

MS Candidates who in consultation with their advisor intend to continue onto the Food Science PhD program can transfer to the PhD program without an MS degree. Consent of the Advisor is necessary, and the Graduate Program Coordinator should be notified about the effective date.

○ Specific Research Requirements for Ph.D. Programs

Preliminary Exam

The primary goal of the preliminary examination is to evaluate the student's (i) literature knowledge; (ii) understanding of the research problem and; (iii) thought processes required to design appropriate experiments approaches to test hypotheses, all commensurate with expectations of a Ph.D. candidate.

Pending satisfactory progress for the initial 2-3 years, the candidate must pass the preliminary exam (aka "prelim") to qualify for Ph.D. candidacy. To qualify for taking the Prelim, the student must have completed the following: (i) the 32 graduate residency credit requirement; (ii) at least 39 credits of the 51 graduate degree credit requirements; (iii) [all minor requirements](#); (iv) all program requirements except the dissertation, FS 990 credits, and 1 credit graded FS 900; (v) resolved all incomplete/unsatisfactory grades and; (vi) earned at least a 3.0 cumulative GPA. These requirements can be completed in the same semester when the prelim is held.

The preliminary exam is to be held at the end of year 2 in the Ph.D. program. In the semester the prelim is scheduled, the student must meet the following requirements by the end of that same semester:

- The minimum Ph.D. residence requirements
- All minor requirements
- All program requirements (with the exception of exit seminar, FS990, and the dissertation)
- Cumulative graduate GPA of ≥ 3.0

When all requirements are met and once the signed and dated preliminary exam warrant is received by the graduate school, dissertator status will be effective the semester following completion of the requirements.

- A. The student will distribute the written proposal at least two weeks before the exam, unless otherwise agreed by all committee members.
- B. The student and committee members should reserve up to 3 hours for the exam.
- C. The committee will determine that all required forms are in place.

- D. The student has planned a presentation of approximately 30 minutes describing the research proposal.
- E. During and after the presentation, the committee may ask questions pertaining to the proposal and assess the student's ability to pose testable (alternative) hypotheses, to think through potential weaknesses and alternative strategies as well as relevant methods and techniques. The student may also be examined for their breadth knowledge as it pertains to their research topic.
- F. Students will not be judged on the amount of theory data presented in the proposal.
- G. At the end of the exam, the student will be asked to leave the room after which the PI and the committee will assess the proposal and the responses by the student during the oral defense.
- H. The PI will summarize the committee's discussion to the student, and a report *(using the progress form) will be written up for the student's file.
- I. Possible outcomes of the exam are:
 - a. Unconditional pass, and the student moved to candidacy;
 - b. Conditional pass, and the student is instructed to complete additional work to satisfy a perceived deficiency;
 - c. Fail.

Proposal Preparation and Guidelines

The proposal should be minimal 10 pages and not exceed 20 pages, including Figures and Tables, but excluding references. The proposal will be evaluated on the quality of the ideas, not on the quantity of writing. The proposal should be written with minimal input from the advisor and should reflect your intellectual skills. It is expected that the proposal is forward-looking to completing your thesis and advancing the field of Food Science. Data obtained thus far can serve as a foundation for one (or all) objective of the proposed studies. Your goal is to persuade the committee that your research aims/objectives are exciting and important, and that the proposed experimental plan is likely to return important new data within a reasonable time frame (your graduation). You should also demonstrate the background and understanding to perform the proposed studies. Clarity and conciseness are key.

Formatting Guidelines

The proposal should contain the following elements:

- Project Summary (Abstract): Not exceeding 30 lines of text
- Background & Significance, Gaps: Not exceeding 3 pages
- Specific Aims (Objectives): Not exceeding 1 page
- Approach and Methods: Minimum 4 pages
- Expected Outcomes and Alternative Strategies: Not exceeding 2 pages

Formatting Requirements:

- 1" margins
- Include page numbers
- 1.5x spaced lines

- Main text: 12pt font Arial or Times New Roman; figured legends: not less than 10pt Arial or Times New Roman
- Have Figures and Tables embedded in the text, if possible where it is referenced

Artificial Intelligence (AI) usage

AI Tools may be used in a limited and responsible manner during preparation of the preliminary and final exam proposals. All submitted work must reflect the student's own understanding and scholarly effort.

1. AI may be used for the following purposes:
 - a. Grammar and language editing
 - b. Figure generation and coding support (NOT for interpretation of results)
 - c. Clarifying or refining hypotheses
 - d. AI-assisted literature search: AI search results and summaries are increasingly integrated into search engines and research platforms and may be used to identify relevant papers/sources. Students must still read and evaluate the original source themselves, as AI summaries can miss context or misinterpret findings.
2. AI may NOT be used for the following purposes:
 - a. Used to generate scientific content that is copied directly into the document, including background information, literature summaries, interpretations, or conclusions.

Demonstration of Independent Understanding

Students must demonstrate their own understanding of the proposal content during the oral defense and are fully responsible for the accuracy, integrity, and originality of all submitted work.

AI Use Disclosure

Any use of AI must be clearly stated at the end of the document, specifying the tool used and the purpose (e.g., "AI [tool name] was used for grammar editing and figure generation.").

Additional Guidance

Students should also refer to the University of Wisconsin-Madison guidelines on the use of generative AI and the Student Code of Conduct related to Artificial Intelligence:

- [UW-Madison Generative AI Use Policy](#)
- [Student Code of Conduct - Artificial Intelligence](#)

Defense of the research proposal should be the primary responsibility of the student. The student gives a presentation of highlights and main findings to the committee and defends the proposal by responding to comments/questions from the GPAC.

The preliminary exam has three possible outcomes, (i) unconditional pass; (ii) conditional pass, necessitating additional coursework or reexamination orally or in writing in specific areas embodied by or related to the proposal or; (iii) failure. If failure is the outcome, there is only one

opportunity to retake the exam. A second failure terminates the opportunity to obtain a Ph.D. in Food Science.

Passing the prelim advances the student to “[dissertator status](#),” starting at the beginning of the following semester. This is a unique fee status for students who have completed all requirements for a Ph.D. degree. Dissertators must enroll in exactly 3 graded graduate credits, one credit of which your advisor can require to be 990 or a similar research course, for each semester until they complete their degree. “Graded graduate credits” are courses numbered above 300 that are not taken in audit or pass/fail status. [FAQs regarding Dissertator Status](#). Exact language in the [Enrollment Requirements Policy](#).

If the period between passing the preliminary examination and completing the Ph.D. exceeds 5 years, the student must retake the prelim exam.

Defense of Dissertation

The research work should be defended before the student departs from the university. The defense cannot take place until all other requirements are fulfilled and the dissertation has been written. [Guide to completing your Doctoral Dissertation](#).

○ Satisfactory Progress in Research

Research objectives and expectations will be defined as they evolve by the Advisor in consultation with the GPAC and the student. At every GPAC meeting, a Student Progress Evaluation Form is completed by the committee. Summary comments are prepared and any concerns regarding student progress should be articulated, especially if those concerns are considered evidence of unsatisfactory progress. If there is no mention of “unsatisfactory progress,” then the student should consider their progress to be satisfactory (even if there are some concerns). This assessment of progress is based only on what transpires during the GPAC meeting, which may not cover all activities of the student. A student considering time away from campus should be aware that some funding does not allow a student to leave campus and seek other employment, even for professional development reasons.

H. Part-Time Student or Program Interruptions

Normally, graduate students progress through their degree program in an uninterrupted manner, with no breaks for significant time off-campus. Graduate program enrollment discontinuities may compromise degree completion. Students facing challenges to remain enrolled in the program should inform their advisor so that efforts can be made to remedy the situation. A student may pursue an internship or other professional development opportunity on/off campus for an entire academic semester ONLY with prior consent from their advisor.

There are times when students are working in industry and cannot be on campus as a full-time student. These students are expected to work with their advisor and GPAC to determine standards for satisfactory progress towards a degree. Some requirements, such as attendance and presentation at seminar are still expected.

If at any time a student must halt a degree program, it is the student's responsibility to discuss their absence with their advisor. It is the advisor's discretion to consider the student's best interests when assigning a research grade for the term in which the absence occurs, if necessary, and deciding on what other accommodations are reasonable within the context of evaluating satisfactory progress. Students should understand that it may not be possible to guarantee funding for those who leave campus and/or suspend progress towards a degree.

3.0 Student Resources

I. Advisor-Mentor Relationship

The Graduate School requires that all students have an advisor. The advisor/student relationship is one of mutual agreement, which almost always persists for the student's complete program. The advisor is the student's primary mentor, and quickly evolves to become the most committed and strongest advocate for the student. While the habits and styles of the advisor mentoring are diverse and highly individualized, there are consistent and reasonable expectations that have been developed.

Resolving conflict with advisor

In the event of student/advisor conflict, the student and advisor should first seek to resolve the conflict and establish a good working relationship. Unmanageable conflict between advisor and student should be brought to the attention of the Food Science Department Chair, who will meet separately with both parties to facilitate a remedy. If the conflict cannot be resolved, the student will be counseled regarding options for remaining on campus. The Food Science Department is *not* obligated to support students where the student/advisor relationship is terminated. Other grievances should be handled in a similar fashion within the Department (involving the advisor and the chair). A student who is not satisfied with the outcome resulting from deliberations within the Department may further [pursue their grievances through CALS](#). If the issue is still not resolved, the student has the right to contact the Office of Academic Services at (608) 262-2433.

J. Funding through Graduate Assistantships

Many graduate students receive financial support in the form of a [Graduate Assistantship](#) from the Food Science Department or their advisor during pursuit of a degree. Students do not need to apply for assistantships. The most common appointment is a Research Assistantship (RA), followed by Teaching Assistantship (TA) and Program Assistantship (PA). PAs, TAs, and RAs with *at least* a 33.3% appointment are eligible for health insurance as a part of the benefits packages (as well as a tuition remission). Students should be given information about insurance options at the beginning of their assistantship. Contact the Benefits Coordinator or the [UW Benefits Service Office](#) for more information. Pay close attention to enrollment deadlines, which are often within 30 days of starting your assistantship.

Alternative information on Funding for International Students at UW can be found [here](#).

- [Research Assistantships](#)

A Research Assistant must be a UW-Madison graduate student working toward a master's or doctoral degree. These graduate students are given stipends to support their own education and training. RAs will receive a letter of appointment or reappointment every year that they hold their assistantships. Continued support is contingent on the student making satisfactory progress. If appointed students have not received such a letter, they should contact their payroll office.

The maximum RA appointment percentage is 50%. The 50% RA appointment is a mechanism for setting a stipend rate, and it is *not* related to a specific workload. A student on RA support must be full-time and register for FS 990 until the thesis is completed.

- [Teaching and Project Assistantships](#)

A [Teaching Assistant \(TA\)](#) appointment is appropriate for graduate students who have been assigned teaching or curriculum development responsibilities in an instructional department under supervision of an academic faculty member who has instructional responsibilities for the course.

Students interested in developing instructional competencies may request a TA appointment. In mid-spring semester, a call for requests for TA appointments (3 each at 33.3%) for the next academic year is issued. To submit a request, the student's advisor must consent to the student's request. Decisions regarding TA offers are proposed by the Food Science Cabinet with counsel from instructors of the courses with TA support, and are then voted on by the Food Science Executive Committee. All reasonable efforts are made to place all students in TA positions according to their preferences and best matched with their skill sets.

A minimum of 8 hours of training is required of new and continuing TAs, which must include diversity training. At least 2 hours of training must take place during the semester, and this portion is conducted by the instructor(s) of record for the course. The content, design and emphasis of this in-semester training are at the discretion of the instructor. The Food Science Department requires TAs to attend a workshop held by the College of Engineering during Welcome Week (usually Wednesday-Thursday) in August or immediately prior to the spring semester. A pre-training requirement exists for international students who are *only* appointed as TAs. The [ESL Program](#) conducts a modular training course for prospective students and current [international TAs](#). This course focuses on both language improvement and teaching skills. International students are required to demonstrate proficiency in spoken English before they serve as TAs by completing the SPEAK test. Exemption criteria of the SPEAK test include a score of 26/30 or higher on the speaking section of the iBT TOEFL test, or an 8.0/9.0 or higher in the speaking section of IELTS. Students who fail the SPEAK test need to complete additional international TA training by taking ESL 370.

A [Project Assistant \(PA\)](#) designates graduate students who are employed to assist with research, training, administrative responsibilities or other academic programs or projects under the supervision of a member (or members) of the faculty. Work performed is primarily for the benefit of the University. This title does *not* include a graduate student who does work which is primarily for the benefit of the student's own learning and research (such as RA) which is independent or self-directed.

All newly appointed employees shall receive a letter of appointment which specifies the appointment title, experience classification (if any), appointment percentage, effective dates, salary level, length of probationary period (if any), hours of work or work assignment if known. Appointment levels usually range from 33.3% to 50%. For TA appointments, the hours of effort for these respective appointment levels should not exceed a respective 240 and 360 hours per academic semester (the dates of the academic semester extend beyond the start and finish of the 15-week academic semester). TAs and PA are considered "employees" and are entitled to sick leave and vacation.

- Other Sources of Financial Support

All students are encouraged to apply for national and local scholarships, [fellowships](#) and other awards sponsored by the Food Science Department, UW-campus, or off-campus entities.

For those who may want to work part-time on campus, many types of opportunities are posted at [The Student Job Center](#). There are also awards made to cover some/all of the cost of attending professional meetings to give a presentation of your work. Much of this support is provided by your Advisor, occasionally the Food Science Department and the Graduate School.

K. Support of Student Overall Well-Being

Being a Badger. Your research and scholarships are the priority while you're in graduate school, but for a richer Wisconsin experience, look beyond your department at the opportunities that campus has to offer. Getting involved in student organizations, intramural sports teams, or volunteer opportunities can complement your graduate education and expand your personal and professional horizons. Additionally, taking care of yourself by using [University Health Services](#) when in need, supports your academic, professional, mental and physical health.

The Food Science Justice, Equity, Diversity, and Inclusion (JEDI) meets on a monthly basis to advise the department leadership on issues of equity, diversity, and inclusion. As a committee of faculty, staff and students, we strive to create a positive environment for everyone involved in the Department of Food Science. The [JEDI](#) website has links to a number of resources available for students from the college, university and discipline.

- Inclusion Support

[The McBurney Disability Resource Center](#). Disability is an important aspect of the diversity of UW-Madison and is committed to creating an accessible and inclusive educational experience

for students. The Center partners with students, faculty, and staff to design accessible environments and to provide academic accommodations so that students can engage, explore, and participate in their programs by minimizing constraints.

[Multicultural Student Center](#). The primary mission is to strengthen and sustain an inclusive campus where all students, particularly students of color and underserved students, can experience an “authentic Wisconsin experience.”

[The Gender and Sexuality Campus Center](#). Provides education, outreach, advocacy, and resources for UW-Madison student communities and their allies to improve campus climate and their daily intersectional experiences.

[The Veteran Services & Military Assistance Center \(VSMAC\)](#). Assist with the transition to campus, handles the certification of education benefits, and connects military-affiliated students with needed resources to achieve academic success.

- **[University Health Services \(UHS\)](#)**

UHS offers a safe and confidential environment with a variety of support services available free of charge and open to all graduate students.

Health services at [UHS mental health services](#) understand the complexities of student life and offer an open, safe, and confidential environment to help students through issues that may interfere with their development, well-being, and academic success. Health services include individual, couple/partner, group counseling, campus-based programming, stress management, and psychiatry. UHS also provides 24/7 crisis counseling services.

UHS Medical Services is located at 333 Campus Mall. Please call (608) 265-5600 before you arrive. Our providers address concerns relating to colds, flu, COVID-19, injuries, stress, and gynecologic care as well as health consultations for international travel and trans health care. Medical Services provides occupational medicine services to campus research facilities. Most medical services are free of charge.

[The Campus Health Initiative and Prevention Services](#). Population-based prevention and health promotion services to the UW-Madison community, working to reduce high-risk behaviors and create an environment where people are safe. UHS prevention specialists work to address important campus health issues such as sexual assault, sexual harassment, dating violence and/or stalking, high-risk alcohol, tobacco and drug use, suicide, wellness, health equity, and social justice.

- Graduate Students with Children

[Office of Child Care and Family Resources](#). Provides an array of services and information to meet the needs, featuring parent and family events, and parent support for graduate students with families.

There are 3 childcare centers located around campus. One is at [Eagles' Wing](#), [UW Child development lab](#) and [Waisman Early Childhood Program](#). The office provides some financial assistance to help with childcare costs.

- Graduate Student Life

Capsules of information exist in the areas of: [Housing and Transportation](#), [Being a Badger](#), and for [International Students](#). A particularly reflective capsule of information is [Thriving in Graduate School](#), which offers tips and reminders on adapting to UW-Madison for getting the most out of your graduate experience.