

**Committee on Graduate Studies  
Report to the Faculty  
January-December 2009**

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## **Introduction**

The structure of the Annual Report by the Committee on Graduate Studies (COGS) to the Faculty is as follows:

- brief introduction including a discussion of the importance of Arts & Sciences graduate programs to the university
- continuing and new themes and issues facing graduate programs in Arts & Sciences
- a list of highlights of issues discussed and resolved by COGS
- presentation of course changes that occurred over the past year
- a report on the activities of the Graduate Center
- A&S Graduate Ombudsperson report to COGS
- appendices

## **The Importance of Arts & Sciences Graduate Programs to the University**

Graduate programs in Arts & Sciences are integral to the mission of the College of William & Mary. By providing the expertise and opportunities of a major research university combined with the faculty mentoring and dedication to teaching found at a small liberal arts college, W&M awards A&S graduate degrees that are essential for leadership positions in a diversity of careers. The units with A&S graduate programs award approximately 40% of the undergraduate A&S degrees. Faculty engaged in A&S graduate programs also serve as faculty members in 15 of the 25 A&S departments and programs that do not offer a graduate degree. Our graduate programs enhance the undergraduate program by providing research and mentoring opportunities, and are vital in retaining approximately a third of the faculty members in Arts and Sciences. The College's ability to recruit and retain a strong research-active faculty in several key disciplines depends on the strength of our A&S graduate programs. More than 85% of the indirect cost recovery funds in A&S are generated by departments/programs that have graduate programs. These funds are essential for maintaining the research activities of all A&S faculty, including the Scheduled Semester Research Leave (SSRL) program. Without our Master's and doctoral programs in A&S, W&M would not be included in the Carnegie classification as a Research University with high research activity. In addition, the existence of graduate programs helps determine our "peer group." This in turn positively affects faculty salaries, research facilities, library resources, etc. Graduate programs are also an effective means for the university to play an important role in economic development.

## **Continuing and New Themes and Issues**

### **Graduate Financial Aid**

Graduate student financial support continues to be the most pressing graduate issue in A&S. Financial aid increases for A&S graduate programs have been dependent on irregular and insufficient allocations from the Commonwealth. Stipend increases and the provision of health insurance subsidies are critical in A&S for the following reasons:

- **Competitiveness:** As graduate student stipends have not kept pace with inflation, A&S graduate programs have shrunk and are currently at their minimum viable size. We are not competitive with our SCHEV peers in A&S graduate student support, even though we are supplementing A&S graduate stipends and benefits with funds from contingency and from the units' share of the indirect cost recovery funds. The 2004-05 report of the Committee on Graduate Studies quantified a \$1.3 million stipend gap between Arts & Sciences per capita graduate stipends and the mean of our SCHEV peers. The actual 2009-10 stipend shortfall in A&S graduate stipends is much larger than \$1 million, because that figure assumes incorrectly that our peers have not increased their stipend aid at all since 2004-05. Our competitiveness has been further reduced because 85% of our peer institutions now offer partial or full subsidies for graduate student health insurance.
- **Diversity:** Members of groups traditionally under-represented in academia receive generous graduate financial aid offers from other institutions. Given the present stipends, graduate programs in A&S at W&M cannot compete with these offers.
- **Undergraduate teaching and mentoring:** A&S graduate students enrich the undergraduate program by serving as tutors, writing preceptors, lab and discussion section leaders, teaching assistants, instructors, and graders in courses with enrollments of approximately 15,000 undergraduate students annually. In addition, A&S graduate student mentors are essential for the success of undergraduate research in a number of disciplines.
- **Subsistence:** In return for serving as teaching assistants in our classes and as research assistants in our laboratories, our graduate students deserve compensation that provides for an adequate standard of life. The cost of living, particularly rent, has risen sharply in Williamsburg in recent years.
- **Faculty retention:** In the A&S disciplines that have graduate programs, the faculty cannot maintain their research productivity and their ability to obtain external grant and contract funding at current levels without the participation of high-quality graduate students.

The College's budget has never included an annual cost-of-living increase in graduate stipend levels. Thus, A&S graduate financial aid has neither kept up with inflation nor kept up with the aid offered by our peer institutions. For the 2006-08 budget cycle, the State tied increases in graduate funding to the Governor's biomedical research initiative. This initiative, which was limited to doctoral institutions, included \$124,357 in base funding for A&S graduate stipends at W&M in 2006-07. In 2008-09, the College provided a base increase of \$300,000 from E&G funds for A&S graduate stipends. These funds have enhanced the abilities of a few A&S graduate programs to attract and retain high-quality students, but were not sufficient to bring the stipends to a competitive level and were well below the amount needed to grow the number of students in the graduate programs to be closer to their critical mass.

Dean Laurie Sanderson, Dean Carl Strikwerda, and the Committee on Graduate Studies have taken the following steps to continue advocacy for increases in A&S graduate student support:

1. The *Provost's Ad Hoc Committee on Graduate Health Insurance and Stipends*, chaired by Vice Provost Dennis Manos, was formed in the fall of 2006. Both A&S faculty and graduate students consider low-cost, College-subsidized health insurance to be a high priority. The committee's charge was to evaluate the status and compensation of W&M graduate/professional students and to assess changes that may be needed to maintain our competitive position as an attractive place for students

to pursue graduate work. In the fall of 2008, the committee's report to Provost Feiss was posted at [http://www.wm.edu/about/administration/strategicplanning/documents/GraduateStudentCompensationReport\\_05092007.pdf](http://www.wm.edu/about/administration/strategicplanning/documents/GraduateStudentCompensationReport_05092007.pdf) as a reference for the College's strategic planning process.

2. All requests for increases in A&S graduate stipends must be made as a component of the A&S budget planning request that the Dean of Arts & Sciences submits annually to the College-wide Faculty University Priorities Committee (FUPC). The FUPC, established in 2004, reports to the Faculty Assembly and is advisory to the Provost and the President in identifying College priorities for future budget cycles. In Fall 2006, Dean Strikwerda requested an annual base increase of \$350,000 in A&S graduate stipends for each of the years 2008-09 and 2009-10. Dean Sanderson was invited by the FUPC to provide an informational presentation on W&M graduate student support. Subsequently, the FUPC recommended as a high priority in Spring 2007 that graduate stipend support at the College be raised to nationally competitive levels. In Fall 2007, a \$350K base increase in A&S graduate stipend support was requested by Dean Strikwerda for each of the years 2009-10, 2010-11, 2011-12, and 2012-13. In Spring 2008, the FUPC identified graduate student support as a high priority in the FUPC 2008 Report. In Fall 2008, a \$350K base increase in A&S graduate stipend support was again requested by Dean Strikwerda as one of the highest priorities for 2009-10 and 2010-11. In Spring 2009, the FUPC 2009 report reiterated the importance of the 2008 budget priorities, including raising graduate student support to nationally competitive levels.
3. Due to the state budget cuts, the FUPC has been engaged in a process of budget reduction rather than expansion. Both the Governor and the College have stated a commitment to avoiding reductions in student financial aid.
4. The A&S Graduate Studies Advisory Board (GSAB) <http://www.wm.edu/as/graduate/gradadvisoryboard/index.php> enhances the quality of A&S graduate programs in a multitude of ways, including providing support for the following initiatives:
  - Recruitment Fellowships---These fellowships, offered since 2006-07, provide a stipend supplement of \$2,500 per year for each of the first two years at W&M. Incoming students of exceptional caliber who represent extraordinary recruitment opportunities are eligible to be nominated for these fellowships. Three A&S graduate students received these fellowships for 2008-10 (Chemistry, Computer Science, and Physics).
  - Diversity Fellowships---These fellowships, which began in 2008-09, provide a stipend supplement of \$3500 per year for each of the first two years at W&M. The Diversity Fellowships, like the above recruitment fellowships, increase the abilities of A&S graduate programs to recruit outstanding students who are receiving generous offers from competing institutions. Eligibility for this fellowship is interpreted broadly, with a preference for nominees who are members of a group that is underrepresented in the discipline. Three A&S graduate students received these fellowships for 2008-10 (American Studies, Anthropology, and the Psychology doctoral program), and two A&S graduate students have received these fellowships for 2009-2011 (Computational Operations Research and History).
  - Distinguished Thesis/Dissertation Awards---Five 2008-09 W&M graduates received A&S Graduate Studies Advisory Board Distinguished Thesis and Distinguished Dissertation Awards <http://www.wm.edu/as/graduate/gradadvisoryboard/thesisaward/index.php>.
  - Sponsorship for and participation in the W&M Graduate Research Symposium---The Graduate Studies Advisory Board supported the 2009 Graduate Research Symposium by providing sponsorship funding. In addition, two GSAB members sponsored corporate awards of \$1000 each to recognize outstanding graduate student research, five Board members served on the judging panel for the awards, and six additional Board members chaired oral sessions at the symposium. Several Board members also attended oral and poster sessions and were involved in informal career mentoring and networking at the symposium reception and the awards luncheon.

**Graduate Student Research and Travel Funds**

In the fall of 2005, a new competition for support of A&S graduate student research travel, fieldwork, and minor research expenses was instituted by the Office of Graduate Studies and Research (OGSR), with the first awards made in spring 2006. The purpose of this Graduate Student Research Grants program is to provide increased funding in support of A&S graduate student research.

As of the fall 2007 semester, continuous enrollment fees from A&S graduate students have provided a stable source of funding for the Graduate Student Research Grant program, enabling this program to be offered predictably each fall and spring semester. To aid graduate students in conducting summer research, a summer funding program was initiated in summer 2009 by the Office of Graduate Studies and Research. In previous years, spring research grants could include funding for summer activities but the funds had to be expended prior to July 1. The OGSR awarded a total of \$5,981 to 21 A&S graduate students in the spring 2009 semester, \$6,549 to 22 A&S graduate students in the summer of 2009, and \$3,357 to 12 graduate students in the fall 2009 semester. The maximum award was \$300.

The OGSR and the W&M student activities office provide support for the A&S Graduate Student Association (GSA) Supplemental Conference Fund. The GSA is responsible for the application and selection process for conference travel funding, with priority given to students who are presenting at a conference. Since conference travel funds appear to be a substantial unmet need, \$2,000 was provided for 10 awards in spring 2009, \$3,400 for 17 awards in summer 2009, and \$2,000 for 10 awards in fall 2009.

**A&S Graduate Studies Advisory Board**

The A&S Graduate Studies Advisory Board (GSAB), created in 2004, is comprised of approximately 20 community, business, and education leaders whose goal is to advocate for and support A&S graduate programs. The Graduate Studies Advisory Board met on campus twice during 2009: March 28-29 and October 25-26.

The GSAB spring meeting and the Graduate Research Symposium were coordinated to be held on the same weekend. As noted above, Board members participated extensively in several aspects of the symposium. Committee on Graduate Studies members were invited to attend the spring 2009 Board meeting, including the evening reception, to present their perspectives on the strengths and needs of A&S graduate programs. Issues discussed prior to the reception included stipend levels, recruitment fellowships, connections between undergraduate and graduate programs, graduate program links with industry, graduate representation in the College governance structure, suspension of admissions in American Studies, and faculty workload. GSAB members and COGS members brainstormed on possible directions for identifying and pursuing additional graduate student funding sources.

Provost Michael Halleran joined the GSAB fall 2009 meeting to discuss perspectives on what it means to be a liberal arts university in the 21<sup>st</sup> century and the role of graduate and professional programs in a liberal arts university. The current strategic planning process includes graduate and professional education as integral components of the College's mission.

**College Strategic Planning Process**

Throughout 2009, the Committee on Graduate Studies was engaged actively in the College's ongoing strategic planning process. In January 2009, the 2008-09 COGS submitted to the Planning Steering Committee's (PSC) subcommittee for Challenge 1 a draft of goals and objectives for A&S graduate studies that addressed draft grand challenge 1 in the template format provided by the PSC. On February 9, 2009, COGS provided to the A&S Strategic Planning Blackboard site and to the A&S Strategic Planning Group a statement of goals and objectives relevant to grand challenges 1 and 2 (see Appendix V). With the concurrence of COGS members, information on the importance of fellowships and adequate stipends for recruiting graduate students who are members of underrepresented groups was sent in February 2009 by Dean Laurie Sanderson to the PSC subcommittee in charge of Challenge 2.

On February 23, 2009, COGS posted a statement on the A&S Strategic Planning Blackboard site regarding the importance of support for A&S graduate programs (see Appendix V). Following discussion by the A&S Strategic Planning Group on February 25, the revised version of the A&S goals/objectives document that Dean Carl Strikwerda e-mailed to A&S faculty on February 26 included all of the changes suggested in the COGS statement of February 9.

Provost Michael Halleran met with COGS on September 29, 2009, to discuss A&S graduate programs, the liberal arts university, and the College's strategic planning process. On September 30, 2009, the 2009-10 COGS provided to the PSC, including the subcommittee for Challenge 1, a list of talking points related to strategic planning (see Appendix V). On October 20, 2009, Dean Carl Strikwerda met with COGS to discuss COGS' continuing contributions to the strategic planning process in 2009-10 and COGS' conversation with Provost Halleran.

### **A&S Graduate Portfolio Website Initiated**

In 2009, the A&S Graduate Student Association (GSA) and the Office of Graduate Studies and Research initiated a website at [http://www.wm.edu/as/graduate/graduate\\_portfolio/index.php](http://www.wm.edu/as/graduate/graduate_portfolio/index.php) to highlight the quality of A&S graduate programs by compiling and disseminating information on the accomplishments of A&S graduate students, including external awards, conference presentations and publications, and recent alumni employment/positions. The Graduate Portfolio will enable undergraduate students, faculty, staff, alumni and prospective students to note what W&M A&S graduate students are doing in their programs and with their degrees. This will increase awareness of the successes of W&M A&S graduate students, and encourage further opportunities for both enrolled and graduated W&M students. GSA representatives collect information on graduate student achievements in their respective departments/programs. Three times per year, these updated entries provided by A&S graduate students will be posted by the Office of Graduate Studies and Research to the Graduate Portfolio website.

### **Graduate Research Forum Organized by Virginia Council of Graduate Schools**

The 4<sup>th</sup> Annual Graduate Research Forum was held at the Library of Virginia in Richmond on February 10, 2009. The Forum is hosted annually by the Virginia Council of Graduate Schools to highlight the research of graduate students at public institutions in the Commonwealth. General Assembly members and staff, Governor's staff, University administrators, and staff of the State Council of Higher Education for Virginia are the primary audience. There were more than 60 student poster presentations from across the state and from many disciplines, with an emphasis on research that can benefit Virginia and its citizens. Dean Laurie Sanderson organized the participation of six W&M graduate students and accompanied them to the event.

### **Graduate A&S Recruitment**

In the fall of 2009, the College welcomed an impressive group of 120 new A&S graduate students in eleven programs. Approximately 75% of the entering graduate students in A&S had conducted research projects as undergraduate students, with half of these students having received awards or Honors for their research. More than half of the entering students had served as teachers or mentors in some capacity, working with students from pre-school through senior citizen. More than 20% of the entering students had already earned a graduate or professional degree (Master's degree or JD), and 25% were international students from 11 countries.

## **COGS Highlights**

### **FEBRUARY 23, 2009**

#### **Program Review in Progress for Applied Science, Computational Operations Research, Computer Science, Mathematics, and Physics**

The seven-member external review team for the cluster of the above departments/programs met on campus from February 16-17 with the Chairs, Directors of Graduate Studies, faculty, and graduate and undergraduate students in these units. The 2009-10 program review of Biology, Chemistry, Environmental Science/Policy, and Geology is in the planning stages.

### **MARCH 23, 2009**

#### **American Studies Decision to Suspend Admissions Process in 2008-09**

On February 26, 2009, the American Studies program suspended the admissions process for American Studies MA and PhD programs in 2008-09. In a letter sent to American Studies applicants during the week of March 9<sup>th</sup>, the American Studies program explained that this will enable the program to restructure the financial packages for continuing and future incoming MA/PhD and PhD students. The suspension of admissions and the increase in stipends were initiated by the American Studies Executive Committee. The program will resume accepting admissions applications in the fall of 2009 for the academic year 2010-11.

#### **Definition of Summer Full-Time Enrollment for A&S Graduate Students**

Dean Laurie Sanderson has been working with University Registrar Sallie Marchello on clarifying the College's definitions of full-time enrollment for A&S graduate students. This definition of full-time summer enrollment is particularly important for entering international students and for students who are employed during the summer and may therefore be subject to FICA taxes. COGS members were in favor of the recommendation that full-time summer enrollment for A&S graduate students be defined as registration for 3 credit hours in any combination of summer sessions. Under this recommendation, the definition of half-time summer enrollment would be registration for 2 credits.

### **SEPTEMBER 15, 2009**

#### **Description of NRC Assessment Methodology Released**

In 2006-07, doctoral programs in American Studies, Applied Science, Computer Science, History, and Physics participated in the National Research Council's Assessment of Research Doctorate programs. The previous NRC assessment of doctorate programs was conducted in 1993 and published in 1995. On July 9, 2009, the National Research Council's Committee to Assess Research Doctorate Programs publicly released [A Guide to the Methodology of the National Research Council Assessment of Research Doctorate Programs](http://sites.nationalacademies.org/pga/Resdoc/index.htm). The Guide is available to download free of charge at <http://sites.nationalacademies.org/pga/Resdoc/index.htm>. This report is only a description of the methodology and is intended mainly for university staff who wish to understand how the NRC committee is generating the rankings, and who will be asked to explain the results of the NRC assessment. It is not the final report and does not include the rankings. The NRC has stated that the final report will be released when completed, perhaps in the fall of 2009.

### **SEPTEMBER 29, 2009**

#### **Discussion with Provost Michael Halleran**

Provost Halleran accepted COGS' invitation to discuss A&S graduate programs, the liberal arts university, and the College's strategic planning process. The Provost has the responsibility to lead the 2009-10 conversation on what it means for the College of W&M to be a liberal arts university in the 21<sup>st</sup> century and the role of graduate and professional programs in a liberal arts university. Provost Halleran requested that COGS members consider a number of questions that are relevant to the College's strategic planning process, including the optimal size of each A&S graduate program, metrics to assess the success of increased investment by the College in A&S graduate programs, and additional sources of graduate student support that each graduate program can leverage with College-based investments.

**NOVEMBER 17, 2009****COGS Support for Increases in A&S Graduate Student Funding**

As the primary voice for A&S graduate programs, COGS members strongly agreed that a COGS statement on the preeminent priority of increased A&S graduate student support is needed to balance the more widely-known and typical priorities of increased faculty salaries and M&O. In 2006-07, 2007-08, and 2008-09, COGS provided statements to the A&S faculty members of the Faculty University Priorities Committee on the importance of increasing support for A&S graduate students. The FUPC has been very responsive to the needs of graduate programs and the FUPC reports for 2006-07, 2007-08, and 2008-09 have placed graduate student support as a high priority. A motion was approved unanimously to request that Dean Sanderson update the COGS statement and e-mail this to the A&S faculty members on the 2009-10 FUPC, identifying A&S graduate student stipends and health insurance subsidies as the College's highest priorities for funding.

**Update on Plans for 9<sup>th</sup> Annual Graduate Research Symposium, March 26-27, 2010**

Graduate Research Symposium (GRS) Committee Co-Chair Alexandra Jerome (American Studies) summarized the committee's plans and progress. More than 15 A&S graduate students have volunteered to serve on the GRS organizing committee and have been meeting regularly since September 2009. The 2009-10 committee wants to broaden the audience for the symposium, highlighting the significance of W&M graduate student research and stressing the fact that the research conducted by graduate students is vital to the College. A goal is to increase faculty participation in the symposium substantially, including the chairing of sessions and attendance at lectures and the poster sessions. The committee invites W&M undergraduate students to attend the symposium and see firsthand the types of research in which graduate students engage.

**DECEMBER 1, 2009****COGS Advocacy for A&S Graduate Programs**

As the primary voice for A&S graduate programs, COGS members strongly agreed that a COGS statement on the preeminent priority of increased A&S graduate student support was needed to balance the more widely-known and typical priorities of increased faculty salaries and M&O. In 2006-07, 2007-08, and 2008-09, COGS provided statements to the A&S faculty members of the Faculty University Priorities Committee (FUPC) on the importance of increasing support for A&S graduate students. On December 1, a motion was approved unanimously to request that Dean Sanderson update the statement and e-mail this to the A&S faculty members on the 2009-10 FUPC, identifying A&S graduate student stipends and health insurance subsidies as the highest priority for funding. The statement was e-mailed to the FUPC on December 3, 2009.

During Provost Halleran's visit with COGS on September 29, 2009, he requested that COGS members consider a number of questions that are relevant to the College's strategic planning process, including the optimal size of each A&S graduate program, metrics to assess the success of increased investment by the College in A&S graduate programs, and additional sources of graduate student support that each graduate program can leverage with College-based investments. From October to December, COGS members worked with their departments/programs to prepare responses to these questions and other relevant strategic planning questions. At the December 1 COGS meeting, a motion was approved unanimously to request that Dean Sanderson provide the final revised 32-page document, entitled "Graduate A&S Responses to Strategic Planning Questions" to Michael Halleran, Dennis Manos, Carl Strikwerda, and Gene Tracy on December 4, 2009.

## **Course Approvals and Revised Degree Requirements**

### **American Studies**

The following changes were approved on March 23, 2009.

#### COURSE DESCRIPTION CHANGES:

695. Independent Research.

*Fall and Spring (3,3) McGovern. Graded Pass/Fail.*

Research for the M.A. thesis. Maximum of six credits.

795. Independent Research.

*Fall and Spring (3,3) McGovern. Graded Pass/Fail.*

Research for the Ph.D. dissertation. Maximum of twelve credits.

### **Anthropology**

The following changes were approved on May 4, 2009.

#### DEGREE REQUIREMENT CHANGES:

Add to page 41, end of section entitled "Degree Requirements for the Master of Arts with specialization in Historical Archaeology": Students in the MA-only program in Historical Archaeology may not apply for the Anthropology Department's PhD program until after the thesis has been successfully defended and final copies deposited in the Office of Graduate Studies and Research.

Changes to pages 41-42, section entitled "Degree Requirements for the Doctor of Philosophy with specialization in Historical Archaeology and Historical Anthropology"

Fourth paragraph: Students will pursue their studies in either Historical Archaeology or Historical Anthropology. All students entering the M.A./Ph.D. program are required to take 4 core courses: one in each subfield (ANTH 600, 602, 603, 605), plus one additional course in each of the 3 subfields selected for the comprehensive exam by the student (see below).

End of sixth paragraph: No later than March of their third year of study all students must take this oral qualifying exam conducted by the student's dissertation committee.

The following changes were approved on September 15, 2009.

#### NEW COURSES:

525. Applied Anthropology.

*Spring (3) Hamada-Connolly.*

This seminar introduces basic applied anthropology perspectives and methodology for community research. It combines classroom discussion, empirical fieldwork, data analysis, and ethnographic writing. Topics include statistical analysis, collaborative research, professional ethics, behavioral observation techniques, interview and survey techniques, report writing, digital representation, policy application, and grant-writing. It introduces quantitative/qualitative research design, data collection, analysis and interpretation used in applied anthropology.

559. Tsenacomoco: Native Archaeology of the Chesapeake.

*Spring (3) Gallivan.*

This class explores the "deep history" of Native Chesapeake societies by tracing a 15,000-year sequence resulting in the Algonquian social landscape of "Tsenacomoco". The class considers Pleistocene-era settlement, hunter-forager cultural ecology, Woodland-period migration, agricultural adoption, chiefdom emergence, Native responses to colonialism, and contemporary uses of the Native past.



**Applied Science**

The following change was approved on February 23, 2009.

COURSE NAME AND DESCRIPTION CHANGES:

**784. Imaging Methods.**

*Spring (3). Prerequisite: permission of instructor.*

Fundamentals and applications of the two complementary families of imaging techniques: optical microscopy and scanning probe methods. Topics covered include geometric and wave optics, optical imaging, basic forms of light-matter interaction, all major optical microscopy modes (including fluorescence and confocal), interfacial forces, atomic force microscopy, scanning tunneling microscopy, and near-field optics.

**Biology**

The following changes were approved on September 15, 2009.

COURSE NUMBER CHANGE:

**601. Introduction to Graduate Studies.**

*Fall (3) Staff.*

This is a graduate only course designed to expose new students to a range of techniques and skills that will facilitate their involvement in independent research and graduate studies in biology. Students will receive training in critically reviewing the primary literature, developing research questions, research design and data analysis, and oral and written presentations. Students will author a grant and preliminary research proposal. This course is required of all biology graduate students.

DEGREE REQUIREMENT CHANGE:

Degree Requirements, page 65

Degree Requirements for the Master of Arts -- Non-Thesis Program

Non-thesis M.A. students must complete 32 semester hours of courses, at least 20 of which must be numbered in the 600s, with a grade average of 'B' or better.

**Chemistry**

The following changes were approved on September 1, 2009.

DEGREE REQUIREMENT CHANGE:

Page 76, 2009-10 Graduate A&S Program Catalog, Degree Requirements for the Master of Science:

- must attend the Graduate Seminar during each semester in residence until Research Graduate status is established, and must give two oral presentations as part of his or her Graduate seminar program;

COURSE DESCRIPTION CHANGE:

695. Research.

*Fall and Spring (hours to be arranged) Staff. Graded Pass/Fail.*

A maximum of seven credits may be applied toward the M.A. or M.S. degree course requirements.

**Computational Operations Research**

The following changes were approved on April 20, 2009.

NEW COURSES AND COURSE DESCRIPTION CHANGES:

MATH 538. Algebra, Functions and Data Analysis.

*Summer (3) Prerequisite: Consent of instructor.*

In this class, students explore the use of mathematics as an analytical tool in applied problems including those with practical and/or scientific settings. Algebraic methods will be applied to problems of coding,

growth and decay and probability theory. Elements of statistical analysis of experimental data will also be discussed. This course is designed for secondary mathematics teachers.

MATH 539. Discrete Mathematics.

*Summer (3) Prerequisite: Consent of instructor.*

Topics for discussion in this class will include graph theory, linear programming, identification numbers and check digits, and recursion formulas. Time permitting, symmetry and tilings will also be considered. This course is designed for middle and high school mathematics teachers.

#### DEGREE REQUIREMENT CHANGE:

Append the following sentence to the end of the paragraph entitled "Degree Requirements for the Master of Science with a Specialization in Computational Operations Research" (page 84), to take effect beginning in the 2008-09 academic year: "Math 501, Math 524, and/or Math 552 may be taken and will count towards the required 32 graduate credits."

## History

The following changes were approved by email vote on June 8, 2009.

#### DEGREE REQUIREMENT CHANGES:

##### Degree Requirements for the Master of Arts

For Early American and U.S. History students, these 24 credit hours will include HIST 701,702, a research seminar (HIST 710 or 711), two courses in directed research (HIST 758), and electives. For Comparative History students, the 24 credit hours will include HIST 701, a research seminar (HIST 713), at least one readings course in comparative history (HIST 720), two courses in directed research (HIST 758), and electives.

##### Degree Requirements for the Doctor of Philosophy

Doctoral students with a masters degree from an equivalent Institution are also required to pass the language exam at William and Mary by March 15 of their first year in residence.

#### COURSE NAME, NUMBER, AND DESCRIPTION CHANGES:

518. U.S. Gilded Age.

*Fall or Spring (3) Nelson.*

1866-1901. Explores the collapse of Reconstruction and the rise of big business. Topics include Victorian sexuality, the Jim Crow South, craft unionism, cities in the West and literary naturalism.

533. U.S. Foreign Relations, 1763-1900.

*Fall (3) Kitamura.*

An examination of U.S. interactions with the wider world from 1763 to 1900. Topics include top-level policymaking, business exchange, cultural interaction, population movement, military confrontation, social control, racial affairs, and gender relations.

534. U.S. Foreign Relations, 1901-Present.

*Fall or Spring (3,3) Kitamura.*

An examination of U.S. interactions with the wider world from 1901 to the present day. Topics include top-level policymaking, business exchange, cultural interaction, population movement, military confrontation, social control, racial affairs, and gender relations.

537. American Cultural and Intellectual History from the Beginnings through the Early National Period.

*Fall (3) C. Brown.*

An interdisciplinary approach to the development of colonial and early national American culture and society, with special emphasis on the transit of European culture, regionalism and the emergence of the ideology of American exceptionalism.

538. American Cultural and Intellectual History from the Early National Period through the Early 20th Century..

*Spring (3) C. Brown.*

An interdisciplinary approach to the development of colonial and early national American culture and society. Explores the social construction of knowledge, race, gender and class in the 19th- and early 20th-century United States, through an intensive reading of primary sources.

619. England Under the Tudors, 1485-1603.

*Fall (3) Popper, Staff.*

A survey of developments in English political, social, intellectual, cultural, and religious history from the ascension of Henry VII in 1485 to the death of Elizabeth I in 1603.

620. Britain Under the Stuarts, 1603-1714.

*Spring (3) Popper, Staff.*

A survey of the political, religious, cultural, social, and intellectual history of the British Isles from the coronation of James VI and I in 1603 to the death of Queen Anne in 1714.

624: African Diaspora (II).

*Fall or Spring (3) Vinson.*

This course examines the African Diaspora since 1800 with major themes including the end of slavery, the fight for full citizenship and the close interactions between diasporic blacks and Africans.

625: The Rise and Fall of Apartheid.

*Fall or Spring (3) Vinson.*

This class explores the rise and fall of apartheid, the system of rigid racial segregation and domination that existed in South Africa from 1948 to 1994. It examines the successful anti-apartheid movement but also considers apartheid's legacy in contemporary South Africa.

628. Modern Japanese History.

*Fall or Spring (3) Han.*

A history of Japan from the Tokugawa period (1600-1868) to the present, with emphasis on the 19th, 20th and 21st centuries.

629. Modern Chinese History.

*Fall (3) Canning.*

A history of China from 1644 to the present focusing on China's imperial system, the experiment with republican government, and China under communist rule since 1949.

630. America and China: U.S.-China Relations since 1784.

*Spring (3) Canning.*

A study of U.S.-China relations from 1784 to the present, with special attention to Sino-American relations in the 20th and 21st centuries.

631. History of Spain

*Fall or Spring (3) Homza.*

A survey of Spanish history from 1478 to 1978 that also asks students to investigate cultural, political and social issues in depth, such as the goals of inquisitors, the question of Spanish decline and the context of the Civil War.

633. The History of Germany to 1918.

*Fall (3) Benes, Staff.*

Origins and establishment of the modern German state to the First World War.

634. History of Germany since 1918.

*Spring (3) Benes, Staff.*

Establishment and course of Hitler's Third Reich, development of two Germanies since 1945, and their subsequent reunification.

637. History of France, 1648 to 1800.

*Fall (3) Bossenga, Schechter, Staff.*

Intensive examination of a pre-industrial society with special emphasis on social, economic and intellectual problems during the ancient regime and Revolution.

638. History of France, 1800 to the Present.

*Spring (3) Bossenga, Schechter, Staff.*

1800 to the present with special attention to social and economic problems as well as to the politics of 20th and 21st century France.

648. The History of Russia to 1800.

*Fall (3) Corney.*

The political, cultural and intellectual development of Russia. From Kievan Rus' to the end of the 18th century, tracing the Mongol occupation, the rise of Muscovy and the Romanov dynasty.

649. The History of Russia since 1800.

*Spring (3) Corney.*

The political, cultural and intellectual development of 19th and 20th century Russia, tracing the twilight of the Romanovs, the rise of socialist thought, and the Communist state.

655. Medieval Europe to 1000.

*Fall (3) Daileader.*

Europe from the fall of the Roman Empire to the Viking invasions. Investigates the triumph of Christianity over paganism, barbarian invasions, interaction of German and Roman societies, rise and collapse of Carolingian Empire.

656. Medieval Europe since 1000.

*Spring (3) Daileader.*

Europe during the High and Late Middle Ages. Emphasis on social, cultural and religious transformations of these periods; some attention to political narrative.

658. The European Renaissance.

*Fall or Spring (3) Homza.*

Investigation into the intellectual emphases and social and political contexts of humanist practices in Europe between 1314-1598. Attention to historiography and historical method.

659. The Reformation in Western Europe.

*Fall or Spring (3) Homza.*

An investigation into the Catholic and Protestant Reformations in early modern Europe, 1500-1700. Examination of the foundations and effects of religious upheaval and codification. Attention to literacy, printing, the family, the creation of confessional identity and historiography.

663. The Age of Absolutism and Revolution in Europe, 1648-1789.

*Fall (3) Schechter.*

An intensive survey of Europe in transition: absolutism, enlightenment, enlightened despotism.

664. The Age of Absolutism and Revolution in Europe, 1789-1870.

*Spring (3) Schechter.*

An intensive survey of Europe in transition: revolution, industrialization and the emergence of the modern state.

669. The History of Britain from the mid-15th to the late 18th Centuries.

*Fall (3) Levitan, Staff.*

A survey of the political, social, economic, and cultural history of Britain.

670. The History of Britain from the late 18th Century to the Present.

*Spring (3) Levitan, Staff.*

A survey of the political, social, economic, and cultural history of Britain.

673. East Central Europe.

*Fall or Spring (3) Koloski, Staff.*

Modern history of the east-central region of Europe between Germany and Russia. Topics include: 19th century multi-national empires, 20th century (re)emergence of nation-states, citizens' struggles to define political, social, and cultural identities despite foreign domination, and post-1989 developments.

691. Intellectual History of Modern Europe: Renaissance to the Enlightenment.

*Fall (3) Benes, Staff.*

Cultural and intellectual development of the Western world from the end of the Middle Ages to the Enlightenment.

692. Intellectual History of Modern Europe: 19th to the 21st Centuries.

*Spring (3) Benes, Staff.*

Cultural and intellectual development of the Western world from the Enlightenment to the present.

701-702. History and Literature of History.

*Fall and Spring (3, 3) Staff*

A review of the principal themes of modern scholarship on American or Comparative history. Coverage of major writers, the topics that most attracted their attention, and the schools of interpretation into which they may be grouped. (Open only to candidates for advanced degrees.)

701-01 American History to 1870.

*Fall (3) Wulf.*

701-02 Comparative History.

*Fall (3) Corney.*

702 American History from 1870.

*Spring (3) Meyer.*

### **Public Policy**

The following changes were approved on April 06, 2009.

#### DEGREE REQUIREMENT CHANGES:

##### Academic Status

##### 1. Continuance in Program

After each semester, the student must meet minimum levels of academic progress. The minimum requirements for continuance are as follows:

After semester	Cumulative Graduate Degree Credits	Cumulative Q.P.A.
1	13	2.5
2	25	2.75
3	37	3.0

A student who does not achieve the minimum level of academic progress for continuance or receives a grade below C in any one of the required core courses will be required to withdraw immediately from the program for academic deficiencies.

### **Description of Courses**

Unless otherwise noted, all courses are graded using standard grading [A, B, C, D, F] scheme (See VI. Grading and Academic Progress in the section entitled 'Graduate Regulations' in this catalog) and may not be repeated for credit (See Repeated Courses requirements in the section entitled 'Graduate Regulations' in this catalog). No credit toward a degree will be allowed for a course in which a student receives a grade below C.

### **Graduate Regulations**

The following change was approved on February 9, 2009.

#### CATALOG CHANGE:

##### Page 11, Auditing:

Any graduate student may audit a graduate or undergraduate course with permission of the instructor and graduate director. The A&S graduate Audit form can be obtained on the web site of the Office of Graduate Studies and Research, and must be completed and submitted to the Dean of Graduate Studies and Research prior to the end of the add/drop period (as defined in the calendar on page vi).

The following changes were approved on April 20, 2009.

#### CATALOG CHANGES:

##### Page 6, Procedure, paragraph 3:

Each student applying for admission must submit scores on the verbal, quantitative, and analytical sections of the GRE. Applicants must request ETS to send scores directly to the department/program to which they are applying. In addition, some departments/programs require prospective students to include scores on the subject portion of the test. There must be no more than five years between the William & Mary term that the test was taken and the William and Mary term in which the application is submitted.

##### Page 7:

Granting Graduate Credit for W&M Graduate-Level Courses Taken by Unclassified or Undergraduate Students

Page 14: Leaves of Absence (Non-Medical), end of paragraph 2:

While on an approved leave of absence, students remain in good standing but are not registered for courses or for continuous enrollment status.

Page 21: Section III. Degree of Doctor of Philosophy, Part B, end of paragraph:

No credit toward a degree will be allowed for a course in which a student receives a grade below C.

Continuous Enrollment (paragraph 1, page 11):

This policy allows students to maintain active status with the College and to access College resources, including the libraries, email, laboratories, the Counseling Center, and the Recreation Center, upon payment of the appropriate fees. The services of the Student Health Center are not available to part-time students and students with Continuous Enrollment Status.

Continuous Enrollment (paragraph 3, page 11):

The following students are not eligible for Continuous Enrollment Status and should register as a regularly enrolled full-time student or full-time Research Graduate Student or as a regularly enrolled full-time degree-seeking student: (1) students employed in a graduate student appointment (e.g., Research Assistant, Teaching Assistant, Teaching Fellow), (2) international students requiring visas, (3) students who choose to continue to defer repayment of student loans, and (4) students who wish to be eligible for the College's Student Health Insurance Plan (mandatory for full-time students) and be eligible for use of the Student Health Center upon payment of the appropriate fees.

Continuous Enrollment (paragraph 4, page 11)

Unless granted an approved leave of absence or medical withdrawal, a graduate student who fails to register each semester has discontinued enrollment in the graduate degree program. If the student wishes to resume progress toward the degree, it will be necessary to reapply for admission to the College and to the degree program and meet any changed or additional degree requirements established in the interim.

The following changes were approved on May 4, 2009.

#### CATALOG CHANGES:

Page 7, Transfer of Graduate Credit:

On the recommendation of the student's major department/program committee and with the approval of the Dean of Graduate Studies and Research, a regular student may transfer up to six hours of graduate credit earned at another accredited institution of higher learning and apply these six credits toward the credits needed for an advanced degree at William and Mary. The credits must have been earned in courses appropriate to the student's program at William and Mary and, must fall within the time specified by the general College requirements for degrees, and cannot have been used by the student to satisfy any undergraduate or graduate degree requirements. An official transcript must be provided to the Office of Graduate Studies and Research. Credit may be transferred only for courses in which the student received a grade of B or higher and will not be counted in compiling his or her cumulative grade point average at William and Mary.

#### Grade Review Policy in the Case of Withdrawal

In the case when a student's grade(s) will result in withdrawal due to academic deficiency as specified by the regulations of the student's department/program, a review of the grade (see Grade Review Policy above) may be requested in writing by the student only within the week following the grading deadline for the semester when the grade was assigned or the submission of the grade by the instructor, whichever is later. The grade review must be completed prior to the first class day of the spring term (for review of fall grades submitted in the fall term), the first class day of the first summer session (for review of spring grades submitted in the spring term), or the first class day of the fall term (for review of summer grades submitted in the summer term). In the case of an Incomplete that is later changed to a grade, the grade review must be completed within two weeks of the grade review request. The timeline for the grade review will be shortened as needed to complete the grade review on schedule. The student will be withdrawn if the grade review does not result in a change of grade.

If the grade(s) will result in withdrawal due to academic deficiency and the student is receiving an assistantship or fellowship that is administered through the Office of Graduate Studies and Research, it is the responsibility of the department/program to request that the payments be terminated by the Office of Graduate Studies and Research at the end of the pay period during which the grading deadline fell or during which the deficient semester grade(s) were submitted by the instructor, whichever is later. Submission of a grade review request will not affect termination of the stipend. If the grade review results in a change of grade and consequently the student is not withdrawn, the assistantship or fellowship will be reinstated in full to include any payments not made after the original grade was received.

If the grades(s) will result in withdrawal due to academic deficiency and the student is receiving payment of tuition through the Office of Graduate Studies and Research, the tuition payment for the subsequent term will be withheld or rescinded. Submission of a grade review request will not affect termination of the tuition payment. If the grade review results in a change of grade and consequently the student is not withdrawn, the tuition payment will be reinstated in full.

### **Graduate Center Programs, College Courses**

The following changes were approved on May 4, 2009.

#### **COURSE DESCRIPTION CHANGES:**

COLL 501. English Conversation & Pronunciation.

*Fall (0 credit) Graded Pass/Fail*

In this course students who are non-native English speakers will learn more about the rhythm, stress, and intonation patterns of spoken English, improve their ability to communicate with others, and practice distinguishing sounds that are unique to the English language. Recorded assignments and in-class discussions will allow students opportunities to practice their conversational skills and learn more about American culture.

COLL 505. Oral Presentation Skills.

*Fall (0 credit) Graded Pass/Fail*

This course is for domestic and international students who want to refine their oral communication skills and learn more about presentation norms. Students will participate in various kinds of oral communication activities, including presenting speeches given for different purposes, critiquing speech content, organization, and delivery, and presenting a paper following specific guidelines set forth by a conference or association.

COLL 520. Academic Writing.

*Spring (0 credit) Graded Pass/Fail*

A course for domestic and international students to improve writing skills and gain confidence in their ability to write formal, academic English. The writing process will be emphasized, with special attention given to improving the students' organizing, proofreading and revising skills. Students will learn how to identify their audience, define their purpose, and add cohesion and clarity to their writing. In addition, writing conventions concerning plagiarism and other writing norms will be examined.

COLL 525. Writing for Publication.

*Fall (0 credit) Graded Pass/Fail*

A course for domestic and international students who have mastered the basics of academic writing, and are preparing articles for publication in the sciences and humanities. Students will examine articles from their field to learn more about field-specific styles. In addition, they will review and revise their own writing, and participate in peer reviews. Participants in this course should currently be involved in doing research.

COLL 530. Thesis/Dissertation Writing.

*Spring (0 credit) Graded Pass/Fail*

A course for domestic and international students beginning their theses/dissertations. Thesis/dissertation guidelines will be discussed and sample chapters from specific fields will be analyzed. In collaboration with their academic advisor and in consultation with the instructor, students will organize and write individual chapters, simultaneously reviewing and revising their writing.

COLL 601. Intensive English Conversation and Pronunciation.

*Summer (0 credit) Graded Pass/Fail*

In this course students who are non-native English speakers will learn more about the rhythm, stress, and intonation patterns of spoken English, improve their ability to communicate with others, and practice distinguishing sounds that are unique to the English language. Recorded transcripts and in-class discussions will allow students opportunities to practice their conversational skills and learn more about American culture. In addition, specialized vocabulary and readings will address different fields of study, and student presentations will focus on field-related topics.

COLL 620. Intensive Academic Writing.

*Summer (0 credit) Graded Pass/Fail*

In this course domestic and international students will improve their writing skills and gain confidence in their ability to write formal, academic English. The writing process will be emphasized, with special attention given to improving the students' organizing, proofreading and revising skills. Students will learn how to identify their audience, define their purpose, and add cohesion and clarity to their writing. Writing conventions concerning plagiarism and other writing norms will be examined. Writing assignments will be tailored to the students' specific fields of study.



## **Graduate Center Annual Report 2009**

### **Staff and Facilities**

The Graduate Center organizes and sponsors a variety of activities, events, and non-credit courses for W&M graduate and professional students. The Center is administered by Laurie Sanderson, Dean of Graduate Studies and Research in Arts & Sciences, Chasity Roberts, Assistant to the Dean of Graduate Studies and Research, and Cortney Cain, English as a Second Language (ESL) Program Manager. The Center is housed in the Stetson House at 232 Jamestown Road.

Cortney Cain joined the Graduate Center as ESL Program Manager on July 10, 2009. Ms. Cain received a Master's degree in Applied Linguistics from Old Dominion University and has extensive experience as an ESL teacher for adults and K-12 students in the Williamsburg James-City County school system. In addition, her former position as Senior Technical Writer/Editor at Northrop Grumman will be very valuable to domestic and international students in the Graduate Center's writing courses.

We appreciate the many important contributions that Barbara Monteith made to the Graduate Center and to the development of ESL programs, graduate student writing programs, and international student programs at the College. Ms. Monteith is continuing her connections with the College in her capacity as Worksite Manager with the Rita Welsh Adult Literacy program.

In the spring, summer, and fall of 2009, four College faculty and staff taught eight Graduate Center courses. The Graduate Center continued to work collaboratively with other College offices and schools in expanding the scope of activities and events to enhance the participation of a diversity of W&M graduate and professional students as well as undergraduate students where appropriate.

### **Graduate Center Highlights**

Appendix I provides a listing and summary of participation in Graduate Center activities, events, and courses since fall 2005. Highlights from the spreadsheet include:

- *Course enrollments* for the calendar years were 59 in 2005, 80 in 2006, 86 in 2007, 90 in 2008 and 71 in 2009. The students enrolled in 2009 were a mix of domestic and international graduate students from A&S, Business, and Education.
- In the Fall of 2009, the Graduate Center's *Conversation Partner Program (CPP)* paired 48 native and nonnative English speakers to meet informally and discuss topics of mutual interest. The nonnative English speakers included graduate students from A&S, Business, and Law. Native English speakers included both graduate and undergraduate students in A&S and Law, and some community volunteers.
- Prior to the 2009 Graduate Research Symposium, the Graduate Center sponsored a ten-hour workshop by Robin Cantor-Cooke on *enhancing speaking skills*, as well as individualized coaching sessions. In addition, two workshops were led by Barbara Monteith on *designing conference posters*, with an offer to workshop participants to receive individualized feedback on poster layout and design.
- A&S graduate students on the 2009 Graduate Research Symposium Committee and the Graduate Student Association worked with the Office of Graduate Studies and Research and the Graduate Center to prepare the most successful and the largest of the eight annual graduate research symposia, with over 550 students, faculty, and guests in attendance. The symposium included presentations by 85 W&M graduate students (posters, talks, and general interest lectures). The symposium also attracted 35 graduate student presenters from 18 regional institutions such as Duke, University of Delaware, George Washington University, Johns Hopkins, and UNC Chapel Hill, as well as Virginia institutions such as the University of Virginia, Virginia Commonwealth University, and Old Dominion. Highlights of the symposium included advance workshops on poster preparation techniques and oral presentation skills, awards in all disciplines

to twelve students totaling \$4200, luncheon remarks by Provost Geoff Feiss and Vice Provost Dennis Manos, and keynote lectures by two W&M faculty speakers (Professor Scott Nelson from History and Professor Mark Forsyth from Biology). President Reveley distributed the awards at the Saturday luncheon. The Graduate Studies Advisory Board was a symposium sponsor and Board members participated in the symposium by chairing oral sessions, serving on the judging panel, providing two corporate awards of \$1000 each and corporate sponsorship for the symposium, and offering recruitment and mentoring opportunities.

- The popular annual *Raft Debate*, sponsored by the Office of Graduate Studies and Research, the Graduate Center, and the A&S Graduate Student Association, was attended by an audience of approximately 375 undergraduate and graduate students, faculty, and community members on September 30, 2009. On the revised W&M web site, the Raft Debate was featured in the summary of College traditions at <http://www.wm.edu/about/history/traditions/index.php>.
- Graduate Center *social events* for the spring and fall of 2009 included a *Meet-and-Greet Reception* in August for the new international graduate students in A&S which had 21 in attendance, and a *Thanksgiving celebration* in November for international graduate students and their Conversation Partners which had 68 in attendance and was also co-sponsored by the International Law Society (ILS) from the Marshall-Wythe School of Law.
- Cortney Cain spoke at both the international undergraduate and the international graduate student *Orientations* in August. Topics discussed included American values and speech, the stages of homesickness and culture shock.

#### **Newsletter**

The Graduate Center's electronic newsletter ***DID YOU KNOW THAT?*** is distributed by e-mail to A&S graduate students every Monday during the academic year. Beginning in the fall of 2008, *DYKT?* was also published online at <http://www.wm.edu/as/graduate/studentresources/newsletter/index.php>. Each academic year there are approximately thirty issues. Under the editorship of Chasity Roberts, the newsletter has expanded its coverage and scope, especially in bringing funding sources to the attention of graduate students. These funding sources are also published to the Graduate Studies "Funding Sources" webpage (<http://www.wm.edu/as/graduate/studentresources/fundingsources/index.php>). The Directors of Graduate Studies, Department Chairs/Program Directors, and College administrators also receive *DYKT?* and value its contribution to the university's graduate culture.

## **A&S Graduate Ombudsperson Report for 2009**

### Activities for January through June 2009

Elizabeth Barnes, Associate Professor, Departments of English and American Studies  
[elbarn@wm.edu](mailto:elbarn@wm.edu)

2 cases between January-June 2009:

Issues included strategies for continuation in William and Mary's graduate program and a dispute over termination of an internship.

The Dean of Graduate Studies and Research, the department's Director of Graduate Studies, and other faculty members were involved in discussions.

The cases were resolved; one student declined formal intervention.

### Activities for July through December 2009

Carey Bagdassarian, Associate Professor, Department of Chemistry  
[ckbagd@wm.edu](mailto:ckbagd@wm.edu)

Orientation session for new graduate students, August 2009.

Orientation session for new TAs and TFs—dealing with problem students, learning climate, August 2009.

Introduction of Ombudsperson position to Applied Science Graduate Students, September 2009.

Ex officio member of Committee on Graduate Studies, 4-5 semester meetings.

6 cases, involving four departments, were mediated by the Ombudsperson between July-December 2009:

Issues included clarification and definition of continuance requirements and qualifier examinations, faculty-student "tensions," potential career changes and needed discussions between faculty and student.

Time-scale for cases spanned from two meetings for a case to month-and-a-half-long consultations.

The Dean of Graduate Studies and Research, faculty in relevant departments, and the Dean of Undergraduate Studies were involved in 2 cases.

All cases were resolved.

**Committee on Graduate Studies Members, 2009-10**

Laurie Sanderson, Chair  
Charles McGovern, American Studies  
Martin Gallivan, Anthropology  
Christopher Del Negro, Applied Science  
Patty Zwollo, Biology  
Debbie Bebout, Chemistry  
Evgenia Smirni, Computer Science  
Rex Kincaid, Computational Operations Research  
Leisa Meyer, History  
Jeffrey Nelson, Physics  
Josh Burk, Psychology (Master's program)  
Janice Zeman, Psychology (PsyD program)  
Elaine McBeth, Public Policy

## **APPENDICES**

**APPENDIX I**

**GRADUATE CENTER PARTICIPATION  
Fall 2005 thru Fall 2009**

Course	F 2005	S 2006	Su 2006	F 2006	S 2007	Su 2007	F 2007	S 2008	Su 2008	F 2008	S 2009	Su 2009	F 2009
COLL 501 001	6	10		12	13		20			15			12
COLL 501 002													9
COLL 503								10			8		
COLL 505	6			7	8		8			15			15
COLL 508		7		8			4						
COLL 520 001	5	9			9			18	4		14	2	
COLL 520 002											6		
COLL 525		10					9			12			
COLL 530		5			8			5			5		
COLL 550								11					
COLL 620						7							
ISEP			12										
<b>Course Subtotals</b>	<b>17</b>	<b>41</b>	<b>12</b>	<b>27</b>	<b>38</b>	<b>7</b>	<b>41</b>	<b>44</b>	<b>4</b>	<b>42</b>	<b>33</b>	<b>2</b>	<b>36</b>
Workshops	F 2005	S 2006	Su 2006	F 2006	S 2007	Su 2007	F 2007	S 2008	Su 2008	F 2008	S 2009	Su 2009	F 2009
Cultural Workshop										11			
French Refresher													1
Grant Proposals (Hum)		16											
International Dialogue	17	11			75			45					
Poster Workshop					3			5			5		
Presenting Yourself				6							13		7
Enhance Your Presentation					40						6		
R.A. In-service Training - Int'l Students							80						
Science Career Strategies								55					
Spanish Refresher					3						10		4
<b>Workshop Subtotals</b>	<b>17</b>	<b>27</b>	<b>0</b>	<b>6</b>	<b>121</b>	<b>0</b>	<b>80</b>	<b>105</b>	<b>0</b>	<b>11</b>	<b>34</b>	<b>0</b>	<b>12</b>

APPENDIX I cont.

GRADUATE CENTER PARTICIPATION  
Fall 2005 thru Fall 2009

Programs	F 2005	S 2006	Su 2006	F 2006	S 2007	Su 2007	F 2007	S 2008	Su 2008	F 2008	S 2009	Su 2009	F 2009
Conversation Partners	20			26			44	22		60	34		48
Graduate Symposium		190			240			350			550		
Raft Debate	325				180		165			300			375
World Café					43								
International Education Week:													
Int'l Research - UC Lobby							37						
Int'l Music & Dance Showcase							212			256			
<b>Program Subtotals</b>	<b>345</b>	<b>190</b>	<b>0</b>	<b>26</b>	<b>463</b>	<b>0</b>	<b>458</b>	<b>372</b>	<b>0</b>	<b>616</b>	<b>584</b>	<b>0</b>	<b>423</b>
Social Events	F 2005	S 2006	Su 2006	F 2006	S 2007	Su 2007	F 2007	S 2008	Su 2008	F 2008	S 2009	Su 2009	F 2009
Meet and Greet	20			28			20			18			21
Int'l Thanksgiving	60			40			50			55			68
CPP Appreciation								25			35		
<b>Social Event Subtotals</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>68</b>	<b>0</b>	<b>0</b>	<b>70</b>	<b>25</b>	<b>0</b>	<b>73</b>	<b>35</b>		<b>89</b>
<b>GRAND TOTAL</b>	<b>459</b>	<b>258</b>	<b>12</b>	<b>127</b>	<b>622</b>	<b>7</b>	<b>649</b>	<b>546</b>	<b>4</b>	<b>742</b>	<b>686</b>	<b>2</b>	<b>560</b>

## APPENDIX II

**Applied, Accepted and Enrolled  
Fall 2005 - Fall 2009**

		Applied	Accepted		Enrolled		Avg UG <sup>(1)</sup>	Avg GRE Scores <sup>(1)</sup>		
			Total	Rate	Total	Rate	GPA	Verbal	Math	Writing
American Studies <sup>(2)</sup>	2005	68	22	32%	9	41%	3.58	648	610	
	2006	83	27	33%	17	63%	3.60	606	586	
	2007	96	40	42%	7	18%	3.70	609	602	
	2008	83	30	36%	18	60%	3.41	610	589	
	2009	85	0		0					
Anthropology	2005	70	20	29%	10	50%	3.54	615	577	
	2006	76	18	24%	7	39%	3.49	514	613	
	2007	50	23	46%	12	52%	3.48	554	561	
	2008	70	18	26%	10	56%	3.57	559	601	
	2009	82	24	29%	5	21%	3.61	548	570	5.00
Applied Science	2005	24	10	42%	5	50%	2.85	500	744	
	2006	34	12	35%	8	67%	3.55	421	741	
	2007	43	16	37%	8	50%	3.36	469	765	
	2008	47	19	40%	8	42%	3.57	408	744	
	2009	49	22	45%	9	41%	3.59	503	767	3.77
Biology	2005	32	19	59%	9	47%	3.49	572	650	
	2006	40	10	25%	9	90%	3.32	573	659	
	2007	47	24	51%	13	54%	3.36	494	629	
	2008	38	17	45%	8	47%	3.49	580	680	
	2009	35	12	34%	9	75%	3.46	549	681	4.55
Chemistry	2005	4	4	100%	3	75%	3.14	463	640	
	2006	3	1	33%	1	33%				
	2007	9	4	44%	3	75%	2.87	505	715	
	2008	8	5	63%	5	100%	3.50	526	706	
	2009	12	6	50%	5	83%	3.56	540	734	4.25
Computer Science <sup>(3)</sup>	2005	66	38	58%	17	45%	3.46	509	721	
	2006	76	44	58%	25	57%	3.51	533	737	
	2007	60	41	68%	23	56%	3.39	478	742	
	2008	61	47	77%	20	43%	3.31	489	746	
	2009	74	52	70%	28	54%	3.34	538	733	4.12
History	2005	137	32	23%	14	44%	3.63	599	594	
	2006	117	34	29%	17	50%	3.69	614	589	
	2007	151	41	27%	22	54%	3.59	590	584	
	2008	135	30	22%	15	50%	3.42	584	599	
	2009	140	35	25%	22	63%	3.57	643	626	4.93
Physics	2005	71	11	15%	10	91%	3.55	504	731	
	2006	54	11	20%	11	100%	3.44	525	744	
	2007	127	29	23%	11	38%	3.66	504	752	
	2008	107	44	41%	16	36%	3.70	528	746	
	2009	102	27	26%	13	48%	3.64	429	748	3.40



**APPENDIX II cont.****Applied, Accepted and Enrolled  
Fall 2005 - Fall 2009**

PsyD <sup>(4)</sup>	2005	172	19	11%	10	53%	3.45	614	637	
	2006	163	16	10%	10	63%	3.82	558	623	
	2007	207	17	8%	10	59%	3.93	603	639	
	2008	244	13	5%	10	77%	3.49	537	631	
Psychology	2005	70	20	29%	7	35%	3.67	597	674	
	2006	95	14	15%	9	64%	3.48	530	643	
	2007	93	17	18%	7	41%	3.49	542	624	
	2008	86	16	19%	7	44%	3.70	570	689	
	2009	65	21	32%	8	38%	3.74	578	676	4.72
Public Policy	2005	69	54	78%	19	35%	3.47	563	669	
	2006	76	44	58%	25	57%	3.55	570	684	
	2007	59	38	64%	15	39%	3.33	540	638	
	2008	73	45	62%	25	56%	3.46	577	684	
	2009	98	50	51%	21	42%	3.54	606	689	4.81

<sup>(1)</sup> Average of UG transcripts and GRE scores submitted by enrolled students.

<sup>(2)</sup> The American Studies Program did not admit students for 2009-2010. Admissions will resume for 2010-2011.

<sup>(3)</sup> This includes students in the Computational Operations Research program.

<sup>(4)</sup> The Psychology Doctoral program admits students through the VA Consortium Program in Clinical Psychology. Data is supplied by the Consortium. Effective 2009-2010, W&M did not participate in admissions to the Consortium.

**APPENDIX III****GRADUATE STUDENT ENROLLMENTS<sup>(1)</sup>  
Fall 2005 to Fall 2009**

Department	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
American Studies	49	81	81	89	70
Anthropology	26	43	46	46	49
Applied Science	35	33	32	32	33
Biology	18	27	31	30	27
Chemistry	10	6	7	8	10
PsyD <sup>(2)</sup>	49	48	26	25	24
Computer Science <sup>(3)</sup>	78	80	77	68	75
History	54	89	89	92	91
Physics	55	59	59	69	68
Psychology	14	16	15	16	16
Public Policy	43	39	43	44	46
<b>TOTALS</b>	<b>431</b>	<b>521</b>	<b>506</b>	<b>519</b>	<b>509</b>

**Notes:**

<sup>(1)</sup> Totals include full-time, part-time and continuous enrollment registration, including dual degree students in Law, Business and Marine Science (four dual degree students in 2009).

<sup>(2)</sup> Fall 2007-2009 enrollment reflects only students enrolled through W&M and does not include total consortium count.

<sup>(3)</sup> Includes Computational Operations Research.

**APPENDIX IV**

**GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS  
(August - May)**

DEPARTMENT	PROGRAM INITIATED	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	SINCE AUG. 99
American Studies	1982-MA	6	5	8	8	9	12	6	4	7	7	72
	1988-PhD	4	5	6	3	2	10	5	5	1	2	43
Anthropology	1979-MA	5	13	7	10	5	8	7	5	5	9	74
	2001-PhD	0	0	0	0	0	0	0	0	1	1	2
Applied Science	1970-MA/MS	4	4	5	6	6	8	5	5	4	2	49
	1990-PhD	6	4	3	4	5	6	4	3	8	6	49
Biology	1963-MA/MS	8	11	3	5	15	8	7	7	11	6	81
Chemistry	1964-MA/MS	6	5	1	2	4	3	6	2	3	5	37
Computer Science <sup>1</sup>	1984-MS	23	19	16	17	16	20	17	16	20	19	183
	1986-PhD	7	3	3	5	4	8	1	3	3	1	38
History	1955-MA	6	20	7	15	8	10	12	9	13	15	115
	1967-PhD	5	4	5	4	3	1	5	7	5	3	42
Physics	1959-MA/MS	7	12	4	11	9	9	11	12	11	11	97
	1964-PhD	7	7	3	4	7	5	9	9	6	8	65
PsyD	1978-PsyD	14	12	9	10	8	6	10	8	10	5	92
Psychology	1953-MA	6	10	5	7	9	5	9	7	6	9	73
Public Policy	1991-MPP	15	13	19	17	19	24	21	20	25	16	189
Totals	MA/MS/MPP	86	112	75	98	100	107	101	87	105	90	961
	PhD	29	23	20	20	21	30	24	27	24	21	238
	PsyD	14	12	9	10	8	6	10	8	10	5	92

<sup>1</sup> Includes Computational Operations Research.

## Statement for A&S Strategic Planning Blackboard Site and A&S Strategic Planning Group

### Committee on Graduate Studies, 2/09/09

The twelve faculty members who are the Directors of Graduate Studies for Arts & Sciences graduate programs compose the Committee on Graduate Studies (COGS). As faculty representatives for these graduate programs, we appreciate the opportunity to provide input to the A&S Strategic Planning Group. COGS members have also voted unanimously to post this information on the A&S Strategic Planning Blackboard site. This document is a distillation of six pages of specific goals, objectives, and actions to address the grand challenges.

#### 1. Grand Challenge One: Preeminence as a Liberal Arts University

- e. Goal: To retain W&M's research stature as a liberal arts university, increase graduate support – stipends, benefits, and facilities – to a competitive level in existing A&S graduate programs

Objective: Increase A&S graduate stipend funding to reach the mean of W&M's SCHEV peer group (an additional \$1.5 million required) using E&G funds, and budget annual increases thereafter.

Objective: Incorporate permanent dedicated faculty and student representation for graduate education in all existing College governance structures.

- f. Goal: Strengthen links between undergraduate student, graduate student, and faculty research

Objective: Increase support for Swem as a research library and for academic resources available to support faculty, undergraduate, and graduate research.

Objective: Secure donor support specifically for research collaborations between undergraduate and graduate students and faculty.

#### 2. Grand Challenge Two: Build and Support a Diverse W&M Community

Existing Goal: have Arts & Sciences contribute to greater diversity on campus.

Add the following objectives under the above goal.

Objective: Increase number of A&S graduate students belonging to underrepresented groups by increasing A&S graduate stipend and benefit funding to a level comparable with W&M's peer institutions.

Objective: Attract and retain a more diverse A&S faculty to mentor undergraduate and graduate students.

COGS members note that item 1.e. in the preliminary draft A&S Strategic Planning Group e-mail document dated 2/9/09 appears to be based on a single anonymous comment posted on the A&S Strategic Planning Blackboard site and is not consistent with the A&S faculty vote reported in the minutes of the 11/11/08 A&S Faculty meeting to “selectively expand and substantially strengthen graduate programs”. Thus, COGS recommends that the above item 1.e. replace the item 1.e. listed in the 2/9/09 e-mail document.

## APPENDIX V

To clarify the rationale for the above goals and objectives, the Committee on Graduate Studies would like to provide the following information. Adequate resources in Arts & Sciences graduate programs are critical for sustaining the College of William & Mary's distinctiveness as a liberal arts research university. Without the current 500 A&S graduate students in twelve programs, our peer group would be redefined and William & Mary would be a liberal arts college but not a research university. By providing the expertise and opportunities of a major research university combined with the faculty mentoring and dedication to teaching found at a small liberal arts college, William & Mary awards A&S graduate degrees that are essential for leadership positions in a diversity of careers.

In the A&S disciplines that have graduate programs, the faculty cannot maintain their research productivity and their ability to obtain external grant and contract funding at current levels without the participation of excellent graduate students. A&S graduate programs are the foundation for the Carnegie classification of the College as a Research University with high research activity. A&S graduate students are essential to the undergraduate curriculum as teaching assistants and role models in laboratory and discussion classes. The units with A&S graduate programs award 37% of the undergraduate A&S degrees, generate more than 85% of the F&A (indirect cost) recovery in Arts & Sciences, involve more than one-third of the A&S faculty, and justify William & Mary's inclusion in a prestigious peer group of research institutions.

The College's ability to recruit and retain a strong research-active faculty in several key disciplines depends on the strength of our A&S graduate programs. Insufficient support for graduate programs is a serious concern that has been stated repeatedly by A&S faculty members. Because our graduate student stipends are too small and too few, we have not been able to recruit graduate students to work with research-active faculty members who, as a result, have left the College. The departure of these faculty members represents a substantial pedagogical, intellectual, and financial loss to the College.

As graduate student stipends have not kept pace with inflation, A&S graduate programs have shrunk and are currently at their minimum viable size. We are not competitive with our SCHEV peers in A&S graduate student support, even though we are supplementing A&S graduate stipends and benefits with funds from contingency and from the units' share of the F&A. The 2004-05 report of the Committee on Graduate Studies quantified a \$1.3 million stipend gap between Arts and Sciences per capita graduate stipends and the mean of our SCHEV peers. The actual 2008-09 stipend shortfall in A&S graduate stipends is approximately \$1.5 million due to inflation and to stipend increases at peer institutions since 2004-05.

## Statement for A&S Strategic Planning Blackboard Site

Committee on Graduate Studies, 2/23/09

As the twelve faculty members who compose the A&S Committee on Graduate Studies (COGS), we represent more than 175 A&S faculty members who are involved in graduate programs. At the A&S Faculty meeting on November 11, 2008, the faculty voted to “selectively expand and substantially strengthen graduate programs”. The A&S Strategic Planning document of goals and objectives should express this support for A&S graduate programs.

By providing the expertise and opportunities of a major research university combined with the faculty mentoring and dedication to teaching found at a small liberal arts college, William & Mary awards A&S graduate degrees that are essential for leadership positions in a diversity of careers. SSRLs, faculty salaries, library resources, and the education of more than 35% of our undergraduate students in key disciplines are dependent on A&S graduate programs.

The College of William & Mary has made a commitment to A&S graduate education, which places the College in our present peer group. However, we are now at a critical juncture. Whereas undergraduate financial aid receives annual incremental increases in the base, there have been no annual incremental increases in graduate financial aid. Although A&S graduate programs have been reviewed and recommended for budget increases repeatedly (2007 report of the Provost's Ad Hoc Committee on Graduate Student Compensation posted on the Strategic Planning web site), graduate financial aid has eroded annually due to inflation and tuition increases.

Please see the earlier COGS posting on the A&S Strategic Planning Blackboard site (S. Sanderson, 2/9/09) for a distillation of six pages of strategic planning goals and objectives relating to support of graduate studies and research. Both the 2/9/09 posting and this current posting were approved unanimously by the A&S Committee on Graduate Studies.

STRATEGIC PLANNING DOCUMENT  
A&S COMMITTEE ON GRADUATE STUDIES, 9/29/09

Teaching and Research are Core Missions of W&M

- W&M has achieved distinction by blending a traditional liberal arts foundation with world-class research and select graduate and professional programs.
- W&M's strength lies in our balance between excellence in teaching and excellence in research.

A&S Graduate Programs Distinguish W&M as a Liberal Arts University

- Without the current 500 A&S graduate students in twelve programs, W&M would be a liberal arts college rather than a university.
- The A&S units with graduate programs award approximately 40% of the undergraduate A&S degrees, generate more than 85% of the F&A recovery in Arts & Sciences, involve more than one-third of the A&S faculty, and justify William & Mary's inclusion in a prestigious peer group of research universities.
- Faculty engaged in A&S graduate programs also serve as faculty members in 15 of the 25 A&S departments and programs that do not offer a graduate degree.
- A&S graduate students enrich the undergraduate program by serving as tutors, writing preceptors, lab and discussion section leaders, teaching assistants, instructors, and graders in courses with enrollments of approximately 15,000 undergraduate students annually.
- Sufficient support (stipends, tuition aid, health insurance subsidies) for sustaining strong A&S graduate programs is essential to maintaining W&M's status as a liberal arts university.

The College Has Reached a Crisis Point for A&S Graduate Programs

- The College must either support existing A&S graduate programs at a level that is comparable to our peers, or redefine our peer group.
- W&M has one of the lowest numbers of A&S graduate degree programs and one of the lowest ratios of graduate to undergraduate students among our current peers.
- Increases in stipend and tuition funding are essential to grow current A&S graduate programs that are at or below the critical mass of graduate students needed to sustain excellence.
- To remain competitive with our peer institutions and attract and retain outstanding faculty, W&M must have a financial plan for sustaining our ability to attract and retain highly qualified A&S graduate students.
- If W&M is to continue as a liberal arts university, A&S graduate programs require an annual base increase in graduate financial aid for stipend support from E&G funds, just as undergraduate financial aid is increased annually.