

**Committee on Graduate Studies  
Report to the Faculty  
January-December 2006**

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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 and Sciences graduate programs to the university
- continuing and new themes and issues facing graduate programs in Arts and 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
- Ombudsperson report to COGS
- appendices

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

Graduate programs in Arts and Sciences are critical to the mission of the College of William and Mary. 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. 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. Also, the existence of graduate programs helps determine our “peer group.” This in turn positively affects faculty salaries, research facilities, library resources, etc. In addition, graduate programs are an effective means for the university to play an important role in economic development.

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

### **Graduate Assistance Funding**

Graduate student financial support continues to be the most pressing graduate issue in A&S. Graduate stipend increases are needed in A&S for the following reasons:

- **Competitiveness:** In 2004-05, the Study of Graduate Aid Gaps by the Committee on Graduate Studies documented that the annual stipend provided by A&S graduate programs at W&M averaged \$2359 lower than the mean stipend offered by our SCHEV peer group. In 2004-05, A&S graduate stipends were at the 30<sup>th</sup> percentile relative to the SCHEV peer group.
- **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.
- **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.
- **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.

For the current 2-year budget cycle (2006-08), the State tied any increase in graduate funding to the Governor's biomedical research initiative. This initiative, which was limited to doctoral institutions, included \$145,000 in base funding for graduate assistance in A&S. Other initiatives that may affect future graduate funding include:

1. The *Provost's Ad Hoc Committee on Graduate Health Insurance and Stipends* was formed in the fall of 2006. The committee's charge is 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. The committee's product will be a report to Provost Feiss.
2. The A&S Graduate Studies Advisory Board has begun to support graduate programs through:
  - Recruitment Fellowships---these fellowships offer a stipend supplement of \$2,500 per year for each of the first two years at W&M.
  - Distinguished Thesis/Dissertation Awards---given to students in recognition of exceptional scholarly work.

### **Graduate Student Research and Travel Funds**

A new competition for support of A&S graduate student research travel, conference 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 goals of this initiative were to (1) provide increased funding in support of graduate student research, (2) strengthen ongoing fundraising efforts by obtaining an approximation of the extent of current need for A&S graduate research funding, and 3) determine what type of funding is most needed, i.e., travel funds or research expenses. During the program's first call for applications in fall 2005, over \$26K in funding requests were submitted. For the spring 2006 semester, the OGSR awarded a total of \$7,400 to 32 A&S graduate students.

Since conference travel funds appeared to be a substantial unmet need, the OGSR subsequently provided an additional \$2,000 to the existing A&S Graduate Student Association (GSA) Supplemental Conference Fund for spring 2006 and an additional \$2,000 for fall 2006 travel. Since the GSA already has a well-devised procedure in place for providing supplemental conference travel funds, the OGSR committed these additional funds to the GSA to expand the number of conference travel awards that the GSA can offer, rather than having the OGSR operate a separate conference travel program. The GSA will be responsible for the application and selection process of conference travel award recipients. Therefore, during fall 2006, the A&S graduate research funding program administered by the OGSR was modified to exclude conference travel and to include only expenses directly related to the conducting of research

[e.g., supplies, travel to museums or archives, and travel to fieldwork sites]. The Graduate Student Research Grants offered through the OGSR provided a total of \$2,450 in the fall of 2006, with a maximum award of \$300.

### **A&S Graduate Studies Advisory Board**

The A&S Graduate Studies Advisory Board, created in 2004, is comprised of community, business, and education leaders whose goal is to advocate for A&S graduate programs. There are currently 19 active and enthusiastic members. The Board's mission is to increase the visibility of A&S graduate programs, to provide funding through the establishment of endowments and gift programs, and to support and enhance student initiatives and professional development opportunities. The Graduate Studies Advisory Board met twice during 2006: April 2&3, and November 12&13.

During the April meeting, President Nichol provided the welcoming remarks. Board members expressed a keen interest and concern for graduate students in A&S at William and Mary and began to devise strategies to promote and advocate for additional funding. At the November meeting, the Symposium Executive Committee (Margaret Freeman, Pjerin Luli, and Mimi Poe) spoke to Board members about the March 2007 Graduate Research Symposium. The students were received favorably and Board members expressed their interest in providing some level of permanent support for this student event.

### **On-line Applications**

The percentage of on-line applications continues to increase; up from 75% in 2005-2006 to nearly 85% for academic year 2006-2007 [excludes students applying to PsyD program]. Minor problems with the on-line application process continue to arise, but are quickly resolved.

### **Graduate Health Insurance**

Both faculty and graduate students consider low-cost, College-subsidized health insurance to be a high priority. The *Provost's Ad Hoc Committee on Graduate Health Insurance and Stipends* was formed in the fall of 2006 to consider these issues campus-wide. The committee will prepare a report for the Provost on the current status of graduate health insurance in the various W&M schools, and on the cost of providing a health insurance subsidy to graduate students.

In 2006, the College instituted a hard waiver requirement for health insurance for all students, graduate and undergraduate, who attended William and Mary for the first time in the 2006-07 academic year. Adoption of this hard waiver requirement by the College prevented the cost of the College's student health insurance plan from increasing relative to the cost in the 2005-06 academic year. Students who enrolled at W&M during the 2005-06 academic year or earlier were not subject to the hard waiver requirement. The policy is underwritten by the MEGA Life and Health Insurance Company. This plan is intended to provide health care coverage at a reasonable cost for professional services obtained outside the Student Health service at William and Mary. For the 2006-07 academic year, the cost is \$1,360. This student health insurance plan is available to all undergraduate students taking 12 or more credit hours, all graduate students taking 9 or more credit hours (or the equivalent of full-time work), and dependents. The policy is in effect from August 1, 2006 to July 31, 2007 and provides 24 hour coverage, anywhere in the United States and while traveling abroad.

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

Recruitment continues to be a pressing issue. Major needs are (1) a recruitment brochure for graduate A&S, (2) a marketing strategy at the level of graduate A&S, (3) funds for travel to recruitment fairs at select institutions, and (4) recruitment fellowships. President Nichol has established a task force to examine issues of diversity at W&M, including recruitment. The Office of Graduate Studies and Research will investigate means by which recruitment efforts can be enhanced.

## **COGS Highlights**

### **January 30, 2006**

#### **Graduate Studies Advisory Board Fellowships**

To ensure that W&M Arts & Sciences remains competitive with other top-notch graduate programs, many of which offer attractive recruitment incentives, the A&S Graduate Studies Advisory Board established a recruitment fellowship fund. Students of exceptional caliber who represent extraordinary recruitment opportunities are eligible to receive these fellowships. To start this new recruitment fellowship program, the OGSR worked with W&M's Graduate Studies Advisory Board to offer a two-year fellowship as a stipend supplement to an outstanding prospective A&S graduate student who subsequently entered in the fall 2006 semester. The long-term goal of this award program is to be able to expand the number and monetary amount of recruitment fellowships that can be offered.

### **March 20, 2006**

#### **Policy on Conversion of W&M Unclassified or Undergraduate Credit to Graduate Credit Approved**

This policy explains the conversion (transfer) of W&M credits from the undergraduate or unclassified level upon acceptance to a W&M graduate program.

*No graduate-level credits earned as an undergraduate or unclassified student at the College of William and Mary can be used to meet the requirements for a W&M graduate degree without written approval from the department's/program's graduate committee and the Dean of Graduate Studies and Research after the student has been admitted to the graduate program.*

*With written approval from the department's/program's graduate committee and the Dean of Graduate Studies and Research, an admitted graduate student may apply toward an advanced degree at William and Mary part or all of the graduate-level credit earned at William and Mary as an undergraduate or unclassified student. The credits must have been earned in courses appropriate to the student's graduate program at William and Mary and cannot have been used by the student to satisfy any undergraduate degree requirements. Credit can be considered for acceptance only for courses in which the student received a grade of C or higher. If the course was repeated as an unclassified or undergraduate student at W&M, the department's/program's graduate committee and the Dean of Graduate Studies and Research may choose to accept either the most recent grade or to calculate the graduate student's quality point average and cumulative grade point average at W&M using both the original grade and the grade earned in the repeated course. For the purposes of the College's time limits for meeting degree requirements, the semester of matriculation in the W&M graduate program will serve as the starting date for unclassified or undergraduate credit that has been converted to graduate credit.*

### **March 27, 2006**

#### **Policy on Repeated Courses Approved**

This policy clarifies which courses can be repeated, and the number of times a student can repeat a course for graduate credit.

*Certain courses are specifically designated in the Graduate A&S Program Catalog as courses that may be repeated for credit. With the exception of these specifically designated courses, no course for graduate credit in which a graduate student receives a grade of "G", "I", or "P", or a grade between "A" and "D-", may be repeated except as an audit. Students are responsible for ensuring they do not register for a non-repeatable course more than once.*

### **April 10, 2006**

#### **Continuous Enrollment Policy Approved**

This policy allows students to maintain active status with the College and to access College resources, including the libraries, email, laboratories, the Student Health Center, and the Recreation Center upon payment of the appropriate fees. Additionally, this policy is designed to enhance faculty mentoring and encourage student degree completion within the time limitations specified by the graduate programs. This policy does not apply to students who have been officially granted a planned leave of absence or a medical withdrawal.

*All full-time and part-time degree-seeking graduate students must maintain continuous enrollment during all fall and spring semesters. With prior approval from the department/program, students in good standing can remain active in their degree program with Continuous Enrollment Status by enrolling in ACEL 600 only and by paying the "Continuous Enrollment" fee.\* Students must consult their department/program's specific guidelines regarding eligibility for Continuous Enrollment Status.*

*The following students are not eligible for Continuous Enrollment Status and should register as a Research Graduate Student or as a regularly enrolled degree-seeking student: (1) students employed in a graduate student appointment (e.g., Research Assistant, Teaching Assistant, Teaching Fellow), (2) international students requiring visas, and (3) students who choose to continue to defer repayment of student loans.*

*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 requirements established in the interim. In addition, the student will owe Continuous Enrollment fees for the term(s) he/she was not enrolled.*

*\*No fee was assessed for fall/spring 2006-2007 academic year.*

#### **April 10, 2006**

##### **Graduate Studies Advisory Board Spring Meeting**

The Advisory Board meeting was held on Sunday and Monday, April 2 & 3, 2006. Eleven board members and one prospective board member attended. President Nichol provided the welcoming remarks. Board members have a keen interest and concern for graduate studies in A&S at William & Mary, and are sincerely interested in promoting our programs and advocating for graduate needs. Board members felt the Recruitment Fellowships and the Research and Travel Grants program are excellent ideas and worthwhile programs for continued fund raising.

#### **April 24, 2006**

##### **Continuous Enrollment Fee Recommended**

The Continuous Enrollment policy was approved at the April 10, 2006 meeting. Upon approval of the policy, COGS members decided to address the associated fee amount as a separate issue. Members unanimously approved a recommendation for a Continuous Enrollment fee in the range of \$50-\$100 per semester, with these funds to be used in support of the Graduate Student Research and Travel Grants program.

#### **May 8, 2006**

##### **Rewording of Time Limits for Degrees and Extensions Approved**

Due to the use of the word "should" in the current catalog rather than the use of the word "must", many students have waited to file for an extension until the month prior to their anticipated graduation year.

*[1<sup>st</sup> paragraph] If the student's time expires during the months of June through November, the student must file for an extension before the time expires or by November 15<sup>th</sup> (whichever is earlier) for the December graduation of the following year. If the student's time expires during the months of December through May, the student must file for an extension before the time expires or by April 15<sup>th</sup> (whichever is earlier) for the May graduation of the following year. Any subsequent extension that is approved will begin on the day after the previous extension expires.*

**May 8, 2006****Discussion of Plans for Graduate Research Symposium**

The spring 2006 Graduate Research Symposium was an overwhelming success, breaking both attendance and presentation records. Incoming GSA President, Mimi Poe presented to COGS several structural changes for the spring 2007 Graduate Research Symposium.

Mission: The Graduate Research Symposium is first, and foremost, for the benefit of graduate students in Arts & Sciences. It is intended to 1) enhance graduate students' presentation skills and professionalism and 2) showcase the academic achievements of Arts & Sciences graduate programs.

**Goals:**

- GSA's primary goal for 2007 is to increase W&M faculty & student involvement, to improve the Symposium's organizational structure, and to explore ancillary sources of funding.
- Merger of the Graduate Research Symposium and American Cultures Conference. There will be only one event, which will be named the Graduate Research Symposium. The GRS will be organized by a single Graduate Research Symposium Committee, which will consist of: Humanities Chair, Sciences Chair, Event Coordinator, Volunteer Coordinator, Speaker Coordinator, Advertising, Treasurer, and Web Master.
- The GSA believes that a Symposium Committee Treasurer will help manage funds and budget costs. Regarding prizes, only W&M students will be eligible for awards. The GSA would like to lay the groundwork for an annual fundraising event, which would supplement the event cost. The GSA anticipates that as the Graduate Research Symposium becomes increasingly more successful, a larger portion of the budget will have to be allotted to the event speaker.
- The proximal expansion efforts for 2007 will focus on increasing student and faculty involvement. VIMS students will be invited to participate in planning and presenting at the 2007 GRS. The GRS is a great opportunity to exhibit graduate student academic achievements to the W&M community - faculty and students alike.
- The 2007 Symposium will maintain a regional presence that is comparable to the 2006 Symposium. Invitations to participate will be extended to 10 Humanities and 10 Sciences graduate students from neighboring universities in Virginia, North Carolina, DC, and Maryland. The GSA believes that this regional presence is a crucial component of their mission statement. Since W&M has such a strong reputation as an undergraduate institution, often people are surprised to learn of the graduate programs here. By inviting participants from neighboring schools, we showcase not only graduate student work, but also the A&S graduate programs.

**September 6, 2006****Equal Opportunity Policies that Apply to Graduate Students, Including Revised Consensual Amorous Relationship Policy**

The Consensual Amorous Relationship Policy is newly revised and is a Provost mandated policy that applies campus-wide. It was first distributed at the August 28<sup>th</sup> New TA/TF orientation for A&S.

**September 6, 2006****Assessment of Research Doctorate Programs by the National Research Council**

Doctoral programs in American Studies, Applied Science, Computer Science, History, and Physics will participate in the NRC assessment during this academic year. The most recent NRC assessment of doctorates was conducted in 1993 and published in 1995. Departments have found that the outcomes of the 1995 NRC assessment and rankings impacted recruitment of graduate students and faculty.

**September 20, 2006****Search for Graduate A&S Ombudsperson**

Dean Sanderson announced that Scott Nelson was in the last year of his term as Ombudsperson. During 2005-2006, it had been suggested that the Ombuds position would benefit from increased formalization of the role and greater official recognition of the position. Therefore, a committee was recently formed to oversee recruitment and review applications. They will begin their work in the fall of 2006. Committee

members include Chair Leisa Meyer, Scott Nelson, Mimi Poe, and Laurie Sanderson as a non-voting member.

### **September 20, 2006**

#### **Intensive Summer English Program for 2007**

The Office of Graduate Studies and Research sought input from COGS on ways to increase the enrollment of new international Arts & Sciences graduate students in the Graduate Center's Intensive Summer English Program (ISEP). For the past two years, the Graduate Center has run a 5-week program for international students during the second summer session. ISEP introduces new international students to the College and surrounding area. Law and Business students comprise the majority of ISEP attendees. A&S students have not participated in the past. Dean Sanderson asked members what would make this program more appealing and useful to A&S students. To make the program more financially accessible to A&S students, Dean Sanderson suggested that one possibility was to have the OGSR subsidize the cost of the program. COGS members felt that if such funds were available in the OGSR, other student funding needs should take a higher priority, such as health insurance or fellowships. COGS members felt that, although the ISEP concept is worthwhile and would be useful to A&S students, the costs and duration of the program are prohibitive because A&S students require a summer stipend as well as tuition remission.

### **October 4, 2006**

#### **Prospective WRITE Test Discussed**

COGS members were asked whether a WRITE test should be included as part of the ESL program. The general feeling among COGS members was that the WRITE test was not necessary since the TOEFL now has a written component and the GRE provides an analytical writing section. It was noted that the WRITE test would be conducted and graded locally, providing a better level of control and credibility to the results. While one of the science programs expressed interest in the development of a WRITE test, there did not appear to be a consensus on this issue.

### **October 25, 2006**

#### **Format for Language Refresher Courses**

COGS members from the Humanities and Social Sciences expressed a strong student need for Spanish, French, and German language refresher courses. These members expressed their desire to have the refresher courses established in the same format as other COLL courses. Dean Sanderson reported that one of the Anthropology doctoral candidates has been suggested as an instructor for an abbreviated spring 2007 Spanish language course.

### **November 15, 2006**

#### **Graduate Studies Advisory Board Fall Meeting**

The Graduate Studies Advisory Board met on November 12 and 13, 2006. The Symposium Executive Committee (Margaret Freeman, Pjerin Luli, and Mimi Poe) spoke about the March 2007 Graduate Research Symposium. The students were received favorably and Board members expressed their interest in and support of the Symposium. Board members are developing a plan to attract corporate sponsors for future Graduate Research Symposia, which will also have a positive impact on fundraising for A&S graduate programs.

### **November 15, 2006**

#### **Graduate Stipends as a Budget Priority for A&S**

The Faculty University Priorities Committee was established in 2004 as a mechanism to provide faculty input into budgetary decisions. For the next budget cycle, this committee is seeking information on faculty budget priorities. As part of the information-gathering process, the A&S Dean's office identified increased department/program M&O and graduate stipend funding as the two most important funding priorities. A question arose as to whether COGS would like to provide a statement to the A&S faculty members of the FUPC, expressing priority placement for graduate stipend funding. Members agreed unanimously that COGS should provide a statement of priority.

**November 15, 2006****Revised “Physical Standards for Theses and Dissertations”**

The A&S *Guide for Writers of Master’s Theses and Doctoral Dissertations* has been revised and renamed *Physical Standards for Theses and Dissertations*. These minimal standards will apply to all theses/dissertations submitted for spring 2007 graduation. Departments/programs can choose to refer students to the previous *Guide for Writers of Master’s Theses and Doctoral Dissertations* for more detailed formatting guidelines or can develop their own guidelines to supplement the new *Physical Standards* document. Effective spring 2007, the Office of Graduate Studies and Research will be responsible for ensuring that students follow the guidelines in the *Physical Standards* document, and each department/program will be responsible for ensuring that students follow the additional guidelines specified by the department/program.

**November 29, 2006****Selection of Elizabeth Barnes, Associate Professor of English and American Studies, as Ombudsperson**

(July 1, 2007 - June 30, 2010). Dean Sanderson announced that the Ombudsperson Search Committee selected Dr. Elizabeth Barnes to a three year term effective July 1, 2007.

**November 29, 2006****Graduate Studies Advisory Board Recruitment Fellowship – Proposed Process**

The Graduate Studies Advisory Board plans to provide funds for the award of one two-year Recruitment Fellowship annually. COGS recommended that a randomized process of selection be used to determine the order of rotation for the twelve programs. The program at the first position in the rotation may offer the award to their top nominee. They may continue to offer the award to subsequent nominees until an offer is accepted. Once a nominee accepts, the program will move to the bottom of the rotation schedule. If the program has not had a nominee accept, the program may choose to decline to use the award that year and pass the award on to the next program in rotation order without a loss of their first position in the rotation. The order of rotation, with the first position scheduled to offer the fellowship to their program’s nominee in 2006-07, is as follows.

1. Chemistry
2. Physics
3. Computer Science
4. Psychology Masters
5. Biology
6. PsyD
7. COR
8. Applied Science
9. Anthropology
10. History
11. Public Policy
12. American Studies



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

### **Anthropology**

The following change was approved February 13, 2006.

#### COURSE NAME CHANGE:

ANTH 458/558 — The course was originally titled Historical Archaeology of Bermuda and the West Indies. The Department of Anthropology requested that the name be changed to Caribbean Archaeology. The new name is more inclusive as many Spanish Caribbean nations do not identify as "West Indian" and the course will explore archaeological research done in those Spanish-speaking islands. Moreover, the name West Indies itself is going out of style in many corners of the Caribbean because of the colonialist connotations it raises.

The following changes were approved May 8, 2006.

Changes in the MA-only program in Historical Archaeology. In order to better meet the needs of students who are preparing for a job in the public sector, or who want to obtain a general proficiency in anthropology in preparation for application to a PhD program, the Anthropology Department would like to change the two semester theory requirement for MA-only students to a two-semester sequence made up of a new course on the history of anthropological theory (ANTH 608) and an existing course on archaeological theory (ANTH 603). Students who have taken a course in the History of Anthropology as an undergraduate may petition to substitute either semester of the 600-601 sequence for Anthropology 608.

#### NEW COURSE:

ANTH 608. History of Anthropology  
Fall (3) Staff

This seminar addresses the historical development of anthropology, and explores major theories, including structural-functionalism, structuralism, cultural ecology, and symbolic anthropology. The position of anthropology within the social sciences will be emphasized. Students will be asked to link these approaches to contemporary debates in the field.

#### CATALOG CHANGE:

New catalog language (under department requirements for the degree of Master of Arts), "*Each student in the MA-only program must successfully complete 30 semester hours of graduate coursework, including Anthropology 603, 608 and electives. All students will register each semester for Anthropology 700 (Thesis) in addition to the normal course load of 12 semester hours. Students who have not had adequate archaeological field experience will be required to enroll in Anthropology 625, but credit earned for this course cannot be counted toward a graduate degree at William and Mary.*"

Change in the MA for students entering the MA/PhD program in Historical Archaeology and Historical Anthropology. Students entering the MA/PhD program without previous graduate work have had difficulty in completing the required MA thesis in a timely fashion due to a four-course load each semester. The Anthropology Department therefore proposed that entering students take one course during each semester of their first year that will facilitate the development of a research problem and completion of the initial stages of research on this problem. Faculty advisors will supervise students engaged in reading extensively in their chosen subject area and in conducting original research that will lead to the completion of a thesis of article-length and publishable quality by end of the third semester of graduate work at William and Mary (see requirements for the Master of Arts with a specialization in Historical Archaeology).

#### NEW COURSE:

ANTH 690. Directed Research  
Spring and Fall (3) Staff, P/F

A program of extensive reading, writing and discussion in a special area of Anthropology for students entering the MA/PhD program without a previous graduate degree. Students accepted for this course will arrange their program of study with an appropriate faculty advisor. This course may be repeated for credit.

CATALOG CHANGE:

New catalog language (under department requirements for the Doctor of Philosophy): *“Students entering the program without previous graduate work in anthropology will normally spend at least three years of full-time graduate study. Each student must complete the MA degree, plus 36 semester credits beyond the MA, and at least 6 credits of dissertation work at the 800 level. All students entering the MA/PhD program must enroll in Anthropology 600 and 601 during their first year of study.”*

Changes in the PhD Program. As a result of five years of experience with the MA/PhD program in Historical Anthropology and Historical Archaeology, the department would like to make significant changes in the way in which they examine and mark the progress of students toward their degree. The changes are primarily designed to eliminate bottle-necks that have appeared as students move toward ABD status. The Anthropology Department proposed to change the timing of the fourth year of funding in order to facilitate the submission of viable proposals to outside funding agencies and to provide an opportunity for students to gain experience as a teacher of record in an undergraduate class. Assuming funding availability, the Anthropology Department would make the four years of funding consecutive, with the fourth year providing time for writing proposals to seek outside funding and for teaching.

CATALOG CHANGE:

New catalog language (under department requirements for the Doctor of Philosophy), *“All doctoral students [In good standing] will receive tuition and a stipend for four years of course work and dissertation preparation.”*

Exam Structure and Admission to Doctoral Candidacy (ABD status). Anthropology shifted from a single exam in the student’s third year to a two exam sequence: a written exam that will test general knowledge of anthropological concepts and will ensure some breadth in training within the discipline; and a second exam that will test on knowledge necessary for the student’s dissertation research.

CATALOG CHANGE:

New catalog language (under department equipment for the Doctor of Philosophy), *“During the spring semester of the second year in the MA/PhD program (or the first year for students entering with a completed MA degree) all students will take a written comprehensive examination that covers three of the four sub-disciplines of anthropology. This examination will be prepared and read by the faculty as a whole. The date of this exam will be set at the beginning of the previous (fall) semester. Students who pass the comprehensive examination will form a preliminary dissertation committee in consultation with their advisor. The student will present a draft proposal at a meeting with the committee to plan the content of the qualifying examination. This exam will explore key theoretical concerns and methodological issues related to the dissertation as well as ethnographic, historical and archaeological data that forms a background to their research.*

*Preparation will incorporate a thorough review of the relevant literature and preparation of an extensive bibliography of works to be read. No later than March of their third year of study (for those who entered without an MA) or the second year (for students who entered with a completed MA), all students must take this qualifying exam which will have an oral and a written component, and will be conducted by the student’s dissertation committee. Students who pass the qualifying examination will be admitted to ABD status.*

*By the end of the seventh semester of graduate study, or before embarking on their dissertation research, each student, in cooperation with their advisor and committee, will write and present a dissertation proposal suitable for submission to a funding agency. The proposal will be defended at a meeting open to all faculty members and students in the Anthropology department and any guests they might invite. The defense is evaluated by the student’s dissertation committee.*

**Biology**

The following change was approved by email vote on October 27, 2006.

BIO 515 is incorrectly listed in the 2006-2007 Catalog at 4 credit hours. The course at one time had a laboratory, which is no longer offered.

## COURSE CHANGE:

BIO 515. General Endocrinology

Spring (3) Bradley

Prerequisites: BIO 206, CHEM 307. The role of hormones in homeostasis, control of metabolic processes, and reproduction. This is an introductory course and is a prerequisite for Experimental Endocrinology. Three class hours.

**Computer Science**

The following changes were approved September 20, 2006

The Computer Science Department's 400-level senior courses are often cross-listed with 500-level graduate courses (these are considered introductory courses usually taken by first year graduate students). The syllabus for a cross-listed 400-500 level course specifies that a student must do more work to receive 500-level graduate credit. These courses would be added for the spring 2007 semester.

## NEW COURSES:

CSCI 554. Computer and Network Security

Spring (3) Prerequisite: CSCI 315

An introduction to the principles and practices of cryptography, network security, and secure software.

Cryptography topics include: basic methods, key distribution and protocols for authenticated and confidential communications. The practice of network security includes: Kerberos, PGP, public key infrastructures, SSL/TLS, IP security, intrusion detection, password management, firewalls, viruses and worms, and Denial of Service (DoS) attacks.

CSCI 512. Web Programming

Spring (3) Prerequisite: CSCI 321

Overview of the Internet. Markup languages: HTML, CSS, XML. Server- side programming languages: Perl/Python, PHP, Java. Other topics include: N-tier programming, security, database access, XML processing.

**History**

The following changes were approved on February 13, 2006.

## CATALOG CHANGE:

Admit Part-Time MA students to the Graduate Program in History. New language:

*"Candidates admitted to the MA Program as full-time students must be in full-time residence for at least two semesters and must complete all requirements by the deadlines specified in the department's graduate regulations. Those admitted as part-time students must complete all degree requirements within six years of starting the program. All master's students must complete 24 credit hours of coursework, not including credits for History 700...."*

The following changes were approved on February 13, 2006.

## CATALOG CHANGE:

Expand the MA in European History to an MA in Comparative History. New language: *"The History Department offers a Masters and a Doctoral Program in Early American and United States History, and a Masters program with specialization in Early American and United States History or in Comparative History."* [Amended language approved March 13, 2006 by email vote.]

The corresponding degree requirements would then change to: *"For American History students, these 24 credit hours will include History 701-702, a research seminar, two courses in directed research, and electives. For Comparative History students, the 24 credit hours will include History 701, a research seminar, two courses in directed research, and electives."*

The following changes were approved on April 10, 2006.

Changes were requested to clarify the History section in the Graduate Program Catalog for the: 1) general description, and 2) degree requirements for the doctoral sections.

CATALOG CHANGE:

General Description change to, *"The History Department offers a Doctoral Program in Early American and United States History, and a Masters program with specialization in Early American and United States History or Comparative History. Doctoral students also develop a minor field in a non-US geographic area such as African, British, or Latin American or a comparative theme such as Slave Trade, Atlantic World or Comparative Revolutions as well as a thematic field in subjects such as African American, labor, or women's history. Ph.D. students may do research in all sub-fields of American history, including, but not limited to, Native American history, women's history, diplomatic history, African American history, labor history, social history, cultural history, and political history. A distinguishing characteristic of our program is its apprenticeship and internship opportunities (please see below)."*

CATALOG CHANGE:

Degree Requirements for the Doctor of Philosophy to, *"At least one and a half years of coursework (not including courses taken for the MA degree), are required for the Doctor of Philosophy degree. Doctoral students must have completed the course requirements for the Master of Arts degree at William and Mary, or have fulfilled similar requirements at an equivalent institution. In addition, candidates for the Ph.D. degree must complete at least 27 hours of graduate coursework in History (not including History 800) beyond the master's level within the first three semesters of residency. They must take research seminars in two separate fields of history. A student who has taken required courses in the master's year need not repeat them at the doctoral level. No later than the end of the third year of graduate study, doctoral students must take a written and an oral comprehensive qualifying examination in Early American history, United States history, one thematic field, and one minor field (see above). See the History Department's graduate regulations for a list of pre-approved fields."*

The following changes were approved by email vote May 5, 2006.

NEW COURSE:

HIST 720. Readings Seminar in Comparative or Transnational History

Fall and Spring (3, 3) Staff

Readings seminars explore, primarily through secondary literature, specific areas or aspects of history.

Course may be repeated for credit when topic differs. (Open only to candidates for advanced degrees.)

Topics offered include:

Approaches to World History

British Empire

Comparative Revolutions

Comparative Slavery

Nations and Nationalism

Race in Comparative Perspective

Slave Trade

REWORDING FOR EXISTING PRO-SEMINARS AND TOPICS COURSES IN HISTORY:

HIST 715, 716, 717, 718, 719, 759

Changed all references from "pro-seminar" in course titles and descriptions to "readings seminar". Pro-seminar is an outdated term that is not easily understood by students. Changed "Courses may be repeated for credit when instructors determine there will be no duplication of material." to "Course may be repeated for credit when topic differs."

**NEW COURSE:**

Combine three-credit Topics Courses to form New Course. Combined three, three-credit topics courses. History 716, U.S. Foreign Relations, 1776-1865; History 717, U.S. Foreign Relations 1865-1917; and History 717 U.S. Foreign Relations from the New Deal to the Cold War – into one three credit course numbered HIST 717: US foreign relations from 1815 to the present day.

HIST 717. US foreign relations from 1815 to the present

Fall and Spring, (3 cr.)

A readings seminar that examines U.S. foreign relations from 1815 to the present day. Topics include high policymaking, trade and commerce, cultural exchange, wars and military affairs, racial and gender issues, and social control. In addition to active discussion in class (and on Blackboard), students are expected to produce several short papers and a longer historiographical essay.

The following change was approved November 15, 2006.

**COURSE NAME CHANGE:**

From: HIST 525. The United States, 1861 – 1901.

To: HIST 525. The United States, 1868 – 1901: The Gilded Age.

**Mathematics**

The following changes were approved by email vote on May 16, 2006

Teacher Training Courses in Mathematics: Three-credit, graded courses to be offered in the summer.

**NEW COURSES:**

Math 535. Basic number strands in fractions and rational numbers, decimals and percents; ratios and proportions in the school curriculum. Interpretations, computations, and estimation with a coordinated program of activities that develop both rational number concepts and skills and proportional reasoning. A basic course for preparation of K-8 Mathematics teachers. Enrollment by permission only.

Math 509. An introduction to probability, descriptive statistics, and data analysis; exploration of randomness, data representation and modeling. Descriptive statistics will include measures of central tendency, dispersion, distributions, and regression. Methods of reliable data gathering. First approaches to statistical inference. A basic course for preparation of K-8 Mathematics Teachers. Enrollment by permission only.

**Physics**

The following change was approved October 25, 2006.

The Physics faculty has passed a motion to modify the catalog entry for the requirement of Ph.D.

**CATALOG CHANGE:**

New catalog language (under department degree requirements for Doctor of Philosophy), “*The candidate must complete a program of courses required by the Department. This program depends on the candidate's preparation and special interests, but, in addition to the master's level courses, will include: Physics 611, 721, an additional semester of Colloquium, and either Teaching or Research. The candidate must pass examinations that test familiarity with the principal fields of physics. Details of procedure will vary. It is required that the candidates pass the qualifying examination and demonstrate competence in several advanced topics courses. The candidate must perform research, which is an original and substantial contribution. The dissertation must be approved by a faculty committee and successfully defended in a public oral examination.*”

**Public Policy**

The following changes were approved on April 10, 2006.

**COURSE RENAMING:**

From: PUBP 606. Benefit-Cost and Evaluation Methodology

To: PubPol. 606 Benefit-Cost Analysis

**COURSE RENAMING AND DESCRIPTION CHANGE:**

From: PUBP 640. Human Resource Policy Analysis

To: PubPol. 640 Labor Market Policy

This course examines how public policies affect the labor market. Topics include: wage determination, education, training, minimum wages, immigration, unemployment compensation, social security, disability insurance, comparable worth, workplace safety, welfare reform, and affirmative action.

**NEW COURSES:**

PUBP 622. Environmental Policy

Fall (3) Hicks

This course explores policy making for environmental problems and focuses on issues that are local, national, and international. This course will cover the application of welfare economics to environmental problems. Topics include differences in consumer surplus and other measures of economic welfare and techniques to measure the economic value of environmental resources. We examine national environmental policy, and how that policy is implemented at a local and regional level. We examine the U.S. laws and regulations as well as each agency's approach for quantitatively assessing the benefits and costs of environmental policy.

PUBP 629. Climate Change: Science, Policy, and Law, Spring (3) Ivanova.

This seminar reviews the interplay among science and politics and the resulting policy outcomes for addressing climate change. Topics include the science, politics, economics, ethics, and governance of climate change; the tension between development and climate policies; the impacts of globalization and the media coverage of climate change; the history and future of the legal negotiations; and the policies of the United States, the European Union, and developing countries.

PUBP 635. Fundamentals of Environmental Science for Policy, Fall (3) Taylor and Ducklow.

This course is intended primarily for students in Law, Public Policy and related disciplines, and is designed to introduce these students to the science of natural systems and ecological processes. The course examines the current state of our understanding in terms that will give the student confidence and the facility to critically assess theories and observations in environmental science. With this as a foundation, topics discussed will include: the enhanced greenhouse effect, coastal eutrophication, biodiversity loss, water resources, sea level rise, environmental contamination, land use trends, and invasive species impacts.

PUBP 636. International Environmental Science and Policy, Fall (3) Ivanova.

This seminar examines the development of international environmental policy and governance linking broad theories with empirical work on the science and policy of global challenges. It will focus on issues such as climate change, biodiversity, fisheries, ocean pollution, and many others using concepts and methodologies from the fast-growing literatures on international institutions, transnational activism, and multi-level governance.

The following change was approved October 4, 2006.

**COURSE DESCRIPTION CHANGE:**

607. Law and Public Policy

Fall (3) Byrne, Heller

Law and Public Policy examines the role of the judiciary as a policy-making institution, including its interactions with legislative, regulatory, and private-sector entities. Students analyze several cases currently before the United States Supreme Court and, through the prism of those cases and other

readings, explore the concepts of judicial review, separation of powers, and federalism, and also external influences on law-making bodies, including lobbying, public opinion, and the media.

### **College Courses**

The following changes were approved by email vote on March 13, 2006.

#### ELIMINATE COURSES:

##### COLL 506. Scientific Communication Skills

This course has not been offered for the past five (or more) academic years. Students in the sciences can enroll in COLL 501 – Academic Writing, or COLL 525 – Writing for Publication, to hone their writing skills.

##### COLL 507. Writing for the Public

This course has not been offered for the past five (or more) academic years. Furthermore, the faculty member who has taught this course in the past is retiring.

#### RENUMBER COURSE:

##### COLL 521. College Teaching to COLL 550 – College Teaching

This popular course was numbered before the Graduate Center created its comprehensive, cohesive curriculum, offering courses designed to improve both oral and written communication skills. The current course number – COLL 521 – falls right within the written communication course numbers, though this course is in no way related to COLL 520, 525 or 530.

#### REVISED NUMBERING OF COLLEGE COURSES:

##### ORAL COMMUNICATION

COLL 501. English Conversation & Pronunciation

COLL 505. Oral Presentation

COLL 508. Effective Professional Communication

##### WRITTEN COMMUNICATION

COLL 520. Academic Writing

COLL 525. Writing for Publication

COLL 530. Thesis/Dissertation Writing

##### COLLEGE TEACHING

COLL 550. College Teaching

## **Graduate Center Annual Report 2006**

### **Staff and Facilities**

The Center is administered by Laurie Sanderson, Dean of Graduate Studies and Research, and Manuela Berti-Kuffel, Assistant to the Dean of Graduate Studies and Research in Arts and Sciences. Barbara Monteith is the English as a Second Language (ESL) Program Manager, and an Adjunct Lecturer. In the spring and fall of 2006, four additional College faculty and staff taught six Graduate Center courses. The Center is housed in the Stetson House at 232 Jamestown Road.

### **Participation**

The appended spreadsheet listing Graduate Center participation provides a summary of Center activities since fall 2002. Highlights include:

*Course* enrollments for the calendar years were: 48 in 2003, 87 in 2004, 59 in 2005, and 68 in 2006. The over-all increase is attributable to the new ESL curriculum, with a mandatory SPEAK Test, which was approved by COGS in February 2004. The enrollment spike in 2004 included a reservoir of foreign graduate students who had not taken ESL courses, but are now in the pipeline.

The International Summer English Program, with 12 law and business participants in 2006, demonstrated that a university-wide summer English and American Culture program for graduate students is feasible, desirable, and possibly profitable.

#### *Major Programs*

- The 2006 Graduate Research Symposium was characterized by an impressive level of professionalism and markedly expanded student and faculty participation. Innovations in 2006 included expanded marketing, awards and awards ceremony, and the inclusion of regional participants. For Spring 2007, the Graduate Student Association is once again playing a leading role in the planning, and the scope of the event promises to be even broader. Innovations include redesigned web site, merger of Graduate Research Symposium with the American Cultures Conference, development of a Graduate Research Symposium Committee, expansion of keynote and guest speakers, and event fundraising.
- The 2006-07 Raft Debate, a very popular event among students, faculty, and the Williamsburg community, will be held in the spring of 2007 due to room scheduling difficulties in the fall.

*Social Events* in the fall of 2006 included a meet-and-greet for new international students and a lively Thanksgiving celebration for international graduate students in the Reves Center. An annual party honors the participants in the new voluntary and informal Conversation Partners Program, which matches ESL students with native speakers for weekly one-on-one conversations. Additionally, a Garden Party was held in Spring 2006 for all Graduate Center participants.

### **Newsletter**

The Graduate Center's electronic newsletter ***DID YOU KNOW THAT?*** appears in email boxes every Monday morning. Each academic year there are approximately thirty issues. Under the editorship of Mani Berti-Kuffel, the newsletter has expanded its coverage and scope, especially in bringing funding sources to the attention of graduate students. Many administrators receive *DYKT?* and value its contribution to the university's graduate culture.

### **Cooperation with the Professional Schools**

Graduate students in Business, Education, and Law are now invited to take the SPEAK Test and to enroll in Graduate Center courses. Unlike A&S and VIMS students, they are required to pay a fee for the SPEAK Test, and tuition for one credit per course. The proceeds of the SPEAK fee, which cover the cost



of administering the SPEAK test, will go directly to the Graduate Center. It is hoped that these steps will eventually lead to a university-wide ESL program.

## **Graduate Center Highlights**

### **COLL Courses**

- Enrollment = 68 for 2006 (does not include ISEP)
- Intensive writing course for first summer session was cancelled due to no enrollment

### **ISEP**

- ISEP 2006 enrolled 12 students from Business and Law
- Offered intensive classes in listening/speaking and academic writing
- In Fall 2006, Law School assumed administration of the ISEP program

### **Social Events**

- Meet-N-Greet, 28 attended
- Thanksgiving Dinner, 40 attended
- Well Read book discussion group begun for international students, scholars & spouses
- International dialogue featuring students from Africa
- Conversation Partner program continues to go well
- Garden Party in appreciation for Graduate Center participants

### **A&S International Student Enrollment**

- 1 new international student, Spring 2006
- 23 new international students, Fall 2006

### **Intensive Summer English Program [ISEP]**

During early fall 2006, the Office of Graduate Studies and Research (OGSR) engaged in a dialog with COGS members and with the Marshall-Wythe School of Law concerning the future administration of the ISEP program. The discussion centered on developing a method by which A&S students could participate in ISEP, while still facilitating participation of Law and Business students. During the summer 2005 and 2006 programs, participants in the program were solely Business and Law students. The main impediments to A&S graduate students' participation in ISEP have been the five-week course length and the funding issues. At the September 20, 2006 COGS meeting, the twelve Directors of Graduate Studies in A&S explained clearly that their students did not have the financial resources to participate in ISEP without a subsidy from the OGSR. Subsequently, the OGSR sought to develop an administrative model that could provide such a subsidy for 2 or 3 A&S graduate students, and evaluated potential funding mechanisms for A&S students. If the ISEP duration was shortened to three to four weeks, students would not have to demonstrate for their visas that they possess as many additional financial resources as are needed for a five-week program. During these discussions, the Law School expressed their preference to budget, plan, and implement an ISEP program within its offices for the summer of 2007. As a result of this decision, the OGSR terminated its planning for future ISEP programs and turned over ISEP administration to the School of Law.

## **Ombudsperson Report for 2006**

Scott Nelson, Associate Professor, Department of History, [srnels@wm.edu](mailto:srnels@wm.edu)

Activities for January – December 2006

I first meet students at:

- Introduction for new graduate students, August 2006.
- Introduction for TAs and teachers – dealing with problem students, learning climate, August 2006.
- I am introduced to them occasionally on DYKT (did you know that), a weekly email to graduate students.

In 2006, students called the Ombuds office about a total of 18 issues.

- 12 phone calls or emails initiated by students, resulting in no appointment.
- 6 issues raised, resulting in 10 formal meetings with students (one x 3, one x 2).
- 18 separate matters discussed with students (some involving multiple emails or phone calls).
- I corresponded with 18 students about 18 issues.

Issues Raised

1. relationships with advisor
  - delays requiring extensions of thesis deadlines
  - advisors' unwillingness to read chapters or drafts
  - advisors' delay in reading, over two months
  - changing advisors
2. difficulties with qualifying exams and grades
  - advice about rules for contesting grades
  - advice about retaking exams
  - extensions for PhD deadlines

Individual Issues Raised

- Problems with an assistantship: gender harassment – uncomfortable climate. Resolved in cooperation with Equal Opportunity Office.
- Problems with an advisor: sexual harassment (not in A&S), referred to Equal Opportunity. This issue has been mostly resolved, and should be entirely resolved shortly.
- Grad Student's belongings thrown out by College staff in a graduate residence – consulted with W&M Division of Risk Management, Virginia's Treasury Department, and VP for Student Affairs. Largely Resolved.
- Student's forgetting to turn in health form, threatened with judicial action. Resolved.
- Student asking why dissertations are submitted to UMI and then made available for sale on amazon.com. This is not an A&S issue, but an issue for the College generally. Not resolved.
- Animal care issues and OSHA risks – consulted with Institutional Animal Care and Use Committee (IACUC). Student has dropped the issue.

As for specific recommendations, I last served as ombuds in 2003 and recommended that departments and programs introduce more explicit guidelines for faculty advising, i.e. suggesting turnaround times for theses. That has happened. I do not see other programmatic changes that would resolve the current slate of problems. The College may want to revisit its relationship with UMI, given that UMI now sells dissertations on amazon.com.

# APPENDICES

## APPENDIX I

GRADUATE CENTER PARTICIPATION  
Fall 2002 thru Fall 2006

Course	F 2002	Sp 2003	Su 2003	F 2003	Sp 2004	Su 2004	F 2004	Sp 2005	Su 2005	F 2005	S 2006	Su 2006	F 2006
COLL 501 001				7	12	10	12	5		6	10		12
COLL 501 002							10	3					
COLL 502	7	7		10	7								
COLL 505	4				4		3			6			7
COLL 508								10			7		8
COLL 520		8	10	6		8		6		5	9		
COLL 521					7								
COLL 525	10				7		7				10		
COLL 530											5		
COLL 620									9				
ISEP									9			12	
<b>Course Subtotals</b>	<b>21</b>	<b>15</b>	<b>10</b>	<b>23</b>	<b>37</b>	<b>18</b>	<b>32</b>	<b>24</b>	<b>18</b>	<b>17</b>	<b>41</b>	<b>12</b>	<b>27</b>
<b>Workshops</b>	<b>F 2002</b>	<b>Sp 2003</b>	<b>Su 2003</b>	<b>F 2003</b>	<b>Sp 2004</b>	<b>Su 2004</b>	<b>F 2004</b>	<b>Sp 2005</b>	<b>Su 2005</b>	<b>F 2005</b>	<b>S 2006</b>	<b>Su 2006</b>	<b>F 2006</b>
Alternative Careers		40											
Beyond Google							7						
Dream Job				10									
Finding the Right Job				6									
French Refresher							7						
Graduate Student Survival 101								8					
Grant Proposal Writing	32				14								
Grant Proposals (Hum)							15				16		
Grant Proposals (Sci)								26					
International Dialogue							13	15		17			
Optimizing Productivity								9					
Outreach to Public Schools		17											
PowerPoint		13											
Presenting Yourself	9	8		5	8		7						5
Resume Writing	7												
Spanish Translation I	3												
Spanish Translation II		1											
Spanish Language Refresher													
Stop Talking to Yourself				5									
Stress Management				8									
<b>Workshop Subtotals</b>	<b>51</b>	<b>79</b>	<b>0</b>	<b>34</b>	<b>22</b>	<b>0</b>	<b>49</b>	<b>58</b>	<b>0</b>	<b>17</b>	<b>16</b>	<b>0</b>	<b>5</b>

## APPENDIX I cont.

**GRADUATE CENTER PARTICIPATION**  
**Fall 2002 thru Fall 2006**

<b>Programs</b>	<b>F 2002</b>	<b>Sp 2003</b>	<b>Su 2003</b>	<b>F 2003</b>	<b>Sp 2004</b>	<b>Su 2004</b>	<b>F 2004</b>	<b>Sp 2005</b>	<b>Su 2005</b>	<b>F 2005</b>	<b>S 2006</b>	<b>Su 2006</b>	<b>F 2006</b>
Graduate Symposium		100			110			144			190		
Raft Debate	275			325			228			325			
<b>Program Subtotals</b>	<b>275</b>	<b>100</b>	<b>0</b>	<b>325</b>	<b>110</b>	<b>0</b>	<b>228</b>	<b>144</b>	<b>0</b>	<b>325</b>	<b>190</b>	<b>0</b>	<b>0</b>
<b>Social Events</b>	<b>F 2002</b>	<b>Sp 2003</b>	<b>Su 2003</b>	<b>F 2003</b>	<b>Sp 2004</b>	<b>Su 2004</b>	<b>F 2004</b>	<b>Sp 2005</b>	<b>Su 2005</b>	<b>F 2005</b>	<b>S 2006</b>	<b>Su 2006</b>	<b>F 2006</b>
Meet and Greet							17			20			28
Int'l Thanksgiving							51			60			40
Garden Party											6		
CPP Appreciation							15						
<b>Social Event Subtotals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>83</b>	<b>0</b>	<b>0</b>	<b>80</b>	<b>6</b>	<b>0</b>	<b>68</b>
<b>GRAND TOTAL</b>	<b>347</b>	<b>194</b>	<b>10</b>	<b>382</b>	<b>169</b>	<b>18</b>	<b>392</b>	<b>226</b>	<b>18</b>	<b>439</b>	<b>253</b>	<b>12</b>	<b>100</b>

**APPENDIX II****Applied, Accepted and Enrolled  
Fall 2002 - Fall 2006<sup>(1)</sup>**

		Applied	Accepted		Enrolled		AVG UG	Avg GRE Scores	
			Total	Rate	Total	Rate	GPA	Verbal	Math
American Studies	2002	76	38	50%	20	53%	3.39	592	530
	2003	86	30	35%	15	50%	3.44	583	567
	2004	64	31	48%	9	29%	3.27	630	628
	2005	68	22	32%	9	41%	3.58	648	610
	2006	83	27	33%	17	63%	3.6	606	586
Anthropology	2002	65	23	35%	8	35%	3.69	574	560
	2003	74	21	28%	7	33%	3.47	567	569
	2004	66	18	27%	10	56%	3.5	590	592
	2005	70	20	29%	10	50%	3.54	615	577
	2006	76	18	24%	7	39%	3.49	514	613
Applied Science	2002	46	14	30%	7	50%	3.45	669	779
	2003	70	19	27%	9	47%	3.27	546	708
	2004	31	12	39%	8	67%	3.13	575	743
	2005	24	10	42%	5	50%	2.85	500	744
	2006	34	12	35%	8	67%	3.55	421	741
Biology	2002	19	14	74%	10	71%	3.19	533	644
	2003	27	17	63%	8	47%	3.25	563	670
	2004	21	16	76%	8	50%	3.41	529	643
	2005	32	19	59%	9	47%	3.49	572	650
	2006	40	10	25%	9	90%	3.32	573	659
Chemistry	2002	31	4	13%	4	100%	3.05	485	670
	2003	18	6	33%	4	67%	3.55	628	793
	2004	9	4	44%	4	100%	3.11	557	734
	2005	4	4	100%	3	75%	3.14	463	640
	2006	3	1	33%	1	33%	2.1		
Computer Science <sup>(2)</sup>	2002	146	65	45%	23	35%	3.4	540	749
	2003	146	72	49%	26	36%	3.53	581	757
	2004	106	63	59%	18	29%	3.33	557	734
	2005	66	38	58%	17	45%	3.46	509	721
	2006	76	44	58%	25	57%	3.51	533	737
History	2002	150	31	21%	13	42%	3.57	675	622
	2003	146	30	21%	18	60%	3.65	666	631
	2004	159	26	16%	13	50%	3.68	658	628
	2005	137	32	23%	14	44%	3.63	599	594
	2006	117	34	29%	17	50%	3.69	614	589
Physics	2002	65	23	35%	8	35%	3.64	558	739
	2003	70	10	14%	8	80%	3.57	561	710
	2004	72	11	15%	10	91%	3.62	487	734
	2005	71	11	15%	10	91%	3.55	504	731
	2006	54	11	20%	11	100%	3.44	525	744

**APPENDIX II cont.****Applied, Accepted and Enrolled  
Fall 2002 - Fall 2006**

		Applied	Accepted		Enrolled		AVG UG GPA	Avg GRE Scores	
			Total	Rate	Total	Rate		Verbal	Math
PsyD <sup>(3)</sup>	2002	125	20	16%	10	50%	3.36	507	604
	2003	181	12	7%	10	83%	3.49	574	598
	2004	168	17	10%	10	59%	3.5	512	642
	2005	172	19	11%	10	53%	3.45	614	637
	2006	163	16	10%	10	63%	3.82	558	623
Psychology	2002	59	10	17%	8	80%	3.39	573	679
	2003	81	12	15%	8	67%	3.65	579	685
	2004	84	16	19%	7	44%	3.47	590	653
	2005	70	20	29%	7	35%	3.67	597	674
	2006	95	14	15%	9	64%	3.48	530	643
Public Policy	2002	88	41	47%	18	44%	3.37	528	675
	2003	91	53	58%	24	45%	3.34	554	662
	2004	93	54	58%	25	46%	3.42	589	692
	2005	69	54	78%	19	35%	3.47	563	669
	2006	76	44	58%	25	57%	3.55	570	684

(1) Totals represent combined MA/MS and PhD data for the following programs: American Studies, Anthropology, Applied Science, Computer Science, History, and Physics.

(2) This includes students in the Computational Operations Research program.

(3) The PsyD program admits students through the VA Consortium Program in Clinical Psychology. Data is supplied by the Consortium.

**APPENDIX III****GRADUATE STUDENT ENROLLMENTS<sup>(1)</sup>  
Fall 2002 to Fall 2006**

Department	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
American Studies	57	60	55	49	81
Anthropology	27	23	30	26	43
Applied Science	32	37	36	35	33
Biology	29	22	24	18	27
Chemistry	9	5	7	10	6
PsyD <sup>(2)</sup>	47	43	47	49	48
Computer Science <sup>(3)</sup>	75	84	76	78	80
History	54	59	52	54	89
Physics	50	52	57	55	59
Psychology	18	15	15	14	16
Public Policy <sup>(4)</sup>	37	38	46	43	50
<b>TOTALS</b>	<b>435</b>	<b>438</b>	<b>445</b>	<b>431</b>	<b>521</b>

**Notes:**

<sup>1</sup> Totals include both full-time and part-time registration. Increase in enrollment in American Studies, Anthropology, and History due to implementation of Continuous Enrollment policy fall 2006.

<sup>2</sup> Total in Consortium.

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

<sup>4</sup> Fall 2006 data includes dual degree students in Law, Business, and Marine Science.



## APPENDIX IV

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

DEPARTMENT	PROGRAM INITIATED	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	SINCE AUG. 96
American Studies	1982-MA	6	4	13	6	5	8	8	9	12	6	77
	1988-PhD	4	2	3	4	5	6	3	2	10	5	44
Anthropology	1979-MA	9	5	4	5	13	7	10	5	8	7	73
	2001-PhD	0	0	0	0	0	0	0	0	0	0	0
Applied Science	1970-MA/MS	9	11	11	4	4	5	6	6	8	5	69
	1990-PhD	6	6	6	6	4	3	4	5	6	4	50
Biology	1963-MA/MS	10	8	11	8	11	3	5	15	8	7	86
Chemistry	1964-MA/MS	7	9	4	6	5	1	2	4	3	6	47
Computer Science <sup>(1)</sup>	1984-MS	15	13	8	23	19	16	17	16	20	17	164
	1986-PhD	3	1	5	7	3	3	5	4	8	1	40
History	1955-MA	8	16	11	6	20	7	15	8	10	12	113
	1967-PhD	4	3	9	5	4	5	4	3	1	5	43
Physics	1959-MA/MS	11	12	6	7	12	4	11	9	9	11	92
	1964-PhD	10	8	9	7	7	3	4	7	5	9	69
Psyd	1978-PsyD	8	12	6	14	12	9	10	8	6	10	95
Psychology	1953-MA	8	9	7	6	10	5	7	9	5	9	75
Public Policy	1991-MPP	21	23	14	15	13	19	17	19	24	21	186
Totals	MA/MS/MPP	104	110	89	86	112	75	98	100	107	101	982
	PhD	27	20	32	29	23	20	20	21	30	24	246
	Psyd	8	12	6	14	12	9	10	8	6	10	95

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