

**Committee on Graduate Studies
Report to the Faculty
January-December 2011**

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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 Graduate A&S Program Catalog 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 until base budgeting for this important program is secured. 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. Historically, financial aid increases for A&S graduate programs have been dependent on irregular and insufficient allocations from the Commonwealth. The College's budget has never included an annual cost-of-living increase in A&S 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. 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 the A&S Dean's contingency and from the units' share of the indirect cost recovery funds. 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 the College of William & Mary averaged \$2359 lower than the mean stipend offered by our SCHEV peer group. Since that time, A&S graduate stipends have not kept pace with inflation and stipend increases at our peer institutions. Our competitiveness has been further reduced because more than 85% of our peer institutions now offer partial or full subsidies for graduate student health insurance as an additional form of financial aid, whereas the College does not provide health insurance subsidies to A&S graduate students. Top applicants to all programs are regularly lost to peer institutions offering higher stipends.
- **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 highly qualified graduate students.

Dean Laurie Sanderson, the Committee on Graduate Studies, and the Dean of A&S 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 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 planning and budget request (PBR) that the Dean of Arts & Sciences submits annually to the College-wide Faculty University Priorities Committee (FUPC) and, as of 2010, to the subcommittees of the Planning Steering Committee. The FUPC, established in 2004 and modified in 2010, reports to the Faculty Assembly and is advisory to the Provost and the President. The FUPC is charged with providing faculty input in setting priorities for strategic planning and budgeting. In Fall 2006, Dean Carl 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 2006-07 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 each of the years 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. In Fall 2010, a \$350K base increase in A&S graduate stipend support was requested by Dean Strikwerda as one of the highest priorities for each of the years 2011-12 and 2012-13. This planning budget request was also made by Dean Gene Tracy in Fall 2011 for 2012-13 and 2013-14.
3. 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.
 - 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.
 - Distinguished Thesis/Dissertation Awards---These awards were established by the Graduate Studies Advisory Board in 2004-05 to recognize exemplary achievement in graduate student research. Three 2010-2011 W&M graduates received the Distinguished Thesis and Distinguished Dissertation Awards.
 - Sponsorship for and participation in the W&M Graduate Research Symposium---The Graduate Studies Advisory Board aided in sponsoring the 2011 Graduate Research Symposium, and two GSAB members sponsored corporate awards of \$1000 each to recognize outstanding graduate student research.

W&M Strategic Planning Process and Budget Planning and Decision-Making Process

In 2011, the Committee on Graduate Studies continued to be engaged actively in the College's strategic planning process and budget planning and decision-making process. In the fall of 2011, COGS prepared a statement on the importance of increasing A&S graduate student support. This information was communicated by COGS during December 2011 and January 2012 to the A&S faculty members on the Faculty University Priorities Committee and to the A&S members of the strategic planning subcommittee for Grand Challenge 1.

Graduate A&S Recruitment

In the fall of 2011, the College welcomed an impressive group of 129 new A&S graduate students in eleven Master's programs and six doctoral programs. The applicant pool, totaling more than 800 in 2011, has increased by 25% over the past three years. More than 90% of the entering A&S graduate students in fall 2011 had conducted research projects as undergraduate students, with most receiving awards or Honors for their scholarship. More than half had contributed to their communities through volunteer service, and 60% had been teachers or mentors to pre-schoolers through senior citizens. Approximately 30% of the entering A&S graduate students were international students from eleven countries.

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 OGSR. 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 \$4,542 to 17 A&S graduate students in the spring 2011 semester, \$1,879 to 8 A&S graduate students in the summer of 2011, and \$4,098 to 14 graduate students in the fall 2011 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, \$3,400 was provided for 17 awards in spring 2011, \$2,600 for 13 awards in summer 2011, and \$2,800 for 14 awards in fall 2011. The maximum award was \$200.

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 2011: March 26-27 and October 23-24.

The GSAB spring meeting and the Graduate Research Symposium were coordinated to be held on the same weekend. More than 94% of the Board participated in symposium events, including four Board members who served on the judging panel for the awards and six Board members who chaired oral sessions at the symposium. Several members also attended oral and poster sessions and were involved in informal career mentoring and networking at the symposium reception and the awards luncheon. Committee on Graduate Studies members were invited to attend the evening reception for the spring 2011 and fall 2011 Board meetings to discuss their perspectives on the strengths and needs of A&S graduate programs.

Awards for Excellence in Undergraduate Mentoring

In the spring of 2009, the A&S Graduate Studies Advisory Board and the A&S Committee on Graduate Studies voted unanimously in support of the Board's concept for initiating these annual awards to A&S graduate students in recognition of outstanding undergraduate mentoring in scholarship and research outside of classroom teaching. Undergraduate mentoring includes, among other examples, graduate students who mentor undergraduates in the context of the undergraduate students' senior theses, honors theses, writing projects, term papers, or research in a laboratory, field site, museum, or archive.

Undergraduate students and faculty collaborate to nominate graduate students. Three awards of \$250 were presented at the 2011 Graduate Research Symposium's awards luncheon on March 26, drawing more undergraduate students and faculty to the symposium and increasing visibility for the important contributions of graduate students in mentoring undergraduate students in scholarship and research.

Carl J. Strikwerda Awards for Excellence Initiated

At the Spring meeting of the A&S Graduate Studies Advisory Board, members voted unanimously in support of the Board's concept of initiating the annual Carl J. Strikwerda Award for Excellence in the Humanities and Social Sciences and the Carl J. Strikwerda Award for Excellence in the Natural and Computational Sciences in the amount of \$150 each for an outstanding written paper by a W&M A&S student who is engaged in thesis research/scholarship to earn an MA, MS, or MPP degree. The first two awards will be presented at the 2012 Graduate Research Symposium Awards Luncheon to Master's students who submit symposium written papers that are judged to be outstanding by a ranking panel of faculty and GSAB members.

A&S Graduate Portfolio Website

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 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 website serves as a resource for strategic planning, program review, Development and University Relations offices, prospective students, the Graduate Studies Advisory Board, and alumni networking. GSA representatives collect information on graduate student achievements in their respective departments/programs. This year students also had the option to submit their information on the web at <https://forms.wm.edu/1539>. At least three times per year, these updated entries provided by A&S graduate students are posted by the Office of Graduate Studies and Research to the Graduate Portfolio website. In the future, the site can be expanded to include ongoing updates from alumni.

Graduate Research Forum Organized by Virginia Council of Graduate Schools

The 6th Annual Graduate Research Forum was held at the Library of Virginia in Richmond on March 3, 2011. 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. At the forum, the Virginia Council of Graduate Schools unveiled a video highlighting the importance of graduate research across the Commonwealth, which included a segment on W&M Physics Ph.D. candidate Megan Ivory (see <http://www.wm.edu/as/graduate/news/Borrowed%20Story4.php>).

COGS Highlights

January 28, 2011

ETS Announces August 2011 Changes in GRE test

The GRE revised General Test will replace the current GRE General Test in August 2011. There will be changes to the test content and design. The test will continue to have the three major sections used currently, but the score scale for the Verbal Reasoning and Quantitative Reasoning measures will be changing to a new 130-170 score scale, in 1-point increments (versus 200-800 in 10-point increments on the current test). Analytical Writing scores will continue to be reported on the same 0-6 score scale, in half-

point increments. Concordance information will be available and will be included on score reports starting in November 2011.

February 25, 2011

Graduate Student Association discussion on student health insurance plan

Paul Musselwhite, A&S Graduate Student Association (GSA) Vice President, presented COGS members with a handout outlining "Health Insurance Problems & Concerns from the GSA". These included prescription co-pays, timing of payments, size of payments, credit card fees, summer hours and dental & vision options. COGS members discussed these issues and Dean Sanderson followed up with Trista Sikes, the Student Insurance Coordinator at the Student Health Center, to address the GSA's concerns.

April 01, 2011

Issues of importance to COGS during 2011-13 transitions in A&S Dean's office

Dean Sanderson continued to seek COGS input to identify A&S graduate issues of importance to COGS during the transition to the interim Dean of A&S in 2011-12 and the transition to the new Dean of A&S in 2012-13.

April 29, 2011

Time-to-Degree Clock

The national Council of Graduate Schools and the National Research Council consider the doctoral time-to-degree clock to begin when the student is admitted to an MA/PhD program, an MS/PhD program, or a PhD program. COGS members are working to ensure that their department's/program's time-to-degree clocks are in line with national standards.

Funding for potential improvements in graduate student recruitment

The Office of Graduate Studies & Research has encouraged departments/programs to prepare a brief proposal for a pilot recruitment project (up to \$500), with the funds to be spent in Spring/Summer 2011 for recruitment of students entering in 2012-13. COGS members brainstormed about potential changes in recruitment strategies and processes that could aid in further improving the size, quality, and diversity of the applicant pool.

September 29, 2011

Collaboration with W&M Career Center

Dean Sanderson has worked with the Cohen Career Center to initiate a collaboration that will enhance Career Center programming and accessibility at the graduate level. In Fall 2011, two A&S graduate students (one in humanities/social sciences and one in natural/computational sciences) are being paid as Career Center interns to work on various projects, including helping to design a survey on graduate student needs for Career Center services.

Virginia Alliance for Graduate Education and the Professoriate funded by NSF

In the fall of 2010, eight Virginia public universities that are members of the Virginia Council of Graduate Schools collaborated to submit a proposal to the NSF AGEP program (Alliances for Graduate Education and the Professoriate) for a planning grant that will facilitate the preparation of a full proposal in FY13. The planning grant proposal has been funded, and W&M will receive travel funds to support attendance at two conferences that will focus on planning a much larger VAGEP grant proposal (perhaps \$2-3 million) for submission to NSF in 2013-14. AGEP is designed to increase the training of underrepresented minorities (U.S. citizens, nationals, and permanent U.S. residents only) receiving doctoral degrees in STEM disciplines (including social, behavioral, and economic sciences) who have particular interests in academic careers. Laurie Sanderson, who is the Co-PI from W&M, encourages extensive W&M participation in the planning conferences, expected to occur in February 2012 and Fall 2012.

OCTOBER 13, 2011

COGS Discussion with Dean Tracy

Gene Tracy, Interim Dean of Arts & Sciences, visited COGS to discuss topics of interest for A&S graduate programs. He discussed the College's overall six-year plan and Graduate Studies in Arts & Sciences, and answered questions from COGS members.

October 27, 2011**Timely feedback on draft theses/dissertations**

COGS initiated and approved e-mailing a statement to all faculty members listed in all categories in the 2011-2012 Graduate A&S Program Catalog, regarding the importance of timely feedback from faculty members on drafts of theses or dissertations.

November 10, 2011**Measuring expected outcomes of increased College investments in A&S graduate stipends**

The College administration and the Board of Visitors are very interested in metrics that will allow assessment of "return on investment". Base increases allocated by the College for A&S graduate stipends will require that expected outcomes be quantified and tracked. A number of expected outcomes were identified by COGS members in the 12/4/09 document entitled "Graduate A&S Responses to Strategic Planning Questions", including faculty and student research productivity, job placement of graduates, and student retention rates and time-to-degree. To develop a baseline for retention rates and time-to-degree, the Office of Graduate Studies & Research is preparing spreadsheets of these data for each A&S graduate program. The spreadsheets can form the basis for discussions within departments/programs regarding curricular and policy changes to improve retention rates and time-to-degree.

December 1, 2011**COGS Statement to the Faculty University Priorities Committee**

COGS members voted unanimously to send a statement to the A&S members of the Faculty Universities Priorities Committee and A&S members of the Strategic Planning Subcommittee 1.

Update on the College's six-year plan: graduate stipends and graduate tuition

COGS members discussed the six-year plan that the College submitted recently to the state, which presents specific priorities, expenditures, and revenues, with a focus on the 2012-14 biennium. Graduate stipends are listed explicitly among the College's highest and most important priorities in the six-year plan. Rather than waiting for the state to provide graduate stipend increases (which the state has not provided for at least the past seven years), the six-year plan specifically allocates tuition revenue to provide graduate stipend increases. The tuition revenue needed to implement the six-year plan will be dependent on the level of support provided by the state for College operating costs. If state support continues to be minimal, a substantial increase may be necessary in in-state undergraduate tuition. However, for out-of-state undergraduate students as well as for out-of-state and in-state graduate students (A&S, Marine Science, and Education), a conservative increase is planned. One possible scenario is a 5% increase in tuition for out-of-state undergraduate students and out-of-state and in-state graduate students. Graduate students who receive assistantships through the Office of Graduate Studies & Research will continue to have their full tuition and fees covered by the College.

Course Approvals and Revised Degree Requirements**Anthropology**

The following changes were approved by COGS email vote on March 17, 2011.

COURSE DESCRIPTION CHANGE:

Anth 600. Socio-Cultural Theory.

Fall (3) Staff.

The course will discuss major concepts, theories and findings in cultural and social Anthropology. Students will be introduced to the history of thought within the discipline from 19th-century evolutionism to postmodernism. **This course includes training in the responsible and ethical conduct of research, as well as discussion of fabrication, falsification, and plagiarism.**

Biology

The following changes were approved by COGS on April 1, 2011.

COURSE NAME AND DESCRIPTION CHANGES:

Biol 601. Introduction to Graduate Studies.

Fall (3) Staff. This course is required of all biology graduate students.

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, oral and written presentations, **and the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism.** Students will author both a grant and preliminary research proposal.

The following changes were approved by COGS email vote on May 24, 2011.

DEGREE REQUIREMENT CHANGES:

Add "Students must also register for at least one credit of Colloquium (BIOL 682)." under degree requirements for the Master of Science and the Master of Arts. ~~All students must formally designate their intended track by the beginning of their second semester, M.S. students must have. This date also serves as the deadline for the establishment of established a thesis committee for students in the M.S. program.~~

COURSE NAME AND DESCRIPTION CHANGES:

509. Virology.

Fall (3) Williamson. Prerequisites: BIOL220, 221, 225, 226, and 310.

This course gives an overview of fundamental concepts in virology. Topics include the discovery of viruses, principles of virus structure, viral morphogenesis, virus detection methods, viral vaccines, and ecological significance of viruses. A strong emphasis is placed on molecular mechanisms of viral replication. Three class hours.

519. Plant Development and Physiology.

Spring (4) Staff-Engstrom. Prerequisites: BIOL 295-304, CHEM 307, 308 recommended-Alternate years.

An investigation of major topics in plant biology, emphasizing hormone signaling and post-embryonic development, and the use of genetic, molecular genetic, histological, biochemical and molecular systematics approaches to elucidate major outstanding questions. The accompanying lab introduces students to model plant systems and a range of molecular genetic, histological and systematics techniques. ~~Mechanisms of absorption, translocation, synthesis and utilization of materials; the role of internal and external factors in plant growth. Selected laboratory experiments are used to illustrate physiological principles. A research problem is required. Three class hours, four laboratory hours.~~

651. Topics in Entomology.

Fall (4) Fashing. Corequisite: BIOL 528.

Depending on the number of students enrolled, current literature in selected fields of entomology will be critically reviewed by class members, or a research project will be assigned. For the literature review option, with students rotating will rotate as discussion leaders. Students must also attend lectures and take exams in BIOL 528 but are not permitted to register for both courses. Four class hours, four laboratory hours.

673. Topics in Developmental Biology.

Spring (3) Saha.

This course explores current topics in Developmental Biology through a critical analysis of the papers from the primary literature. ~~Current literature in developmental biology critically reviewed by class members. Students will rotate weekly as discussion leaders.~~ Students must also attend lectures in Biology 533 but are not permitted to register for both courses. Four class hours.

Computer Science

The following changes were approved by COGS by email on February 11, 2011.

COURSE ADDITION:

504. Computer Organization.

Fall and Spring (3). Prerequisite: CSCI 241 and CSCI 243.

Organization of computer hardware and software; virtual machines, computer systems organization, machine language, assembler language, and microprogramming. No credit earned in this course may be applied to the number of credits required for a graduate degree. [Cross-listed with CSCI 304]

History

The following changes were approved by COGS on April 29, 2011.

Addition to page 99 of 2010-11 catalog, under "Admissions" heading:

For full consideration, completed applications must be postmarked by December 5, 2011 for the Masters and Ph.D. programs in American and U.S. History and the Comparative and Transnational Master's program. **Applications submitted after the deadline must be mailed and may be evaluated if space is available.**

Physics

The following changes were approved by COGS email vote on April 15, 2011.

Add to end of section on page 114 titled "Degree Requirements for the Doctor of Philosophy":

Students have seven (7) years from the term of admission to the graduate program for the completion of all MS/PhD degree requirements. Extensions to this limit are considered according to the extension policy as outlined in the section entitled 'Graduate Regulations' at the front of this catalog.

Public Policy

The following changes were approved by COGS on January 28, 2011.

COURSE DESCRIPTION CHANGES:

602. Quantitative Methods I.

Fall (3) Manna, ~~Polka~~.

An introduction to the methods and techniques of statistical analysis with emphasis on public policy applications. Topics include: descriptive statistics; probability; sampling; survey design; hypothesis testing; correlation; regression; and introduction to multiple regression. **This course includes training in the responsible and ethical conduct of research, including discussions of the proper use of data and reporting of results in order to avoid fabrication, falsification, and plagiarism.**

The following changes were approved by COGS on April 29, 2011.

COURSE CHANGES:

Delete all History, Computer Science, and Government courses as elective courses on page 138 of 2010-11 catalog as well as PUPB629 and PUPB636.

The following changes were approved by COGS email vote on May 6, 2011.

COURSE NAME AND DESCRIPTION CHANGES:

Add "Hist 534 U.S. Foreign Relations 1901-present" in the list of elective courses for the Public Policy section of the 2011-12 catalog.

Graduate Center Annual Report 2011

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 for Speakers of Other Languages (ESOL) Program Manager. The Center is housed in the Stetson House at 232 Jamestown Road.

In the spring, summer, and fall of 2011, four College faculty and staff taught seven 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 2007. Highlights from the spreadsheet include:

- *Course enrollments* for the calendar years were 86 in 2007, 90 in 2008, 71 in 2009, 86 in 2010, and 71 in 2011. The students enrolled in 2011 were a mix of domestic and international graduate students from A&S, Business, and Education.
- In the Fall of 2011, the Graduate Center's *Conversation Partner Program (CPP)* paired 60 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 2011 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 2011 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 nine annual graduate research symposia, with over 1,100 students, faculty, and guests in attendance, a 20% increase relative to the 2010 symposium. The number of graduate student presenters from W&M and regional institutions increased by approximately 17% relative to the 2010 symposium. There were 150 graduate student presenters in the oral and poster sessions, including 50 visiting students from 15 prominent regional institutions such as George Washington University, Johns Hopkins, Drexel, and UNC Chapel Hill, as well as Virginia institutions such as Virginia Tech, George Mason, and Old Dominion. Highlights of the symposium included advance workshops on poster preparation techniques and oral presentation skills, symposium awards in all disciplines to fourteen students totaling \$4700, luncheon remarks by President Reveley, Provost Michael Halleran and A&S Dean Carl Strikwerda, and Graduate Studies Advisory Board member participation in a careers panel discussion. In addition, three W&M graduate students in A&S received \$250 Awards for Excellence in Undergraduate Mentoring. President Reveley, Provost Halleran, and Dean Strikwerda distributed the awards at the Saturday luncheon. The Graduate Studies Advisory Board was a symposium sponsor and Board members also participated in the symposium by chairing oral sessions, serving on the judging panels, offering recruitment and mentoring opportunities, and providing two corporate awards of \$1000 each as well as corporate sponsorship for the symposium.

- 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 425 undergraduate and graduate students, faculty, and community members on September 22, 2011. On the W&M web site, the Raft Debate is 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 2011 included a *Meet-and-Greet Reception* in August for the new international graduate students in A&S which had 18 in attendance, and a *Thanksgiving celebration* in November for international graduate students and their Conversation Partners which had 75 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 2011

Activities for January through December 2011

Elizabeth Barnes, Professor, Department of English and American Studies Program
elbarn@wm.edu

5 cases, involving three departments, were mediated by the Ombudsperson between January-December 2011 (4 new and 1 on-going from previous year).

Issues included mediation over a dissertation defense, mediation with a student's advisor with respect to timeliness of feedback (two cases), grade appeal, faculty-student breakdown in communication.

All cases were initiated by graduate students.

Time-scale for cases spanned from 1 meeting to several consultations, in person or on the phone. All cases have been resolved.

Committee on Graduate Studies Members, 2011-12

Laurie Sanderson, Chair
Grey Gundaker, American Studies
Martin Gallivan, Anthropology
Gunter Luepke, Applied Science
Randy Chambers, Biology
Debbie Bebout, Chemistry
Evgenia Smirni, Computer Science
Larry Leemis (fall) and Rex Kincaid (spring), Computational Operations Research
Cindy Hahamovitch (fall) and Brett Rushforth (spring), History
Jeffrey Nelson, Physics
Joshua Burk, Psychology
Elaine McBeth, Public Policy

APPENDICES

APPENDIX I

GRADUATE CENTER PARTICIPATION
Fall 2007 thru Fall 2011

Course	F 2007	S 2008	Su 2008	F 2008	S 2009	Su 2009	F 2009	S 2010	Su 2010	F 2010	S 2011	Su 2011	F 2011
COLL 501 001	20			15			12			10			13
COLL 501 002							9			8			8
COLL 503		10			8			13			14		
COLL 505	8			15			15			15			16
COLL 508	4												
COLL 520 001		18	4		14	2		13			5		
COLL 520 002					6			14					
COLL 525	9			12						10			11
COLL 530		5			5			3			4		
COLL 550		11											
Course Subtotals	41	44	4	42	33	2	36	43	0	43	23	0	48
Workshops	F 2007	S 2008	Su 2008	F 2008	S 2009	Su 2009	F 2009	S 2010	Su 2010	F 2010	S 2011	Su 2011	F 2011
Cultural Workshop				11									
French Refresher							1						
International Dialogue		45											
Poster Workshop		5			5			26			5		
Presenting Yourself					13		7	8			9		8
Enhance Your Presentation					6								
R.A. In-service Training - Int'l Students	80												
Science Career Strategies		55											
Spanish Language Refresher							4	2					
Workshop Subtotals	80	105	0	11	24	0	12	36	0	0	14	0	8
Programs	F 2007	S 2008	Su 2008	F 2008	S 2009	Su 2009	F 2009	S 2010	Su 2010	F 2010	S 2011	Su 2011	F 2011
Conversation Partners	44	22		60	34		48	51		47	48		60
Graduate Symposium		350			550			900			1100		
Raft Debate	165			300			375			400			425
International Education Week													
Int'l Research - UC Lobby	37												
Int'l Music & Dance Showcase	212			256									
Program Subtotals	458	372	0	616	584	0	423	951	0	447	1148	0	485
Social Events	F 2007	S 2008	Su 2008	F 2008	S 2009	Su 2009	F 2009	S 2010	Su 2010	F 2010	S 2011	Su 2011	F 2011
Meet and Greet	20			18			21			16			18
Int'l Thanksgiving	50			55			68			77			75
CPP Appreciation		25			35			23			8		
Social Event Subtotals	70	25	0	73	35	0	89	23	0	93	8	0	93
GRAND TOTAL	649	546	4	742	676	2	560	1053	0	583	1193	0	634

APPENDIX II

**Applied, Accepted and Enrolled
Fall 2007 - Fall 2011**

		Applied	Accepted		Enrolled		Avg UG ⁽¹⁾ GPA	Avg GRE Scores ⁽¹⁾		
			Total	Rate	Total	Rate		Verbal	Math	Writing
American Studies ⁽²⁾	2007	96	40	42%	7	18%	3.70	609	602	
	2008	83	30	36%	18	60%	3.41	610	589	
	2009	85	0		0					
	2010	101	23	23%	9	39%	3.74	603	621	4.86
	2011	90	21	23%	7	33%	3.67	600	637	4.56
Anthropology	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
	2010	77	16	21%	10	63%	3.64	595	621	5.00
	2011	70	14	20%	7	50%	3.47	514	600	4.19
Applied Science	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
	2010	50	13	26%	9	69%	3.57	502	744	3.55
	2011	38	10	26%	7	70%	3.32	527	724	3.86
Biology	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
	2010	48	15	31%	9	60%	3.42	607	681	4.28
	2011	41	11	27%	6	55%	3.52	567	672	4.08
Chemistry	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
	2010	18	8	44%	7	88%	3.39	493	566	3.85
	2011	18	7	39%	7	100%	3.11	533	705	3.20
Computer Science ⁽³⁾	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
	2010	97	42	43%	27	64%	3.40	524	738	3.85
	2011	120	61	51%	31	51%	3.38	521	751	3.59
History	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
	2010	151	35	23%	16	46%	3.82	609	632	5.19
	2011	155	27	17%	17	63%	3.73	641	644	4.76
Physics	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
	2010	139	29	21%	8	28%	3.65	540	771	4.13
	2011	125	32	26%	14	44%	3.59	469	763	3.43
PsyD ⁽⁴⁾	2007	207	17	8%	10	59%	3.93	603	639	
	2008	244	13	5%	10	77%	3.49	537	631	
Psychology	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
	2010	79	10	13%	6	60%	3.81	603	673	4.83
	2011	94	13	14%	9	69%	3.68	594	679	4.78
Public Policy	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
	2010	97	43	44%	21	49%	3.55	589	683	4.41
	2011	88	42	48%	22	52%	3.50	607	687	4.55

⁽¹⁾ Average of UG transcripts and GRE scores submitted by enrolled students.

⁽²⁾ The American Studies Program did not admit students for 2009-2010.

⁽³⁾ This includes students in the Computational Operations Research program.

⁽⁴⁾ 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 does not participate in admissions to the Consortium.

**APPENDIX III
GRADUATE STUDENT ENROLLMENTS⁽¹⁾**

Fall 2007 to Fall 2011

Department	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
American Studies	81	89	70	75	74
Anthropology	46	46	49	47	49
Applied Science	32	32	33	35	36
Biology	31	30	27	29	22
Chemistry	7	8	10	13	13
Computer Science ²	77	68	75	80	93
History	89	92	91	92	94
Physics	59	69	68	65	66
Psychology	15	16	16	15	17
PsyD ³	26	25	24	18	1
Public Policy	43	44	46	42	43
TOTALS	506	519	509	511	508

Notes:

¹ Totals include full-time, part-time and continuous enrollment registration, including dual degree students in Law, Business and Marine Science (8 dual degree students in 2011).

² Includes Computational Operations Research.

³ Fall 2007-2011 enrollment reflects only students enrolled through W&M and does not include total consortium count.

**APPENDIX IV
GRADUATE STUDENT ENROLLMENT BY DEGREE FALL 2011**

Program	MA	MS	MA/PhD	MS/PhD	PhD	MPP	PsyD	Total
American Studies	14		12		48			74
Anthropology	14		6		29			49
Applied Science				3	33			36
Biology		22						22
Chemistry		13						13
Computer Science		12		12	49			73
COR		20						20
History	25		15		54			94
Physics					66			66
Psychology Master's	17							17
Clinical Psychology (PsyD)							1	1
Public Policy (MPP)						43		43

	MA	MS	MA/PhD	MS/PhD	PhD	MPP	PsyD	
Total Enrollment	70	67	33	15	279	43	1	508

APPENDIX V

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

DEPARTMENT	PROGRAM INITIATED	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	SINCE AUG. 2001
American Studies	1982-MA	8	8	9	12	6	4	7	7	6	9	76
	1988-PhD	6	3	2	10	5	5	1	2	5	4	43
Anthropology	1979-MA	7	10	5	8	7	5	5	9	8	5	69
	2001-PhD	0	0	0	0	0	0	1	1	0	0	2
Applied Science	1970-MA/MS	5	6	6	8	5	5	4	2	11	4	56
	1990-PhD	3	4	5	6	4	3	8	6	3	2	44
Biology	1963-MA/MS	3	5	15	8	7	7	11	6	12	6	80
Chemistry	1964-MA/MS	1	2	4	3	6	2	3	5	4	4	34
Computer Science ¹	1984-MS	16	17	16	20	17	16	20	19	11	18	170
	1986-PhD	3	5	4	8	1	3	3	1	9	3	40
History	1955-MA	7	15	8	10	12	9	13	15	13	22	124
	1967-PhD	5	4	3	1	5	7	5	3	3	3	39
Physics	1959-MA/MS	4	11	9	9	11	12	11	11	14	13	105
	1964-PhD	3	4	7	5	9	9	6	8	6	12	69
PsyD	1978-PsyD	9	10	8	6	10	8	10	5	4	0	70
Psychology	1953-MA	5	7	9	5	9	7	6	9	8	4	69
Public Policy	1991-MPP	19	17	19	24	21	20	25	16	25	19	205
Totals	MA/MS/MPP	75	98	100	107	101	87	105	90	112	104	979
	PhD	20	20	21	30	24	27	24	21	26	24	237
	PsyD	9	10	8	6	10	8	10	5	4	0	70

¹ Includes Computational Operations Research.