

**Committee on Graduate Studies  
Report to the Faculty  
July 2015 - June 2016**

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## **Introduction**

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

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

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

Graduate programs in Arts & Sciences are integral to the mission 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 across a broad spectrum of careers. In Arts & Science we have eleven highly selective graduate programs that are often recognized as being among the most academically rigorous in the nation. For example, our doctoral program in U.S. Colonial History currently is ranked 3<sup>rd</sup> in the U.S. in the U.S. News & World Report’s rankings for Best Graduate Schools. Our master’s programs in Psychology and Biology are among the strongest research-focused master’s programs in the country. We punch well above our weight when it comes to the respect held for our graduate programs.

We are a university because of our graduate programs. Hence our identity as a *liberal arts university* is just as much tied to graduate excellence as it is to our reputation as an undergraduate liberal arts institution. Excelling at the graduate level and fostering a strong sense of community among our graduate students and graduate faculty is a key component of the W&M Strategic Plan. The strength of our graduate

programs places us in a higher select peer group, which helps attract new faculty, students, and staff, as well as instructional, research, and infrastructure resources that otherwise would not be available to us.

The departments and programs with A&S graduate programs award approximately 40% of the undergraduate A&S degrees, are vital in retaining roughly one-half of the A&S tenure-equivalent faculty, and justify William & Mary's inclusion on the Carnegie Classification of Institutions of Higher Learning's list of Research Universities with high research activity (RU/H). In addition, in Fiscal Year 2016, faculty members affiliated with any of the eleven A&S graduate programs generated almost two-thirds of the Facilities & Administrative (F&A) cost recovery in Arts & Sciences. These funds are essential for maintaining the research infrastructure for all W&M faculty since A&S accounts for the lion's share of F&A recovery on the main campus.

Our ability to recruit and maintain a strong research-active faculty in several key disciplines depends on the strength of our graduate programs. The inability to recruit sufficient numbers of qualified doctoral students to work with research-active faculty members has caused some faculty members to leave W&M. The departure of these research-active faculty members represents a substantial pedagogical and financial loss to W&M. The research conducted by A&S graduate programs also enables a large proportion of the undergraduate research opportunities offered on campus. The graduate students help mentor undergraduate researchers and facilitate faculty-undergraduate research collaborations. As undergraduate research is a hallmark of W&M, recruiting and supporting research-active graduate students also strengthens our ability to deliver a distinctive undergraduate educational experience. In addition, 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 high enrollments. As the W&M Promise is implemented, the mentoring and teaching roles assumed by A&S graduate students will increase in both number and importance to help contribute to the success of W&M.

## **New and Recurring Themes and Issues**

### **Graduate Financial Aid**

Graduate student financial support continues to be the most pressing issue for the graduate programs in A&S. Historically, financial aid increases for A&S graduate programs have been dependent on irregular and insufficient allocations from the Commonwealth. W&M's budget has never included A&S graduate students when there is a raise pool for faculty and staff, even though A&S graduate students are part-time employees of W&M who play an important role in the instructional and research missions of W&M. Thus, financial aid for A&S graduate students continues to lag behind the offers of financial made by the institutions against which our graduate programs compete for top applicants.

Arts & Sciences is delighted that increases in base funding for graduate stipends are understood as a W&M priority and that in recent years the Office of Graduate Studies and Research has enjoyed substantive increases in support of the approximately 450 graduate students in A&S. However, the institutions against which W&M competes also have been aggressively increasing the amounts of the financial packages they are offering top candidates.

At the May 5, 2016 meeting of the A&S Committee on Graduate Studies, the eleven graduate directors reported on the results of their recruiting efforts for Fall 2016 admissions. American Studies and Anthropology reported successful recruiting seasons. A series of recent raises, when coupled with recruitment fellowships funded by both public and private sources, made their financial offers competitive. American Studies secured all five of their top applicants; Anthropology lost only one of their top applicants, to University of Chicago, a decision that went down to the wire. History struggled more; several of their top applicants, including all three who were from populations underrepresented in the professoriate, turned down offers from W&M in favor of better financial offers from private universities in geographic locations the candidates deemed more appealing. The loss of several graduate faculty members who enjoy highly visible national profiles also hurt recruitment efforts.

The doctoral programs in the sciences also struggled with recruitment. For Applied Science, admissions are down, a fact attributed to a too-small applicant pool from which to draw applicants. Computer Science reported a “regular” recruiting year, though the strong job market in Computer Science has led to a decrease in the strength of the pool of applicants for the doctoral program, particularly from applicants who are U.S. citizens. This is a trend being observed nationally. Physics secured six acceptances but had been aiming for eight. They beat out offers from Georgia Tech, Indiana, Florida, Syracuse, and Rochester. But they lost good applicants to Caltech, Carnegie Mellon, Indiana, Illinois, Northeastern, Virginia Tech, and Texas A&M.

The recruitment season for the master’s programs was mixed. Biology and Public Policy still had positions available in their entering cohort for Fall 2016. Psychology secured a strong entering cohort, though they lost three of their top candidates to doctoral programs. Chemistry had an exceptionally strong recruiting season, probably due to an agreement by the department to use departmental funds to augment the stipends offered to candidates so as to make the department’s financial offers competitive. This year, COR lost only two of their top applicants: one to a doctoral program at USC and one to the University of Virginia.

While factors in addition to the composition of financial aid packages figured into candidates’ decisions, A&S continues to compete against universities – in particular, private universities – that offer better financial packages. These include not only higher stipends, but also health insurance or health insurance subsidies, as well as research allowances. The recruitment fellowships we are able to offer can help ameliorate the differences, but do not always overcome them.

Ongoing stipend increases, as well as provisions for health insurance, remain critical for the following reasons:

- **Competitiveness:** Though the Office of Graduate Studies and Research has used a series of base budget increases to institute stipend increases for doctoral students, competition remains strong as other universities continue to improve the financial aid packages they offer to incoming students. Several A&S doctoral programs have reduced the size of their incoming cohorts in order to increase both the amount and the duration of the stipends offered to candidates. Chemistry has increased their supplement to the financial aid package offered to incoming master’s students in order to remain competitive. The lack of health insurance coverage has been a particular challenge for several programs. The landscape on this front has been further complicated by new provisions of the Affordable Care Act that went into place on July 1, 2015. In particular, the legal implications for universities offering medical insurance support for students in graduate programs remain unclear to date.
- **Diversity:** Members of groups traditionally under-represented in academia receive generous financial aid offers from other institutions. Graduate programs in A&S at W&M struggle to compete with these offers and often do not succeed.
- **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 contribute to the success of undergraduate research in a number of disciplines.
- **Faculty retention:** Many members of the A&S graduate faculty would not be able to maintain their research productivity and their ability to obtain external grant and contract funding without the participation of highly qualified graduate students.

Dean Torczon, the Committee on Graduate Studies, and the Dean of the Faculty of Arts & Sciences have taken the following steps to continue to advocate for increases in A&S graduate student support.

1. The Dean of the Faculty of Arts & Sciences, in collaboration with the Dean of Graduate Studies and Research, once again submitted a Planning Budget Request asking for further investment in A&S graduate financial aid. This latest PBR was successful, securing new base budget funding of \$150,000 for the Office of Graduate Studies and Research. This increase for Fiscal Year 2017 has made it possible to give modest raises to graduate assistants in A&S.

2. In Fall 2014 the Provost used his discretionary authority to establish the Walter J. Zable Graduate Recruitment Fellowships for the top applicants to doctoral programs in Arts & Sciences, thanks to the generous bequest left by the late Walter J. Zable. In steady state this commitment makes it possible to offer recruitment fellowships to five top applicants in the form of a supplementary stipend of \$5,000 per year for the recipient's first two years in the doctoral program, plus up to \$500 to cover the recipients research expenses during their first two years. A faculty committee, composed of one representative from each of the six doctoral programs, ranks all the nominees based on the strength of the records presented for admission. In 2015-2016, six incoming students received Walter J. Zable Graduate Recruitment Fellowships (one in American Studies, one in Applied Science, one in Computer Science, and three in History). Five incoming students were secured for the Fall 2016 incoming cohort, thanks to this prestigious recruitment fellowship: two in American Studies, two in History, and one in Physics.
3. The Dean of Graduate Studies and Research used the discretionary portion of the base budget increase received in FY2015 to establish the Dean's Recruitment Fellowships to help recruit top applicants to doctoral programs in Arts & Sciences. One fellowship is granted to each of the six doctoral programs to use at their discretion when recruiting. Fellows receive a supplementary stipend of \$4,000 per year for the recipient's first two years in the doctoral program. Given the success of this fellowship when recruiting for Fall 2015, it was continued in FY2016 and again proved successful in recruiting strong applicants to the A&S doctoral programs.
4. In Fall 2014, the Dean of the Faculty of Arts & Sciences instituted a Graduate Research Fund for doctoral students in American Studies, Anthropology, and History to provide competitive research grants in support of their dissertations. Faculty committees in each of these three doctoral programs put forward the top proposals from their students for review by the Dean of Graduate Studies and Research. With matching funding from external funding agencies, departmental resources, and in-kind contributions from the graduate student applicants, in Spring 2016 a total of eight doctoral students received substantive funding that helped make it possible for them to travel to sites in the Caribbean and across the U.S. to pursue their research. Given the success of this program, in Fall 2015 the Dean of the Faculty of Arts & Sciences instituted a complementary Graduate Conference Travel Fund for senior doctoral students to provide competitive grants in support of travel to major conferences to present research; the administrative process and matching requirements are equivalent to those for the Graduate Research Fund. In Spring 2016, a total of sixteen A&S doctoral students received substantive funding to make attendance possible at major conferences both in the U.S. and Europe.

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

In the fall of 2015, William & Mary welcomed an impressive group of 105 new A&S graduate students in eleven master's programs and six doctoral programs. The applicant pool totaled almost 800 in 2015. More than 88% of the entering A&S graduate students in Fall 2015 had conducted research projects as undergraduate students, with most receiving awards or Honors for their scholarship. More than 85% had contributed to their communities through volunteer service, and 63% had been teachers or mentors to preschoolers through senior citizens. Approximately 20% of the entering A&S graduate students were international students from six countries.

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

In the Fall 2005, a new initiative to provide competitive 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 the [A&S Graduate Student Research Grants](#) program is to provide 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 A&S 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, the OGSR initiated a summer funding program in Summer 2009. In previous years, spring research grants could include funding for summer activities, but the funds had to be expended prior to July 1, which placed undue constraints on their use. This year the OGSR awarded a total of \$5,820 to 20 graduate students in Fall 2015, \$3,215 to 11 graduate students in Spring 2016, and \$7,500 to 25 graduate students Summer of 2016. The maximum award was \$300.

The OGSR and the W&M Student Activities Office provide financial support for the A&S Graduate Student Association (GSA) [Supplemental Conference Funding](#). The GSA is responsible for managing the application and selection process for conference travel funding, with priority given to students who are presenting at a conference. Since conference travel funds for A&S graduate students remains a substantial unmet need, starting in Spring 2014 the OGSR raised the cap for each type of supplemental conference travel award by \$100; further information can be found on the Conference Funding webpage maintained by the A&S GSA at <http://wmpeople.wm.edu/site/page/gsa/conferencefunding>. The OGSR provided \$4,800 for 16 awards in Summer 2015, \$4,500 for 15 awards in Fall 2015, and \$5,400 for 16 awards in Spring 2016.

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

The A&S [Graduate Studies Advisory Board](#) (GSAB), created in 2004, enhances the quality of A&S graduate programs in multiple ways, including providing financial support for the following initiatives:

- [Recruitment Fellowships](#): Effective with the Fall 2015 incoming cohort, GSAB recruitment fellowships make it possible for each of the five terminal master's programs in A&S to offer, at their discretion, a supplementary stipend of \$2,000 per year for the recipient's first two years in the master's program so that each of these programs can compete more effectively for their top applicant. In each instance, the offer of a recruitment fellowship secured an acceptance from the program's top applicant.
- [Distinguished Thesis and Dissertation Awards](#): Established in 2004-2005, these awards recognize exemplary achievement in original research that contributes to the discipline. Students are nominated by their thesis or dissertation advisor. The theses and dissertations nominated are ranked by a panel of faculty scholars. In 2015-2016, four A&S graduates received Distinguished Thesis and Distinguished Dissertation Awards, which are presented to the recipients at their program's diploma ceremony.
- [Graduate Research Symposium](#): Board members provide substantive financial sponsorship for the annual research symposium, as well as serving as active participants.
- [Awards at the Graduate Research Symposium](#): In addition to providing financial support for the organization of the Graduate Research Symposium, the GSAB provided the funding for multiple outstanding research awards for both A&S graduate students as well as graduate student participants from other universities. Two GSAB members sponsored corporate awards of \$1,000 each to recognize exceptional A&S graduate student research.
- [Carl J. Strickwerda Awards for Excellence](#): Established in in Spring 2011, these awards recognize A&S master's students for their outstanding written papers on thesis research or scholarship to earn an M.A., M.S., or M.P.P. degree. Students submit papers written for the Graduate Research Symposium for consideration by a ranking panel composed of faculty and GSAB members. Three awards were presented at the 2016 Graduate Research Symposium Awards Luncheon to master's students whose papers that were judged to be outstanding by the ranking panel.
- [S. Laurie Sanderson Awards for Excellence in Undergraduate Mentoring](#): Established in Spring 2011, these annual awards recognize A&S graduate students for outstanding undergraduate mentoring in scholarship and research outside of classroom teaching. In Spring 2012, board members voted unanimously to rename the awards to honor Laurie Sanderson's contributions to A&S graduate studies during her term as Dean of Graduate Studies and Research from July 1, 2005 to June 30, 2012. 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. Two awards of \$250 were presented at the 2016 Graduate Research Symposium Awards Luncheon.
- Commencement reception for graduates from the A&S graduate programs: Established in Spring 2014, this reception, which is fully funded by the GSAB, celebrates graduates, their families, and their faculty during Commencement Weekend. President Reveley and Dean Torczon attended the May 2016 event.
- [Graduate Student Commons](#): Opened in Fall 2015, board members sponsored, in collaboration with Carrie Cooper, Dean of University Libraries, the construction of a dedicated study space for all W&M graduate students. Located on the second floor of Swem Library, across from the Center for

Geospatial Analysis, the commons offers space to store research material, study areas, and a place to collaborate with peers. Graduate students access the space by swiping their W&M ID cards through the card reader at the doors. In addition, the commons hosts programs tailored for graduate students.

- Journal Club: Following a petition from Sean Koebley and Andrew Kottick, doctoral students in Applied Science, the Executive Committee agreed to provide seed money for this initiative. In Spring 2016, Journal Club was launched as a weekly, informal opportunity for A&S and VIMS graduate students to share their research, practice their presentation skills, and interact with other graduates from an array of different fields, with snacks and beverages served.

The GSAB closed out FY2016 with 18 community, business, and education leaders as fully participating members, as well as two graduate student members. In addition to providing financial support for A&S graduate students and programs, board members advocate on behalf of graduate studies in A&S, as well as coordinate with the Office of Graduate Studies and Research and the Cohen Career Center to support professional development opportunities for A&S graduate students.

The Graduate Studies Advisory Board met on campus October 25-26, 2015 and again on March 19-20, 2016. The GSAB spring meeting and the Graduate Research Symposium were coordinated to be held on the same weekend. Board participation in symposium events was 100%, including ten board members who served on the judging panel for the awards and eight board members who chaired oral sessions at the symposium. 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 at the board's Fall 2015 meeting to discuss their perspectives on the strengths and needs of A&S graduate programs.

Following meetings with Provost Michael Halleran, President Taylor Reveley, and Matthew Lambert, Vice President for University Advancement, board members voted unanimously to increase their membership to 25 (including the two A&S graduate student representatives), to set more aggressive fundraising goals, to take a more active advocacy role on behalf of A&S graduate students, and to continue their efforts to provide career and professional mentorship to A&S graduate students.

In this vein, Executive Committee members approved a request from Dean Torczon that the board once again sponsor prizes for participation by A&S graduate students and graduate faculty during the 2016 One Tribe, One Day event held on April 19. Four prizes of \$200 each were awarded. As in April 2015, well over 50% of faculty affiliated with A&S graduate programs gave a contribution in 2016 on One Tribe One Day. Just over one quarter of currently enrolled graduate students in A&S gave gifts to the fund of their choice. Graduate administrators also demonstrated their support for the A&S graduate programs by giving gifts as well. The strong turnout by A&S graduate faculty also meant that the top two Arts & Sciences departments with the greatest percentage of faculty contributing on One Tribe One Day were Applied Science and Chemistry, each with faculty participation rates of over 70%. These two departments thus secured an investment of \$5,000 in their impact funds from the Dean of the Faculty of Arts of Science from the Gerdelman Challenge award to Arts & Sciences for having the highest donor participation rate of all the departments and units at William & Mary on One Tribe One Day. Both departments, in turn, asked that their investment be placed in a Special Equipment Fund account so that the amounts could be used towards the match required of the Cabell Foundation Challenge for equipment for the Integrated Science Center, which both departments occupy. Dean Torczon remains grateful to the Graduate Student Association, graduate student leadership within the graduate programs, faculty on the Committee and Graduate Studies, and the chairs and directors of departments and programs, for this resounding affirmation of their commitment to graduate studies in Arts & Sciences.

## **COGS Highlights**

Members of the Arts & Sciences Committee on Graduate Studies met seven times during Fall 2015, nine times during Spring 2016. A summary of highlights from these meetings includes:

- COGS members engaged Swem Library's Debbie Cornell, Cataloging & Metadata Librarian and Kim Sims, University Archivist, in a discussion on the progress of the electronic submission process, filing, and dissemination of theses and dissertations electronically using the electronic theses and dissertations (ETD) platform from [ProQuest](#). In addition, they engaged in a discussion with Karin Wulf, Professor of History and Director of the Omohundro Institute of Early American History and Culture, and Kathleen DeLaurenti, Digital Scholarship Librarian, Swem Librarian, on an appropriate maximum time period for the embargoing of ETDs.
- Berni Kenney, Deputy CIO, Information Technology (IT) and Bonnie Fleming, Information Technology Project Manager, joined COGS to explain the rollout of the new Customer Relationship Management (CRM) system and what it could mean for graduate admissions in Arts & Sciences. Bonnie noted that IT will be working with two vendors, [ACF Solutions](#), which will be their partner for the implementation of [Salesforce](#) – the CRM platform, and [TargetX](#), which is the recruitment technology piece that is to be implemented for graduate admissions in Arts & Sciences, the Mason School of Business, the School of Education, and the Virginia Institute of Marine Science. COGS members, the graduate administrators in Arts & Sciences, and the OGSR worked with IT staff members throughout the year to review and revise the graduate admissions application for A&S as we move from an almost entirely paper-based process to an almost entirely online application and review process. The expectation had initially been that the TargetX customization for Graduate Arts & Sciences would be available in time for applicants seeking admission in 2017 (Spring or Fall). Implementation delays led to the decision to defer the debut to May 2017.
- Kathleen Powell, Executive Director of Career Development at the Cohen Career Center (CCC), Don Snyder, Associate Director, CCC, Wendy Webb-Robers, Director, Programs and Services, CCC, and David Pratt, Graduate Assistant, CCC, met with COGS members to discuss better coordination and cooperation between the CCC and the graduate directors and faculty in the graduate programs to deliver effective career and professional development support for A&S graduate students.
- COGS members unanimously passed revisions to the section [Registration for Graduate Credit](#), effective with the 2016-2017 Graduate Arts & Sciences Catalog. Effective with the Fall 2016 entering cohort, A&S graduate students will no longer be allowed to use credit for undergraduate courses to satisfy graduate degree requirements.
- COGS reviewed and revised the section [Time Limits for Degrees and Extensions](#), effective with the 2016-2017 Graduate Arts & Sciences Catalog.
- COGS instituted a [Continuance Requirement](#) for A&S graduate students, effective with the 2016-2017 Graduate Arts & Sciences Catalog.

For those members of the Faculty of Arts & Sciences interested in further details regarding these discussions and decisions, upon request copies of the COGS minutes are available from the Office of Graduate Studies and Research.

## **Office of Graduate Studies and Research Administrative Highlights**

- The OGSR revised admissions requirements to allow students to submit transcripts in the institution's sealed and stamped envelope and either mailed or delivered by the applicant to the program to which the applicant is applying in those instances where the Registrar's Office at the applicant's institution does not either send transcripts directly to the graduate program via mail or submit transcripts electronically using secure portals. This change was made to bring the A&S graduate admissions process in line with best practices nationally, as outlined by the Council of Graduate Schools in their publication [An Essential Guide to Graduate Admissions](#).
- In addition, the OGSR instituted the requirement that international applicants unable to submit transcripts in one of the three approved modes noted above must make use of the International Credential Package (ICAP) provided by World Education Services (WES) so as to ensure that the transcript and degree credential information received is valid and accurate.
- The OGSR consulted with the Dean of Students' Office to debut a new online process for medical withdrawals and re-enrollment. A&S graduate students seeking a medical leave, a medical withdrawal, or a medical clearance should be directed to the website [Medical Withdrawal – Graduate Students](#) for further information. All medical matters are handled by the Dean of Students' Office following consideration by the Medical Review Committee.
- The OGSR instituted the new requirement that all graduate students entering A&S graduate programs in the Fall now are required to attend the New Student Orientation held the Monday before classes start for the Fall semester up to the breakout training sessions specific to Teaching Assistants and Teaching Fellows. This new requirement went into effect with the Fall 2016 entering cohort.
- After a pilot run engaging volunteers from the January 2016 graduating cohort, the OGSR, in collaboration with the University Archivist, the Cataloging & Metadata Librarian, and the Digital Scholarship Librarian instituted the requirement that all Arts & Sciences theses and dissertations be filed electronically using the ProQuest ETD Administrator platform, which was customized for [Graduate Arts & Sciences](#). This requirement became effective with May 2016 graduating cohort.
- Associated with the move to the ProQuest EDT Administrator for archiving A&S theses and dissertations, at the request of COGS members, the OGSR instituted a requirement that graduating students submit a [NON-EXCLUSIVE DISTRIBUTION LICENSE AND AVAILABILITY AGREEMENT FOR THESIS AND DISSERTATION](#) (the "embargo" form), with original signatures from both the student and the student's thesis or dissertation advisor, to document the mutually agreed upon terms of availability for the thesis or dissertation. To provide students and their advisors with additional information to support their copyright and embargo decisions, the OGSR also posted two new webpages, [About Copyright](#) and [About Embargoes](#). The staff at Swem Library also have committed to running information sessions on a regular basis to provide students with additional information regarding copyright and embargo issues, as well as to answer questions students may have as they consider their decisions. The embargo form and the new webpages were created, in consultation with the Office of Graduate Studies and Research and COGS members, by the Swem Library staff members charged with instituting the new ETD platform: the University Archivist, the Cataloging & Metadata Librarian, and the Digital Scholarship Librarian.
- The Dean of Graduate Studies and Research once again affirmed an earlier decision made by COGS that all A&S graduate students must file the form [Permission: Graduate Course for Graduate Degree Credit](#), with all the required signatures, to receive graduate degree credit for graduate courses taken outside the student's home program. This gives the graduate programs control over what courses their students take – with instructor approval – outside of their home program.
- Revised forms for [Permission: Graduate Course for Graduate Degree Credit](#), [Permission: Graduate Course for Unclassified Students](#), and [Permission: Undergraduate Course](#) were posted on June 16, 2016, following decisions made in COGS during their 2015-2016 meetings. The new forms supersede all earlier versions of similar forms and must be used by students seeking these permissions. At the request of the University Registrar's Office a revision to the form [Permission: Graduate Course for Unclassified Students](#) was posted on August 3, 2016 to facilitate registration.

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

### **Applied Science**

The following changes were approved by COGS on September 15, 2015.

#### **COURSE NAME AND DESCRIPTION CHANGES:**

APSC 694 - Directed Research Topics

Fall and Spring (variable 1-12 ~~3-12~~)

Students design and conduct research on a relevant topic with a faculty advisor. Students who are submitting a master's thesis may not use this course to satisfy degree requirements. Course may be repeated, but no more than 12 semester credit hours may be used to satisfy degree requirements.

The following changes were approved by COGS on March 3, 2016.

#### **DEGREE REQUIREMENTS:**

To be eligible to graduate, all students must achieve a cumulative grade point average of 3.0 on a 4.0 scale in all courses undertaken for graduate credit at William & Mary after admission to a degree program. **A student in the Department must maintain a B average in order to remain in good standing.** A student who receives a grade of C+ (2.3) or lower in a course may repeat that course one time for credit, upon approval of both the instructor of the course and the graduate director for the student's program. When such a repeat attempt is approved, the grades for both attempts will count in the cumulative GPA, but only the most recent attempt will count toward the degree. No credit toward a degree will be allowed for a course in which a student receives a grade below C (grade point = 2.0).

### **Chemistry**

The following changes were approved by COGS on April 28, 2016.

#### **COURSE ADDITION:**

CHEM 509 Instrumental Analysis

Fall (3) Poutsma *Prerequisite(s): One year of general chemistry with lab, one year of organic chemistry with lab and permission of the instructor.*

Principles and applications of analytical methodology and instrumentation to chemical analysis; topics covered include electrochemistry, spectroscopy, mass spectrometry, and chromatography. Three class hours and a series of laboratory exercises requiring formal reports.

### **Physics**

The following changes were approved by COGS on September 15, 2015.

#### **COURSE NAME AND DESCRIPTION CHANGES:**

PHYS 621 - Quantum Mechanics – I

Fall 4 ~~3~~ Carone.

Axiomatic development of wave mechanics and the Schrodinger equation in one and three dimensions; wave packets; spin and angular momentum.

## PHYS 622 - Quantum Mechanics - II

Spring 4 ~~3~~ Carone. Prerequisite(s): PHYS 621.

Scattering theory; matrix methods; symmetry; perturbation theory and other approximate methods; identical particles; relativistic wave equations and their applications.

The following changes were approved by COGS on April 28, 2016.

**COURSE NAME AND DESCRIPTION CHANGES:**PHYS 741 - Condensed Matter Physics ~~Solid State Physics~~

Fall 3 credits [instructor]. Prerequisites: PHYS 622, PHYS 630.

~~Introduction to solid state physics; crystal structure, phonons, electrons, electric and magnetic properties, impurities, elementary excitations, band theory and experiment, correlation function methods.~~

Introduction to the frontiers of condensed matter physics research; crystal structure, phonons, electrons, electric, optical, and magnetic properties, impurities, elementary excitations, band theory and experimental methods.

PHYS 742 - Advanced Condensed Matter Physics ~~Solid State Physics~~

Spring 3 credits [instructor]. Prerequisite: PHYS 741.

~~Introduction to solid state physics; crystal structure, phonons, electrons, electric and magnetic properties, impurities, elementary excitations, band theory and experiment, correlation function methods.~~

Selected topics from the frontiers of condensed matter physics research that may include semiconductors, magnetism, superconductivity, topological states of quantum matter.

Discussions of modern experimental and theoretical methods.

**Psychology**

The following changes were approved by COGS on May 5, 2016.

## Program Structure

Our students are expected to complete the full-time program of course work and research in two years.

Students complete ~~two major research projects (a "first year project" and a second year thesis);~~ a Master's thesis in their second year. In addition to pro-seminars on various topics in psychology, students take a professional development course devoted to the training of students in becoming professional research psychologists.

## Thesis Requirement

~~Two major research projects are required: a "first year project" and a Master's thesis.~~ A Master's thesis is required.

**COURSE DELETION:**

PSYC 766 - Directed Studies

*Fall and Spring (1-12) Staff Graded Pass/Fail*

No credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. *This course may be repeated.*

**Public Policy**

The following changes were approved by COGS on April 24, 2016.

**COURSE NAME AND DESCRIPTION CHANGES:****PUBP 601 - The Political Environment**

Fall 3 Gilmour, Tierney

An introduction to the political environment in which policy making occurs. Major themes include the impact of electoral incentives on the design of policy instruments, the importance of institutional structure, and the roles played by uncertainty and expertise in the political process. **Sections will focus either on the U.S. Political Environment or Comparative Political Environments.**

**PUBP ~~550~~ 605 - Macroeconomics for Public Policy**

Spring 3 Schreiber. Graded Pass/Fail. **Note: PUBP 605 and PUBP 651 can be taken instead of PUBP 606**

This course provides a broad based-based understanding of macroeconomic concepts and an introduction to the tools of global macroeconomic policy analysis. It starts with the role of government policy in promoting long-term growth. In addition, the focus lies on the role of fiscal, monetary, and exchange rate policies in both developed and developing countries. The impact of policies is studied both domestically and internationally with emphasis on the interdependence and global repercussions of specific policy choices.

**PUBP 607 - Law and Public Policy**

Fall 3 Byrne, Heller, Staff

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. **Sections will focus either on the U.S. Legal System or Comparative Legal Systems.**

**PUBP ~~605~~ 617 - Survey Methodology**

Spring 3 Staff.

An introduction to the formulation, implementation and analysis of political and public policy surveys. Topics to be covered include the psychology of the survey response, sampling, interviewing, focus groups, experimental design, hypothesis testing and data analysis. Students will carry out individually designed and group designed surveys, and write papers and reports around these projects.

**PUBP 651 – ~~Patterns of Economic Development and Policy~~ International Development and Policy**

Spring 3 BenYishay **Note: PUBP 605 and PUBP 651 can be taken instead of PUBP 606**

This course applies relevant economic theories to the study of growth and structural change in less industrialized countries. Topics include sources of growth, industrialization, trade, income distribution, urbanization, and the state. Various techniques of policy analysis will be examined through selected case studies.

**MASTER OF PUBLIC POLICY, M.P.P. COURSE REQUIREMENTS:**

Students must take either PUBP 606 - Benefit-Cost Analysis or PUBP 605 Macroeconomics for Public Policy and PUBP 651 International Development and Policy.

In addition to the core courses, students in the M.P.P. degree program must take at least one 3-credit or two 2-credit, program-approved, School of Law course(s). Additional elective courses may be taken to fulfill the 49 hour credit requirement. Students choose elective credits based around their chosen area of interest or develop an alternative set of courses developed with the consent of the Director.

Areas of emphasis include education policy, environmental policy, health care policy, international trade, regulatory policy, and state and local policy.

**Law and Public Policy, J.D./M.P.P. COURSE REQUIREMENTS:**

Students must take either PUBP 606 - Benefit-Cost Analysis or PUBP 605 Macroeconomics for Public Policy and PUBP 651 International Development and Policy.

In addition to the core courses, students in the J.D./M.P.P. degree program are required to take at least one 3-credit or two 2-credit Program approved, School of Law course(s). Additional electives must be taken to fulfill the 37 hour credit requirement.

**Graduate Regulations**

The following changes were approved by COGS on July 24, 2015.

All 666 Directed Studies  
Fall and Spring (1-12) ~~(3-12)~~

All 766 Directed Studies  
Fall and Spring (1-12) ~~(3-12)~~

The following changes were approved by COGS on January 21, 2016.

**REGISTRATION FOR GRADUATE CREDIT**

All graduate students admitted to a course numbered 500 or above will receive graduate degree credit upon satisfactory completion of the course. A graduate student in Arts & Sciences may be allowed to register for graduate credit for graduate courses taken in the School of Education, the School of Marine Science, the Raymond A. Mason School of Business, or the School of Law, provided the student submits, prior to the end of the add/drop period, the appropriate form with the approvals of the instructor, the student's graduate director, the designated official for the academic unit in which the course is being taken, and the Dean of Graduate Studies and Research.

No credit toward a degree will be allowed for a course in which a student receives a grade below C (grade point = 2.0).

In some Arts & Sciences graduate programs, 500-level and 600-level graduate courses may be cross-listed with either 300-level or 400-level undergraduate courses. Under no circumstances may any student receive William & Mary degree credit for both the undergraduate- and graduate-level versions of the same cross-listed course.

The following changes were approved by COGS on February 4, 2016.

**COURSE ADDITION:**

GRAD 529 – Provost Dissertation Writing Workshop  
Summer 0 credits  
Instructor Permission Required

Specifically for Provost Dissertation Fellows, this course will provide an environment for intense, focused writing within a structured environment, as well as time for group discussions on effective work habits and strategies. During the course a solid plan will be developed to help enable completion of students' dissertations by the following spring graduation. *GRAD 529 is required for all new Provost Dissertation Fellows.*

The following changes were approved by COGS on March 17, 2016.

#### TIME LIMITS FOR DEGREES AND EXTENSIONS

A graduate student in Arts & Sciences is required to complete the degree requirements for the degree program to which they were admitted by the deadline specified in the letter of admission they received from the Dean of Graduate Studies and Research. The deadline will be established in accordance with the **Requirements for Degrees**. The deadline for completing the degree program may be extended as follows:

1. A student in good academic standing may request a leave of absence, including a leave for military service. See either **Leaves of Absence (Non-Medical)** or **Medical Withdrawals/Leaves of Absence**.
2. A student in good academic standing may request one extension of the degree limit for a definite, stated period of time (up to one year), when extenuating circumstances warrant. Working with their advisor and the graduate director for their degree program, a student petitioning for an extension must document progress towards their degree and provide a plan for completing their degree requirements during the term of the extension period. In addition, a student must complete the **Extension Request Form**, secure a supporting letter from their primary advisor, and receive approval from the graduate director of the program to which the student was admitted, after which the graduate director is required to forward the petition to the Committee on Graduate Studies, which then will review the request and vote whether to approve. Ordinarily, an extension of the degree time limit may not be renewed.

Upon return from a leave of absence, or approval of an extension request, the Dean of Graduate Studies and Research will send the student a letter confirming the new deadline for the completion of all degree requirements.

In the event a student fails to complete the degree requirements by the stated deadline, the Dean of Graduate Studies and Research will consult with the graduate director of the program to which the student was admitted. Unless the student is otherwise in good standing and has made good progress as measured against the plan the student provided as one of the requirements for a petition to request an extension, the Dean of Graduate Studies and Research will withdraw the student from the program, and notify the student of the action.

The following changes were approved by COGS on April 28, 2016.

#### CONTINUANCE REQUIREMENT

To continue as a full-time graduate student, you will need to meet these minimal requirements.

After Semester	Cumulative Graduate Degree Credits	Cumulative G.P.A.
1	6	2.50
2	12	2.75
3	18	3.00

Only W&M credit will count in determining whether students are meeting Continuance Standards.

- Students whose GPA falls below 3.0 in any semester will be placed on Academic Warning and receive a letter from the Dean of Graduate Studies and Research.

- Students whose academic work falls below the minimum GPA and/or earned credit Continuance Standard will be placed on Academic Probation for the following semester and receive a letter from the Dean of Graduate Studies and Research.
- Students on Academic Probation will not be removed from Academic Probation until they achieve a minimum cumulative GPA of 3.0.
- Students who are on Academic Probation may not receive any Incompletes for coursework during the semester(s) of probation.
- While on Academic Probation, students must earn a 3.0 semester GPA or better and pass at least six graduate credits. Failure to do so will result in Academic Suspension.
- Those suspended for academic deficiencies are not in good standing with the College and are not automatically eligible for readmission. The Office of Graduate Studies and Research will not process an application for readmission from a student who has been suspended unless the student has been reinstated to good standing by the Arts & Sciences Committee on Graduate Studies.
- An Arts & Sciences graduate student may petition the Arts & Sciences Committee on Graduate Studies for an individual exception to the above Continuance Standards. Petition approval is not automatic and is generally given only when circumstances are extraordinary. If the request is related to a physical or mental health condition, the student must first complete a Medical Review Committee petition and submit it to the Office of the Dean of Students. (The Medical Review Committee Petition form is available on the web at <http://www.wm.edu/offices/deanofstudents/topicforms/index.php>.) The Arts & Sciences Committee on Graduate Studies will include the recommendation made by the Medical Review Committee when reviewing an individual exception to the above Continuance Standards.
- Coursework taken elsewhere while not in good standing will not be accepted for transfer at the College.

## **Graduate Center Annual Report 2015**

### **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. Virginia Torczon, Dean of Graduate Studies and Research, Arts & Sciences, along with Chasity Roberts, Assistant to the Dean of Graduate Studies and Research, administer the Center, which resides in Stetson House at 232 Jamestown Road.

In the Fall 2015, Spring 2016 and Summer 2016, four W&M faculty and staff members taught ten Graduate Center courses. The Graduate Center continued to work collaboratively with other W&M offices and schools to expand the scope of activities and events offered in order to enhance the participation of all A&S graduate and professional students, as well as W&M undergraduate students when appropriate.

### **Graduate Center Highlights**

Appendix I provides a listing and summary of participation in Graduate Center activities, events, and courses since fall 2010. Highlights from the spreadsheet include:

- Total course enrollment for the calendar year was 85. The students enrolled were a mix of domestic and international graduate students from A&S, Business, and Education.
- A&S graduate students on the 2016 Graduate Research Symposium Committee and the Graduate Student Association worked with the Office of Graduate Studies and Research and the Graduate Center. The 2016 Graduate Research Symposium was highly productive, with 170 oral and poster presentations and a total of more than 1200 attendees at symposium events. The presenters included 43 graduate students from 17 regional institutions such as Boston University, Clemson, Drexel, Georgetown, and Virginia Commonwealth University. Based on written papers that were submitted by presenters and ranked by a judging panel of A&S faculty and Graduate Studies Advisory Board members, awards totaling \$10,000 were provided to W&M graduate students and visiting student scholars. To recognize the significance of the 15<sup>th</sup> annual GRS, the Interdisciplinary Award for Excellence in Research, was created. The top three papers submitted in the category of W&M Humanities and the top three papers submitted in the category of W&M Natural and Computational Sciences completed for the overall award for Excellence in Research. The Thursday night before the Symposium began, Jorge Cham, creator of PhD Comics, gave a keynote presentation "The Power of Procrastination", followed by a book signing. The following night, the organizing committee showed Cham's movie *The PhD Movie 2: Still in Grad School*. The Graduate Studies Advisory Board was a symposium sponsor in 2016 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 each year of \$1000 each as well as corporate sponsorship for the symposium.
- On October 5, 2015, an audience of approximately 675 undergraduate and graduate students, faculty, and community members attended the popular annual *Raft Debate*, sponsored by the Office of Graduate Studies and Research, the Graduate Center, and the A&S Graduate Student Association. Given the popularity of the event, with the number of those wishing to attend the event in 2013 greatly exceeding the capacity of the Commonwealth Auditorium, in 2014 the *Raft Debate* was moved to Phi Beta Kappa Hall so all those who wished to attend would be able to do so. The *Raft Debate* numbers among the William & Mary Traditions featured on the William & Mary webpage <http://www.wm.edu/about/history/traditions/index.php>.

### **Newsletter**

The Graduate Center's electronic newsletter ***DID YOU KNOW THAT? (DYKT?)*** is distributed by e-mail to A&S graduate students every Monday during the academic year. Each academic year there are approximately thirty issues of ***DYKT?*** Starting in Fall 2008, all editions of ***DYKT?*** have been posted online at <http://www.wm.edu/as/graduate/studentresources/newsletter/index.php>.

March 31, 2014 witnessed the debut of a new electronic version of ***DYKT?*** with condensed entries that include links to Events posted in the also-new [A&S Graduate Studies & Research Events Calendar](#) posted on the Graduate Studies & Research homepage (see <http://www.wm.edu/as/graduate/index.php>), as well as to webpages containing more pertinent information. The revised format, which makes it easier to scan the highlights while still allowing readers to pursue more information regarding the announcements of particular interest, has been met with great enthusiasm.

**A&S Graduate Ombudsperson Report for July 2015-June 2016**

Peter Vishton, Associate Professor, Department of Psychology, vishton@wm.edu

A total of 24 graduate students contacted the ombudsperson for consultation.

A wide range of issues arose over the course of the year, including student-advisor conflicts, progress toward degree completion, student collegial conflicts, negotiating a student leave of absence, and problems with the payroll office.

The time-scale of meetings varied widely. The shortest cases were resolved through a meeting and set of e-mails exchanged within a few days. The longest case required an extensive set of conversations and interactions with two professors, a director of graduate studies, the College legal staff, and the U.S. Office of Civil Rights.

I was able to pursue some outreach activities as well. I participated in a discussion on pedagogy as part of the new student orientation process, with the goal of making my name and face more familiar to students who might have problems during the year. I also visited the Physics Departmental Faculty meeting, and a meeting of Applied Science Graduate students. I will continue to pursue these activities in the future.

All cases have been resolved.

**Committee on Graduate Studies Members, 2015-16**

Virginia Torczon, Chair  
Alan Braddock American Studies  
Martin Gallivan (Fall)/Neil Norman (Spring), Anthropology  
Leah Shaw, Applied Science  
Matthew Wawersik, Biology  
Debbie Bebout, Chemistry  
Gang Zhou, Computer Science  
Rex Kincaid, Computational Operations Research  
Hiroshi Kitamura, History  
David Armstrong, Physics  
Pam Hunt, Psychology  
Elaine McBeth, Public Policy

## **APPENDICES**

**APPENDIX I**

**GRADUATE CENTER PARTICIPATION  
Fall 2011 thru Summer 2016**

<b>Course</b>	<b>F 2011</b>	<b>S 2012</b>	<b>F 2012</b>	<b>S 2013</b>	<b>F 2013</b>	<b>S 2014</b>	<b>F 2014</b>	<b>S 2015</b>	<b>F 2015</b>	<b>S 2016</b>	<b>Summer 2016</b>
GRAD 501 001	13		15		6		14		11		
GRAD 501 002	8		9								
GRAD 503 001		7		10	10	9				9	
GRAD 503 002		14		15						9	
GRAD 505 001	16		15		10	9	5	8	11		
GRAD 505 002								10			
GRAD 520 001		12		16							
GRAD 525	11				14						
GRAD 529											8
GRAD 530 001		4	9	5		12	7	2	10	10	
GRAD 530 002									5	6	
GRAD 550						8				6	
<b>Course Subtotals</b>	<b>48</b>	<b>37</b>	<b>48</b>	<b>46</b>	<b>40</b>	<b>38</b>	<b>26</b>	<b>20</b>	<b>37</b>	<b>40</b>	<b>8</b>
<b>Workshops</b>	<b>F 2011</b>	<b>S 2012</b>	<b>F 2012</b>	<b>S 2013</b>	<b>F 2013</b>	<b>S 2014</b>	<b>F 2014</b>	<b>S 2015</b>	<b>F 2015</b>	<b>S 2016</b>	<b>Summer 2016</b>
Poster Workshop - Research Symposium				16		10					
Presenting Yourself Workshop	8	7		6							
<b>Workshop Subtotals</b>	<b>8</b>	<b>7</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Programs</b>	<b>F 2011</b>	<b>S 2012</b>	<b>F 2012</b>	<b>S 2013</b>	<b>F 2013</b>	<b>S 2014</b>	<b>F 2014</b>	<b>S 2015</b>	<b>F 2015</b>	<b>S 2016</b>	<b>Summer 2016</b>
Conversation Partners	60	39	52		60						
Graduate Research Symposium		1100		1300		1300		1100		1200	
Raft Debate	425		575		575		600		675		
<b>Program Subtotals</b>	<b>485</b>	<b>1139</b>	<b>627</b>	<b>1300</b>	<b>635</b>	<b>1300</b>	<b>600</b>	<b>1100</b>	<b>675</b>	<b>1200</b>	<b>0</b>
<b>Social Events</b>	<b>F 2011</b>	<b>S 2012</b>	<b>F 2012</b>	<b>S 2013</b>	<b>F 2013</b>	<b>S 2014</b>	<b>F 2014</b>	<b>S 2015</b>	<b>F 2015</b>	<b>S 2016</b>	<b>Summer 2016</b>
Meet and Greet	18		18		26						
Int'l Thanksgiving	75		60		75						
CPP Appreciation		9				19					
<b>Social Event Subtotals</b>	<b>93</b>	<b>9</b>	<b>78</b>	<b>0</b>	<b>101</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>634</b>	<b>1192</b>	<b>753</b>	<b>1368</b>	<b>776</b>	<b>1367</b>	<b>626</b>	<b>1120</b>	<b>712</b>	<b>1240</b>	<b>8</b>

**APPENDIX II**

**Applied, Accepted and Enrolled  
Fall 2011 - Fall 2015**

		Applied	Accepted		Enrolled		Avg UG <sup>(1)</sup>	Avg GRE Scores <sup>(2)</sup>		
			Total	Rate	Total	Rate	GPA	Verbal	Math	Writing
American Studies	2011	90	21	23%	7	33%	3.67	600	637	4.56
	2012	75	27	36%	12	44%	3.54	651 / 163	654 / 148	4.50
	2013	53	17	32%	5	29%	3.76	600 / 165	587 / 150	4.91
	2014	59	17	29%	7	41%	3.71	163	150	4.58
	2015	64	11	17%	4	36%	3.86	163	152	5.00
Anthropology	2011	70	14	20%	7	50%	3.47	514	600	4.19
	2012	72	14	19%	5	36%	3.44	520 / 160	690 / 149	4.70
	2013	73	26	36%	13	50%	3.52	570 / 160	640 / 153	4.25
	2014	59	15	25%	5	33%	3.41	161	154	4.83
	2015	39	7	18%	3	43%	3.72	164	157	5.16
Applied Science	2011	38	10	26%	7	70%	3.32	527	724	3.86
	2012	40	18	45%	8	44%	2.99	476 / 146	778 / 157	3.75
	2013	34	8	24%	5	63%	3.30	157	158	4.00
	2014	40	13	33%	7	54%	3.04	154	162	3.12
	2015	29	11	38%	5	45%	3.31	149	155	3.10
Biology	2011	41	11	27%	6	55%	3.52	567	672	4.08
	2012	40	12	30%	10	83%	3.50	497 / 158	587 / 156	4.27
	2013	31	14	45%	8	57%	3.46	158	156	3.61
	2014	65	22	34%	9	43%	3.59	160	154	4.57
	2015	74	11	15%	9	82%	3.66	158	157	4.40
Chemistry	2011	18	7	39%	7	100%	3.11	533	705	3.20
	2012	23	6	26%	4	67%	3.79	470 / 160	790 / 159	4.30
	2013	18	8	44%	6	75%	3.50	156	159	3.83
	2014	19	3	16%	2	67%	3.48	152	161	4.50
	2015	17	6	35%	3	50%	3.64	159	159	4.50
Computer Science <sup>(3)</sup>	2011	120	61	51%	31	51%	3.38	521	751	3.59
	2012	118	70	59%	30	43%	3.35	534 / 156	763 / 161	3.76
	2013	118	72	61%	20	28%	3.32	420 / 155	795 / 153	3.48
	2014	118	64	54%	32	50%	3.47	473 / 155	760 / 162	3.65
	2015	166	60	36%	20	33%	3.50	650 / 154	780 / 164	3.50
History	2011	155	27	17%	17	63%	3.73	641	644	4.76
	2012	152	24	16%	13	54%	3.73	685 / 166	648 / 151	4.73
	2013	129	24	19%	12	50%	3.64	152	152	4.35
	2014	122	19	16%	12	63%	3.74	161	155	4.59
	2015	119	33	28%	12	36%	3.74	165	153	4.88
Physics	2011	125	32	26%	14	44%	3.59	469	763	3.43
	2012	108	41	38%	15	37%	3.50	504 / 159	784 / 161	4.09
	2013	96	45	47%	8	18%	3.65	155	160	3.94
	2014	112	49	44%	16	33%	3.54	153	160	3.68
	2015	122	47	39%	14	30%	3.66	154	163	3.57
Psychology	2011	94	13	14%	9	69%	3.68	594	679	4.78
	2012	133	11	1%	8	73%	3.75	625 / 163	710 / 155	4.78
	2013	96	10	10%	9	90%	3.63	162	159	4.56
	2014	112	9	8%	8	85%	3.60	161	157	4.12
	2015	83	14	17%	10	71%	3.60	158	154	4.45
Public Policy	2011	88	42	48%	22	52%	3.50	607	687	4.55
	2012	98	51	52%	20	39%	3.55	637 / 160	699 / 155	4.58
	2013	86	56	65%	21	38%	3.62	160	149	4.20
	2014	65	37	57%	20	54%	3.60	160	157	4.77
	2015	51	33	65%	18	55%	3.59	161	155	4.72

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

<sup>(2)</sup> Average GRE scores submitted by enrolled students. GRE General Test (tests taken prior to August 1, 2011) scores reported 200–800, in 10-point increments GRE revised General Test (tests taken on or after August 1, 2011) scores reported 130–170, in 1 point increments.

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

**APPENDIX III  
GRADUATE STUDENT ENROLLMENTS<sup>(1)</sup>**

**Fall 2011 to Fall 2015**

Department	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
American Studies	74	75	64	57	56
Anthropology	49	48	44	41	38
Applied Science	36	38	37	36	34
Biology	22	24	24	18	20
Chemistry	13	11	10	8	5
Computer Science <sup>2</sup>	93	97	104	107	119
History	94	79	71	66	72
Physics	66	74	73	86	91
Psychology	17	18	21	19	20
PsyD <sup>3</sup>	1	0	0	0	0
Public Policy	43	43	44	45	41
<b>TOTALS</b>	<b>508</b>	<b>507</b>	<b>492</b>	<b>483</b>	<b>496</b>

Notes:

<sup>1</sup> Totals include full-time, part-time and continuous enrollment registration, including dual degree students in Law, Business and Marine Science (13 dual degree students in 2015).

<sup>2</sup> Includes Computational Operations Research.

<sup>3</sup> Fall 2011-2015 enrollment reflects only students enrolled through W&M and does not include total Virginia Consortium Program in Clinical Psychology count.

**APPENDIX IV  
GRADUATE STUDENT ENROLLMENT BY DEGREE FALL 2015**

Program	MA	MS	MA/PhD	MS/PhD	PhD	MPP	Total
American Studies	5		7		44		56
Anthropology	8		2		28		38
Applied Science				2	32		34
Biology	1	19					20
Chemistry		5					5
Computer Science		15		15	65		95
COR		24					24
History	17		10		45		72
Physics		2		3	86		91
Psychology	20						20
Public Policy (MPP)						41	41

	<b>MA</b>	<b>MS</b>	<b>MA/PhD</b>	<b>MS/PhD</b>	<b>PhD</b>	<b>MPP</b>	
<b>Total Enrollment</b>	<b>51</b>	<b>65</b>	<b>19</b>	<b>20</b>	<b>300</b>	<b>41</b>	<b>496</b>

**APPENDIX V**

**GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS  
(August 2006 – May 2016)**

DEPARTMENT	PROGRAM INITIATED	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	SINCE AUG. 2006
American Studies	1982-MA	4	7	7	6	9	4	6	7	5	3	58
	1988-PhD	5	1	2	5	4	4	7	6	9	5	48
Anthropology	1979-MA	5	5	9	8	5	6	7	8	3	6	62
	2001-PhD	0	1	1	0	0	0	4	7	2	1	16
Applied Science	1970-MA/MS	5	4	2	11	4	3	4	6	2	2	43
	1990-PhD	3	8	6	3	2	2	8	4	6	2	44
Biology	1963-MA/MS	7	11	6	12	6	11	11	8	7	9	88
Chemistry	1964-MA/MS	2	3	5	4	4	7	6	6	8	4	49
Computer Science <sup>1</sup>	1984-MS	16	20	19	11	18	26	15	23	17	17	182
	1986-PhD	3	3	1	9	3	6	7	6	4	12	54
History	1955-MA	9	13	15	13	22	15	14	12	13	7	133
	1967-PhD	7	5	3	3	3	7	3	2	5	4	42
Physics	1959-MA/MS	12	11	11	14	13	9	13	13	5	7	108
	1964-PhD	9	6	8	6	12	6	5	5	7	9	76
PsyD	1978-PsyD	8	10	5	4	0	0	0	0	0	0	27
Psychology	1953-MA	7	6	9	8	4	7	4	8	12	7	72
Public Policy	1991-MPP	20	25	16	25	19	19	20	19	18	20	201
Totals	MA/MS/MPP	87	105	99	112	104	107	100	110	90	82	996
	PhD	27	24	21	26	24	25	34	30	33	33	277
	PsyD	8	10	5	4	0	0	0	0	0	0	27

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