

**Committee on Graduate Studies
Report to the Faculty
July 2016 - June 2017**

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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, in the 2018 *U.S. News & World Report's* rankings for Best Graduate Schools, the History doctoral program tied at 27th in the U.S. compared to 36th in the 2014 ranking (doctoral programs in History are evaluated every four years), and the colonial history program held its spot as third in the nation. *College Magazine* also recently ranked William & Mary the number one school for History buffs, thus demonstrating the value to the undergraduate programs when we have strong graduate programs. 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 FY 2017, faculty members affiliated with any of the eleven A&S graduate programs generated just over 60% of the Facilities & Administrative (F&A) cost recovery in A&S. 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](#) continues, 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 had 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 universities against which our graduate programs compete for top applicants, particularly in the sciences.

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 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 were down for Fall 2016, 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 had 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. By May 2016, 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. 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 and provisions for health insurance subsidies 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. The A&S doctoral programs have reduced the size of their incoming cohorts in order to increase stipends. 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.
- **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 totaling 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 increase needed support for A&S graduate students:

1. In FY 2016, 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 FY 2017 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. 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 they presented for admission. Five graduate students were secured for the Fall 2016 incoming cohort, thanks to this recruitment fellowship: two in American Studies, two in History, and one in Physics. Two of the recipients were strong applicants from populations underrepresented in their disciplines; the offer of a Zable Recruitment Fellowship figured heavily in their decision to accept an offer of admission from W&M.

3. The Dean of Graduate Studies and Research used the discretionary portion of the base budget increase received in FY 2015 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 2016, it was continued in FY 2017 and again proved successful in recruiting strong applicants to the A&S doctoral programs.
4. In May 2014, the Dean of Graduate Studies and Research instituted the Provost Dissertation Fellowship program for doctoral students in American Studies, Anthropology, and History. This initiative was launched in response to the recommendation found in all three 2014 external review reports for American Studies, Anthropology, and History, that the university institute dissertation completion fellowships to address time-to-degree concerns identified by all three external review committees. Starting with the 2016 Provost Dissertation Fellows, selection is competitive with two faculty members from each of the three doctoral programs ranking applicants based on what of their dissertation they have drafted by the time of review, their plan for finishing their dissertation within a year, and the strength of the letter of support they have received from their primary advisor. Each doctoral student receives a one-year fellowship, with no instructional or other obligations; the recipients are to focus solely on the writing of their dissertation. As of June 30, 2017, all but six of the fellows in the 2014, 2015, and 2016 cohorts had graduated. Four of the fellows in the 2016 cohort of eight defended before July 1, 2017 and graduated in August 2017; the remaining four finished in time to graduate in May 2017. All of the eleven fellows in the 2014 cohort have graduated, with the last three finishing in time to graduate in January 2017. Two of the ten fellows in the 2015 cohort are still working on their dissertation, with one anticipated to graduate in January 2018. Given the success of the program, particularly as the OGSR has worked to strengthen both the selection and mentoring processes, what had been a trial initiative has now become a standing program in Graduate Arts & Sciences.
5. 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 and the Director of the Arts & Sciences Graduate Center. With matching funding from external funding agencies, departmental resources, and in-kind contributions from the graduate student applicants, in Spring 2017 a total of eight doctoral students received substantive funding that helped make it possible for them to travel to sites in Canada, Europe, and across the U.S. to pursue their research. Given the success of this program, in Fall 2016 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 2017, a total of eleven A&S doctoral students received substantive funding to make attendance possible at major conferences in the U.S., Canada, and Europe.

Graduate A&S Recruitment

In the Fall of 2016, William & Mary welcomed an impressive group of 110 new A&S graduate students in eleven master's programs and six doctoral programs. The applicant pool totaled almost 800 in 2016. More than 85% of the A&S graduate students entering in Fall 2016 had conducted research projects as undergraduate students, with most receiving awards or Honors for their scholarship. More than a 92% had

contributed to their communities through volunteer service, and 63% had been teachers or mentors to preschoolers through senior citizens. Approximately 23% of the entering A&S graduate students were international students from nine countries.

Graduate Student Research and Conference Travel Funds

In 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 seed 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. In 2016-2017, the OGSR awarded a total of \$4,693 to 16 graduate students in Fall 2016, \$6,000 to 20 graduate students in Spring 2017, and \$7,700 to 22 graduate students for Summer 2017. The maximum award was \$350.

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 \$4,600 for 15 awards in Summer 2016, \$6,100 for 20 awards in Fall 2016, and \$5,100 for 16 awards in Spring 2017.

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 one of the program's top applicants.
- [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 2016-2017, three 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. Strikwerda 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. Four

awards of \$250 were presented at the 2017 Graduate Research Symposium Awards Luncheon to master's students whose papers 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. Four awards of \$250 were presented at the 2017 Graduate Research Symposium Awards Luncheon.
- [Commencement reception for graduates from the A&S graduate programs](#): Established in Spring 2014, this reception, with funding by the GSAB, celebrates graduates, their families, and their faculty during Commencement Weekend. President Reveley, Provost Halleran, Dean Conley and Dean Torczon attended the May 2017 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.

The GSAB ended FY 2017 with 20 community, business, and education leaders as fully participating members, as well as two A&S 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 A&S Graduate Center and the Cohen Career Center to support professional development opportunities for A&S graduate students.

The Graduate Studies Advisory Board met on campus October 16-17, 2016 and again on March 25-26, 2017. The GSAB spring meeting and the Graduate Research Symposium were coordinated to be held on the same weekend. Board participation in symposium events included six board members who served on the judging panel for the awards and ten 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 2016 meeting to discuss their perspectives on the strengths and needs of A&S graduate programs.

COGS Highlights

Members of the Arts & Sciences Committee on Graduate Studies met seven times during Fall 2016 and nine times during Spring 2017; they also approved several time-critical matters in a series of email exchanges in May and June 2017. A summary of highlights from their meetings includes:

- Continuing a discussion that started at the September 9, 2016 COGS meeting, on October 18, 2016, Vice Provost Susan Grover and Associate Provost Susan Bosworth joined COGS members to discuss the previous year's accreditation review by SACSCOC, with a particular focus on undergraduate courses crosslisted with graduate courses. Arts & Sciences has been out of compliance with nationally accepted standards for crosslisting courses between the graduate and undergraduate levels; the national expectation is that such cross listings be restricted to courses at the 400- and 500-levels. Following a year-long discussion by COGS members, effective with the 2017-2018 academic year, A&S will no longer allow any A&S course numbered below 400 to be crosslisted with any A&S graduate course, nor will it allow any A&S course numbered 600 or above to be crosslisted with any A&S undergraduate courses. Further, for those courses crosslisted between the 400- and 500-levels, departments and programs will need to archive a syllabus for both the 400-level and 500-level course,

with the syllabus for the 500-level course clearly detailing what additional work, as appropriate for the discipline, is required to warrant the award of graduate degree credit. Simply stating that there are “additional expectations” or “higher grading standards” is no longer considered sufficient by the accrediting bodies, which expect to see learning outcomes that are appropriate for the graduate level.

- On September 20, 2017, Marjorie Thomas, Dean of Students, visited COGS and introduced Rachel McDonald, the new Director of Care Support Services. Rachel is to handle requests from all students, including A&S graduate students, for medical leaves, medical withdrawals (whether for a semester or for a partial medical withdrawal that allows the student to receive medical treatment while still remaining enrolled), and medical clearances.
- On January 30, 2017, COGS members unanimously approved a proposal to revise the number of, and conditions under which, graduate credits earned at W&M as a [non-degree seeking](#) student may be used to satisfy graduate degree requirements in Arts & Sciences.
- On March 13, 2017, Berni Kenney, Deputy CIO, Information Technology (IT), and Bonnie Fleming, Information Technology Project Manager, met with COGS members to provide an update on the rollout of the new Customer Relationship Management (CRM) system. 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 staff 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 TargetX customization for Graduate Arts & Sciences was scheduled to go live August 1, 2017 for Spring and Fall 2018 admissions. The next piece of the CRM implementation, the Decision Cloud module, which complements the Target X online application and recruiting modules, was scheduled to go live in October 2017. There were several Decision Cloud Demonstration webinars in March 2017, including one held in lieu of the March 27, 2017 COGS meeting, in advance of soliciting specifications for the A&S customization.
- On April 24, 2017, Steve Sechrist, Director of International Students, Scholars, and Programs, met with COGS to discuss the effectiveness of the GRAD courses aimed at non-native English speakers/writers, as part of the Reves Center’s [Intensive English Program](#).

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

- Effective with the applications for Spring 2017 admission, the OGSR now requires international applicants – with some exceptions noted – to use the [International Credential Advantage Package \(ICAP\)](#) provided by [World Education Services](#) to meet the transcript and degree certification requirements for admission and matriculation.
- In September 2016, the OGSR introduced a new requirement that the format of the [Approval page](#) for either a thesis or dissertation must be approved in advance of securing signatures from the members of the candidate’s defense examination committee.
- On October 24, 2016, the Dean of Graduate Studies and Research satisfied the requirement established by COGS at their October 13, 2011 meeting, that a statement be sent, annually, to the faculty members in A&S graduate programs regarding the importance of timely feedback of theses and dissertations.
- At the November 1, 2016 COGS meeting, members approved the request from the OGSR to raise the application fee from \$45 to \$50, effective with applicants for admission in Fall 2018. There had not been an increase in this fee since 2004 (for students entering in Fall 2005), and the fee provides an important source of revenue for the Graduate Student Research and Conference Travel awards. This increase still keeps the application fee below that of fourteen of the fifteen U.S. universities (public and private) studied for comparison; the raise to \$50 would tie the application fee charged by

Texas A&M to applicants for admission in Fall 2017. In addition, members agreed to raise the Continuous Enrollment fee from \$100 per semester to \$150 per semester. There had been no increase in this fee since it was first instituted and it, too, is an important source of revenue for the Graduate Student Research and Conference Travel awards. With the improvement in time-to-degree rates, the income from this source had declined; further, raising the fee signals to those ABD/ABT students taking advantage of it the preference that they complete their degree requirements in a more timely fashion.

- Starting with January 2017 graduates, the [Embargo form](#) required for any A&S graduate student submitting a thesis or dissertation to satisfy degree requirements is due by the posted Required Draft submission deadline of Thesis and Dissertations. In addition, any A&S graduate student requesting an embargo for more than six years (the maximum time period recommended by the American Historical Association), must attend one of the information sessions on embargos and copyright issues held by Swem Library and must provide evidence of their attendance/participation before the Dean of Graduate Studies and Research will approve the extended embargo period.
- Working with the W&M Commencement Committee, in February 2017, the OGSR finalized a new policy regarding participation by Arts & Sciences graduate students in the May Commencement Ceremony effective with May 2018 Commencement. This policy was established in response to a request from members of the Commencement Committee that the information published in the Commencement program be both more accurate and more complete.

Course Approvals and Revised Degree Requirements

AMERICAN STUDIES

The following changes were approved by COGS on February 13, 2017.

COURSE ADDITION:

AMST 715 - Topics in American Studies

Fall and Spring 3 Staff Prerequisite(s): Open only to candidates for advanced degrees. Note: Topics change each semester; see open course list.

These seminars explore specific areas, themes, or critical issues in American Studies. This course may be repeated for credit when topic differs.

DEGREE REQUIREMENT CHANGES:

American Studies, M.A.

Course Requirements

•The remaining credits are earned through formal courses and independent readings, chosen in consultation with students' advisors and designed to reflect the students' interests, and to prepare them for original research and critical engagement with their fields. **At least 4 courses (12 credits) must be taken at the 600 level or above, including AMST 661. AMST 695 does not count toward this total.**

American Studies, Ph.D.

Course Requirements

•Formal courses and independent readings, chosen in consultation with the student's advisor and designed to prepare the student to present Major and Minor Fields for the comprehensive examination. **At least 4 courses (12 credits) must be taken at the 600 level or above, including AMST 661. AMS 795 does not count toward this total.** These courses may include some instances of AMST 790: Directed Research, and twelve credits of AMST 795: Independent Research.

American Studies, Ph.D.

Qualifying Exam Requirement

Candidates take a qualifying exam in one Major and one or more Minor Fields. Major fields encompass established disciplines, such as History or English, and area or interdisciplinary studies, such as African-American Studies, Material Culture, or Women's and Gender Studies. Minor fields may also be devised to suit the students' particular interests. **The total number of examinations is usually four, each with a different examiner. Customarily the major field consists of two or three examinations, and the minor field(s) one or two.**

ANTHROPOLOGY

The following changes were approved by COGS via email vote on June 14, 2017.

COURSE DESCRIPTION AND NAME CHANGES:

ANTH ~~517~~ **545** – ~~Issues in Anthropology~~ **Special Topics in Anthropology**

Fall and Spring (1-3)

Areas of current research interest presented by resident and visiting faculty. *Course may be repeated for credit when topics vary.*

ANTH 617 645 - Special Topics in Anthropology

Fall and Spring (1-3)

Areas of current research interest presented by resident and visiting faculty. *Course may be repeated for credit when topics vary.*

ANTH 517 - Issues in Anthropology

Fall and Spring (1-3)

Students will conduct research in anthropology focused on selected issues and problems such as inequality and justice, the environment, ethnic relations and minorities, war and peace, population, and social changes. *This course may be repeated for credit when topics vary.*

APPLIED SCIENCE

The following changes were approved by COGS on February 13, 2017.

COURSE ADDITION:

APSC 640 - Membrane Proteins: Structure, Function, and Biomedical Research

Fall (3) Cotten Prerequisite(s): Consent of Instructor Note: CHEM 415 (Advanced Biochemistry) or the equivalent is highly recommended.

Biological membranes and their constituents are involved in virtually all processes vital to living organisms, including nutrient uptake, information transfer between the inside and outside of the cell, and the mediation of vital activities such as nerve impulse propagation and hormone signaling. It is therefore not surprising that our modern view of biological cells is profoundly related to the descriptions of their membranes and that membrane-associated receptors, enzymes, and ion channels are prime drug targets. This multi-disciplinary course will cover the interplay between the three-dimensional structures, dynamics, and functions of membrane proteins and lipids, the technical approaches used to characterize their functions and active sites under physiologically-relevant conditions, and the therapeutic potential of targeting membrane proteins to treat a broad range of illnesses, such as neurological disorders, infectious diseases, inflammation, cystic fibrosis, autoimmune disorders, and cancer. Cross-listed with CHEM 640

The following changes were approved by COGS on February 13, 2017.

Applied Science Concentrations

In coordination with their advisor, Applied Science graduate students may choose one of the following research fields to be listed on the final transcript as their concentration area.

Accelerator Science

Applied Mathematics

Applied Mechanics

Applied Robotics

Atmospheric and Environmental Science

Biophysical Chemistry**Biomolecular Engineering**

Computational Geography

Computational Neuroscience**Fusion Energy**

Interface, Thin Film, and Surface Science

Lasers and Optics

Magnetic Resonance

Materials Science & Engineering

Mathematical and Computational Biology

Medical Imaging
Nanotechnology
Neuroscience
Non-Destructive Evaluation
Plasma Dynamics (experimental and computational)
Polymer Chemistry
Remote Sensing
Stochastic Environmental Dynamics
Structural Biology

The following changes were approved by COGS on April 24, 2017.

COURSE DESCRIPTION CHANGES:

APSC 622 - Quantitative Materials Characterization

Fall (4)

This course presents a wide variety of means by which the properties and characteristics of materials can be experimentally determined. These include electrical, optical, acoustic, thermal, spectroscopic, and resonance methods. The objective is to discuss these separate means under the umbrella of fundamentals of interactions of matter with particles and waves. The course will address issues of data acquisition, such as sampling, discretization, and signal processing. Applications of these techniques to research in materials development, synthesis, processing, and in situ manufacturing.

Cross-listed with CHEM 622

APSC 623 - Materials Science of Surfaces and Interfaces

Spring (3) Prerequisite(s): consent of instructor.

Fundamental and applied aspects of metal, inorganic, polymer and other organic surfaces. Solid/solid, solid/liquid and solid/vapor interfaces. Their structure and defects, thermodynamics, reactivity, electronic and mechanical properties. Applications depend on class interests, but have previously included microelectronics, soils, catalysis, colloids, composites, environment sensitive mechanical behavior, UHV single crystal studies, materials durability, batteries and fuel cells, vacuum science and technology, and surface bioactivity. **Cross-listed with CHEM 623**

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Fall (3) Cotten Prerequisite(s): Consent of Instructor Note: CHEM 415 (Advanced Biochemistry) or the equivalent is highly recommended.

Biological membranes and their constituents are involved in virtually all processes vital to living organisms, including nutrient uptake, information transfer between the inside and outside of the cell, and the mediation of vital activities such as nerve impulse propagation and hormone signaling. It is therefore not surprising that our modern view of biological cells is profoundly related to the descriptions of their membranes and that membrane-associated receptors, enzymes, and ion channels are prime drug targets. This multi-disciplinary course will cover the interplay between the three-dimensional structures, dynamics, and functions of membrane proteins and lipids, the technical approaches used to characterize their functions and active sites under physiologically-relevant conditions, and the therapeutic potential of targeting membrane proteins to treat a broad range of illnesses, such as neurological disorders, infectious diseases, inflammation, cystic fibrosis, autoimmune disorders, and cancer. **Cross-listed with CHEM 640**

BIOLOGY

The following changes were approved by COGS on April 24, 2017.

COURSE NAME CHANGES:

BIOL ~~680~~ 504 - Topics in Biology

Fall and Spring (1-4) Staff.

Areas of special current research interest presented by resident and visiting faculty members as opportunity and demand arise. Hours to be arranged. *This course may be repeated for credit.*

BIOL ~~680~~ 549 - ~~Advanced Topics in Biology~~ Sexual Selection

Fall and Spring (1-4) Staff.

Areas of special current research interest presented by resident and visiting faculty members as opportunity and demand arise. (Hours to be arranged.) *This course may be repeated for credit.*

CHEMISTRY

The following changes were approved by COGS on February 13, 2017.

DEGREE REQUIREMENTS:**CHEMISTRY, M.S.**

At least 30 credit hours of coursework selected under the guidance of a research supervisor or other departmental advisor must be taken for graduate credit. Courses are selected from Chemistry or related fields, especially Biology, Applied Science, **Physics** and Marine Science, to complement research and professional interests.

- Undergraduate courses may have to be taken or repeated in areas where adequate preparation appears to be lacking.
- At least twelve semester credits in 600 or higher level courses are required, not including **CHEM 700**.
- **CHEM 650** and **CHEM 651** must be taken.
- A minimum of six credits must be taken in Chemistry, not including **CHEM 685** or **CHEM 700**.
- A minimum of fifteen credits of regular lecture courses approved for graduate credit are required.
- ~~In residence full-time students must register for one credit of **CHEM 685** each semester until Research Graduate status is established. A maximum of two credits for **CHEM 685** may be applied towards minimum degree requirements.~~
- A maximum of ~~three~~ **six** credits for **CHEM 693** may be applied towards minimum degree requirements.
- A maximum of ~~six~~ **one** credits for **CHEM 695** may be applied towards minimum degree requirements.
- A minimum of six credits for **CHEM 700** are required.
- Must receive training in the responsible and ethical conduct of research, including a discussion of fabrication, falsification, and plagiarism, through **CHEM 685** **CHEM 650/CHEM 651** or an approved alternative.

Comprehensive Exam Requirement:

All students must pass a ~~comprehensive oral examination based upon the entire work done for graduate credit after approval of the thesis by an examining committee~~ **series of graduate qualifying examinations covering basic and advanced principles of chemistry. These examinations are administered in the context of CHEM 651 and are usually taken in the student's second semester in residence.**

Presentation Requirement

At least one oral presentation must be given while enrolled in the graduate program prior to the comprehensive oral examination. Options for meeting this requirement include, but are not limited to, a conference presentation, research group meeting presentation or presentations made in a course taken for graduate credit.

DEGREE REQUIREMENTS:**Chemistry, Non-thesis M.A.**

(See general College requirements in 'Graduate Regulations'.)

A candidate for the degree of Master of Arts in Chemistry must acquire 32 credits, including 20-18 credit hours in courses numbered 600 and above, which must include CHEM 650-651, and are otherwise selected under the guidance of a departmental advisor. All of the requirements for the Chemistry M.S. degree must be satisfied except for the Thesis and associated credits for CHEM 695 - Directed Thesis Master's Research and CHEM 700 - Thesis, none of which can be applied to the M.A. degree.

DEGREE REQUIREMENTS:**Chemistry, M.S., Environmental**

(See general College requirements in 'Graduate Regulations'.)

The requirements for the M.S. in Environmental Chemistry are identical to the requirements for the M.S. in Chemistry with the addition of the following specific courses:

- CHEM 509 Instrumental Analysis (3)
- CHEM 604 - Advanced Analytical Chemistry (3)
- MSCI 563 - Environmental Chemistry (3)

COURSE ADDITIONS:

CHEM 650 - Graduate Studies in Chemistry I

Fall/Spring (1) Pike

This course sequence, designed for the first year graduate student, acquaints them with the state of the art in chemical research with a focus on examination of the primary literature and training in oral presentations. Provides training in the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism. Requires attendance at departmental colloquia.

CHEM 651 - Graduate Studies in Chemistry II

Fall/Spring (2) Pike

Prerequisite(s): CHEM 650

Continuation of CHEM 650.

COURSE DESCRIPTION AND NAME CHANGES:

CHEM ~~604~~ 501 - Advanced Physical Chemistry

Fall (3) Wustholz.

Quantum chemistry and molecular spectroscopy.

CHEM ~~602~~ 502 - Advanced Inorganic Chemistry

Spring (3) McNamara.

Principles and applications of symmetry to structure, bonding, and spectroscopy.

CHEM ~~604~~ 504 - Advanced Analytical Chemistry

Spring (3) Poutsma.

Advanced topics in analytical chemistry.

CHEM ~~657~~ 557 - Organic Synthesis

Spring (3) Scheerer.

An advanced treatment of organic synthetic methods which includes examples of natural products preparations.

CHEM ~~658~~ 558 - Organic Spectroscopy

Fall (3) Harbron.

Theory and application of spectroscopic methods to the analysis of organic compounds. Topics include absorption, fluorescence, infrared, and proton and carbon nuclear magnetic resonance spectroscopies with an emphasis on structure elucidation and other practical applications.

CHEM 622 - Quantitative Materials Characterization

Fall (4)

This course presents a wide variety of means by which the properties and characteristics of materials can be experimentally determined. These include electrical, optical, acoustic, thermal, spectroscopic, and resonance methods. The objective is to discuss these separate means under the umbrella of fundamentals of interactions of matter with particles and waves. The course will address issues of data acquisition, such as sampling, discretization, and signal processing. Applications of these techniques to research in materials development, synthesis, processing, and in situ manufacturing.

Cross-listed with APSC 622**CHEM 623 - Materials Science of Surfaces and Interfaces**

Spring (3) Prerequisite(s): consent of instructor.

Fundamental and applied aspects of metal, inorganic, polymer and other organic surfaces. Solid/solid, solid/liquid and solid/vapor interfaces. Their structure and defects, thermodynamics, reactivity, electronic and mechanical properties. Applications depend on class interests, but have previously included microelectronics, soils, catalysis, colloids, composites, environment sensitive mechanical behavior, UHV single crystal studies, materials durability, batteries and fuel cells, vacuum science and technology, and surface bioactivity. **Cross-listed with APSC 623**

CHEM 640 - Membrane Proteins: Structure, Function, and Biomedical Research

Fall (3) Cotten Prerequisite(s): Consent of Instructor Note: CHEM 415 (Advanced Biochemistry) or the equivalent is highly recommended.

Biological membranes and their constituents are involved in virtually all processes vital to living organisms, including nutrient uptake, information transfer between the inside and outside of the cell, and the mediation of vital activities such as nerve impulse propagation and hormone signaling. It is therefore not surprising that our modern view of biological cells is profoundly related to the descriptions of their membranes and that membrane-associated receptors, enzymes, and ion channels are prime drug targets. This multi-disciplinary course will cover the interplay between the three-dimensional structures, dynamics, and functions of membrane proteins and lipids, the technical approaches used to characterize their functions and active sites under physiologically-relevant conditions, and the therapeutic potential of targeting membrane proteins to treat a broad range of illnesses, such as neurological disorders, infectious diseases, inflammation, cystic fibrosis, autoimmune disorders, and cancer. **Cross-listed with APSC 640**

COURSE DELETIONS:**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.

CHEM 514 - Biochemistry

Fall and Spring 3 Coleman, Young.

A study of the molecular basis of living processes, the chemistry of important constituents of living matter, biosynthesis, metabolism, bioenergetics, enzyme kinetics, metabolic control, transport mechanisms.

CHEM 685 - Colloquium

Fall and Spring variable 0-2 Graded Pass/Fail

Each full-time graduate student is required to enroll in this course each semester until classified as a Research Graduate. This course includes training in the responsible and ethical conduct of research, as well as discussions of fabrication, falsification, and plagiarism. No more than 2 credits earned in this course may be applied to the number of credits required to satisfy graduate degree requirements. This course may be repeated.

COMPUTATIONAL OPERATIONS RESEARCH

The following changes were approved by COGS on April 24, 2017.

COURSE DELETION:

MATH 523 - Operations Research: Deterministic Models

Fall 3 Prerequisite(s): Consent of instructor.

An introduction to deterministic Operations Research techniques and applications. Topics include search algorithms, simplex search for linear programs, duality and sensitivity analysis for linear programs, shortest path problems, network models and discrete optimization.

COMPUTER SCIENCE

The following changes were approved by COGS on October 18, 2016.

COURSE DELETIONS:**CSCI 503 - Algorithms**

Spring 3 Prerequisite(s): Data Structures, Discrete Structures.

A systematic study of algorithms and their complexity, including searching, sorting, selecting, and algorithms for graphs. A survey of algorithm design methods, including greedy algorithms, divide-and-conquer, dynamic programming, and backtracking. An introduction to NP-complete problems. No credits earned in this course may be applied to the number of credits required for a graduate degree. Cross-listed with [CSCI 303]

CSCI 504 - Computer Organization

Fall 3 Prerequisite(s): 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]

PHYSICS

The following changes were approved by COGS on April 10, 2017

COURSE ADDITION:

PHYS 581 - Topics in Physics

Fall and Spring (variable) Staff.

Special topics of current interest. This course may be repeated for credit when the instructor determines there will not be a duplication of material.

COURSE DELETION:

PHYS 557 - Careers in Physics

Fall (3) Qazilbash Graded Pass/Fail

Presentations and discussion of a wide spectrum of career options for physics graduates. Invited speakers from private enterprises, the public sector, and nonprofit organizations will describe opportunities and experiences in their professions. This course may be repeated for credit when the instructor determines there will not be duplication of material.

PSYCHOLOGY

The following changes were approved by COGS on April 10, 2017.

Departmental name change from the Department of Psychology to the Department of Psychological Sciences.**Master's degree the department confers changes from M.A. to M.S.**

Students entering the department's master program in Fall 2017 will earn an M.S. degree but students who are continuing in the department's master's program will earn an M.A. The conditions in the catalog for the academic year in which the student was admitted apply, unless COGS approves a petition from the department to allow continuing students to graduate with the new degree designation.

PUBLIC POLICY

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

COURSE ADDITIONS:

PUBP 514 - Topics in Public Policy

Fall and Spring (1-3) Staff. Graded Pass/fail.

Topics change each semester. Please consult Open Course List for the current listing of topics offered. This course may be repeated for 6 credits.

PUBP 613 - Non-Profit Management

Spring (3) Joosse.

An examination of policy environment, funding constraints, and other management issues facing non-profit organizations and their leaders. Theoretical literature as well as case studies will be utilized.

GRADUATE CENTER

The following changes were approved by COGS via email vote on December 14, 2016.

COURSE ADDITION:

GRAD 522 - Practicum in Mentoring Academic Writing

Spring (0 credit) Graded Pass/Fail.

This course is designed to help graduate students learn and put into practice specialized strategies for effectively mentoring academic writing in arts and sciences. Specifically tailored for graduate consultants working at the Graduate Writing Resources Center (GWRC), this course will help students become better mentors and teachers through discussion and implementation of selected pedagogical methodologies.

The following changes were approved by COGS on May 1, 2017.

COURSE ADDITION:

GRAD 540 - Special Topics in Professional Development
(0 credit) Graded Graded Pass/Fail.

This topics course is intended to provide short-term, intensive exposure to specialized skills, knowledge, or training for A&S graduate students in a variety of areas. This professional development course may be offered during the semester, or as a one-week “boot camp” during the summer or winter breaks. Sample topics might include: “Basics of Programming for the Humanities,” “Proposal Writing Bootcamp,” or “Basics of Geospatial Analysis and GIS.”

DEGREE REQUIREMENTS

The following changes were approved by COGS on April 10, 2017.

Degrees of Master of Arts and Master of Science

B. Students not submitting a thesis to satisfy degree requirements

Students **not** submitting a thesis must successfully complete 32 semester hours of graduate credit, subject to the following requirements.

- Semester credit earned for 566, 666, **685**, 695, 700, 766, 795, and 800 may not be used to satisfy this requirement.

C. Students submitting a thesis to satisfy degree requirements

Students submitting a thesis must successfully complete 30 semester hours of graduate credit, subject to the following requirements.

- Semester credit earned for 566, 666, **685**, 694, 766, and 800 may not be used to satisfy this requirement.

Graduate Center Annual Report 2016

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. Sarah Glosson, Director of the Arts & Sciences Graduate Center administers the Center, which resides in Stetson House at 232 Jamestown Road. The Director took on this newly reformed role in late August 2016.

In Fall 2016, Spring 2017 and Summer 2017, 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 selected Graduate Center activities, events, and courses since Fall 2012.

- **GRAD Courses:** Total course enrollment for the calendar year was 84. The students enrolled were a mix of domestic and international graduate students from A&S, Business, and Education. The new director of the Graduate Center began a process of reviewing and updating the GRAD course curriculum to better address current needs of A&S graduate students. This process will be ongoing. The syllabus and structure of Academic Writing (520) was revised. Three new courses were added: Dissertation Writing Workshop (529), Practicum in Mentoring Academic Writing (522), and a Topics course, offered for the first time as Computing for the Humanities (540), which took the form of a programming boot camp. Increasingly, in order to better fit students' schedules and research demands, some of these courses have been offered as one-week "boot camps" rather than as 10-week courses.
- **3MT:** In March 2017, the Graduate Center offered the first Three Minute Thesis Competition hosted by Arts & Sciences, and following in the success of the 3MT events hosted by VIMS. The OGSR sponsored \$500 in prizes. Eleven students competed before an audience of 50 and a panel of three judges. Raffle prizes for the audience and other supplies for the event were sponsored by the GSAB. The event was held in Commonwealth Auditorium.
- **Graduate Writing Resources Center:** In recent years, the Writing Resources Center, staffed by undergraduate writing consultants, has seen sharp increase in appointments requested by graduate students. To meet this growing need, the Graduate Center partnered with the Writing Resources Center and WRC director Sharon Zuber to pilot a Graduate Writing Resources Center (GWRC) in Spring 2017. Four A&S graduate students were hired and trained in peer writing consultation at the graduate level. These graduate consultants also participated in ongoing professional development in the form of GRAD 522, Practicum in Mentoring Academic Writing.
- **Professional Development Workshops:** In partnership with W&M Libraries, the Cohen Career Center, and the Reves Center, the Graduate Center offered/supported fourteen workshops and panels on a variety of topics including Academic Writing, Oral Presentation Skills, Writing a CV, Job Market Tips, Digital Identities Roundtable, Alt-Ac careers, Grant and Fellowship Writing, and more. Attendance across all workshops totaled roughly 198 attendees.

Other Activities Sponsored by the Office of Graduate Studies and Research

- **Graduate Research Symposium:** A&S graduate students on the 2017 Graduate Research Symposium Committee and the Graduate Student Association worked with the Office of Graduate Studies and Research and the Graduate Center. The 2017 Graduate Research Symposium was highly productive, with 150 oral and poster presentations and a total of more than 1100 attendees at symposium events. The presenters included 34 graduate students from 11 institutions, including Clemson, George Mason, Harvard, Stanford, Univ. of Connecticut, Univ. of Miami, Univ. of North Carolina, and Virginia Commonwealth University. Based on papers 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 15th 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. In 2017, there was a tie for first place and two Interdisciplinary Awards were given. The Graduate Studies Advisory Board was a symposium sponsor in 2017 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 \$1,000, each, as well as corporate sponsorship for the symposium.

- **Raft Debate:** On October 3, 2016, 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 favorite 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 email 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 [A&S Graduate Studies & Research Events Calendar](#) posted on the Graduate Studies & Research homepage (see <http://www.wm.edu/as/graduate/index.php>) that debuted the same year, 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 2016 - June 2017

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

A total of 23 graduate students contacted the ombudsperson for consultation.

A wide range of issues arose over the course of the year, including student-advisor conflicts over timing of feedback and progress toward degree completion, student collegial conflicts, 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 and a director of graduate studies. In one case, I interacted with the Office of University Council as I gave a phone interview regarding a student complaint to the US Department of Education Office for Civil Rights (OCR).

I presented a discussion of "pedagogical pitfalls" with incoming graduate students at the graduate school orientation. In part this was to discuss the role of graduate students as teachers, but primarily the aim was to increase students' familiarity with the Ombudsperson and the process of addressing potential grievances.

I participated in meetings of the Committee on Graduate Studies as well, with the goal of maintaining close contact with the many graduate studies programs.

All cases have been resolved.

Committee on Graduate Studies Members, 2016-17

Virginia Torczon, Chair
Francesca Sawaya, American Studies
Neil Norman, Anthropology
Michael Kelley, Applied Science
Matthias Leu, Biology
Robert Pike, Chemistry
Gang Zhou, Computer Science [Fall 2016]
Denys Poshyvanyk, Computer Science [Spring 2017]
Rex Kincaid, Computational Operations Research
Hiroshi Kitamura, History
David Armstrong, Physics
Danielle Dallaire, Psychology
Elaine McBeth, Public Policy

APPENDICES

APPENDIX I

**GRADUATE CENTER PARTICIPATION
Fall 2012 - Summer 2017**

Course	F 2012	S 2013	F 2013	S 2014	F 2014	S 2015	F 2015	S 2016	Summer 2016	F 2016	S 2017	Summer 2017
GRAD 501 001	15		6		14		11			11		
GRAD 501 002	9											
GRAD 503 001		10	10	9							7	
GRAD 503 002		15							9			
GRAD 505 001	15		10	9	5	8	11			12	9	
GRAD 505 002						10						
GRAD 520 001		16									8	
GRAD 522											4	
GRAD 525			14									
GRAD 529									8			8
GRAD 530 001	9	5		12	7	2	10	10		8	8	
GRAD 530 002							5	6				
GRAD 540												9
GRAD 550				8				6				
Course Subtotals	48	46	40	38	26	20	37	40	8	31	36	17
Workshops	F 2012	S 2013	F 2013	S 2014	F 2014	S 2015	F 2015	S 2016	Summer 2016	F 2016	S 2017	Summer 2017
Poster Workshop - Research Symposium		16		10							7	
Oral Presentation Skills Workshop - Symposium		6									2	
Academic Writing in the US										11		
CV for the Humanities										29		
Job Market for the Humanities										12		
Prep for Provost Dissertation Fellowship Application										12		
CV for the Sciences										8		
History Careers										21		
Alt-Ac-Careers										16		
ETD/Copyright/Embargo										11	2	
Digital Identity Roundtable											16	
Oral Presentation Skills for Computer Science											35	
Grants and Fellowship Applications - Humanities											21	
Workshop Subtotals	0	22	0	10	0	0	0	0	0	120	83	0
Programs	F 2012	S 2013	F 2013	S 2014	F 2014	S 2015	F 2015	S 2016	Summer 2016	F 2016	S 2017	Summer 2017
Conversation Partners	52		60									
Graduate Research Symposium		1300		1300		1100		1200			1100	
Raft Debate	575		575		600		675			675		
Program Subtotals	627	1300	635	1300	600	1100	675	1200	0	675	1100	0
GRAND TOTAL	675	1368	675	1348	626	1120	712	1240	8	706	1219	17

APPENDIX II
APPLIED, ACCEPTED and ENROLLED
Fall 2012 - Fall 2016

		Applied	Accepted		Enrolled		Avg UG ⁽¹⁾	Avg GRE Scores ⁽²⁾		
			Total	Rate	Total	Rate	GPA	Verbal	Math	Writing
American Studies	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
	2016	52	17	33%	8	47%	3.67	161	153	4.63
Anthropology	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
	2016	47	9	19%	5	55%	3.76	152	156	3.75
Applied Science	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
	2016	37	8	22%	6	75%	3.24	154	163	4.00
Biology	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
	2016	67	13	19%	8	62%	3.49	159	156	4.62
Chemistry	2011	23	6	26%	4	67%	3.79	470 / 160	790 / 159	4.30
	2012	18	8	44%	6	75%	3.50	156	159	3.83
	2013	19	3	16%	2	67%	3.48	152	161	4.50
	2014	17	6	35%	3	50%	3.64	159	159	4.50
	2016	18	7	39%	6	86%	3.68	162	147	4.58
Computer Science ⁽³⁾	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
	2016	141	76	54%	33	43%	3.35	153	165	3.68
History	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
	2016	107	26	24%	18	69%	3.79	166	152	4.88
Physics	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
	2016	101	22	22%	6	27%	3.65	157	162	3.33
Psychology	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
	2016	107	9	8%	8	89%	3.64	160	154	4.25
Public Policy	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
	2016	62	43	69%	19	44%	3.63	160	155	4.50

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

⁽²⁾ 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.

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

APPENDIX III

GRADUATE STUDENT ENROLLMENTS ⁽¹⁾ Fall 2012 - Fall 2016

Department	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
American Studies	75	64	57	56	45
Anthropology	48	44	41	38	38
Applied Science	38	37	36	34	34
Biology	24	24	18	20	17
Chemistry	11	10	8	5	9
Computer Science ²	97	104	107	119	107
History	79	71	66	72	55
Physics	74	73	86	91	80
Psychology	18	21	19	20	20
Public Policy	43	44	45	41	39
TOTALS	507	492	483	496	444

Notes:

¹ Totals include full-time, part-time and continuous enrollment registration, including (5) dual degree students in Law, Business and Marine Science in 2016.

² Includes Computational Operations Research.

APPENDIX IV

GRADUATE STUDENT ENROLLMENT BY DEGREE - FALL 2016

Program	MA	MS	MA/PhD	MS/PhD	PhD	MPP	Total
American Studies	6		5		34		45
Anthropology	6		4		28		38
Applied Science					34		34
Biology		17					17
Chemistry		9					9
Computer Science		17		6	60		83
COR		24					24
History	11		7		37		55
Physics				2	78		80
Psychology	20						20
Public Policy (MPP)						39	39

	MA	MS	MA/PhD	MS/PhD	PhD	MPP	
Total Enrollment	43	67	16	8	271	39	444

APPENDIX V
GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS
(August 2007 – May 2017)

DEPARTMENT	PROGRAM INITIATED	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	SINCE AUG. 2007
American Studies	1982-MA	7	7	6	9	4	6	7	5	3	3	57
	1988-PhD	1	2	5	4	4	7	6	9	5	11	54
Anthropology	1979-MA	5	9	8	5	6	7	8	3	6	5	62
	2001-PhD	1	1	0	0	0	4	7	2	1	5	21
Applied Science	1970-MA/MS	4	2	11	4	3	4	6	2	2	0	38
	1990-PhD	8	6	3	2	2	8	4	6	2	5	46
Biology	1963-MA/MS	11	6	12	6	11	11	8	7	9	9	90
Chemistry	1964-MA/MS	3	5	4	4	7	6	6	8	4	4	51
Computer Science ¹	1984-MS	20	19	11	18	26	15	23	17	17	30	196
	1986-PhD	3	1	9	3	6	7	6	4	12	8	59
History	1955-MA	13	15	13	22	15	14	12	13	7	16	140
	1967-PhD	5	3	3	3	7	3	2	5	4	9	44
Physics	1959-MA/MS	11	11	14	13	9	13	13	5	7	18	114
	1964-PhD	6	8	6	12	6	5	5	7	9	16	80
PsyD	1978-PsyD	10	5	4	0	0	0	0	0	0	0	19
Psychology	1953-MA	6	9	8	4	7	4	8	12	7	8	73
Public Policy	1991-MPP	25	16	25	19	19	20	19	18	20	18	199
Totals	MA/MS/MPP	105	99	112	104	107	100	110	90	82	111	1020
	PhD	24	21	26	24	25	34	30	33	33	54	304
	PsyD	10	5	4	0	0	0	0	0	0	0	19

¹Includes Computational Operations Research.