

**Committee on Graduate Studies  
Report to the Faculty  
July 2020 - June 2021**

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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 (A&S) are integral to the mission of William & Mary (W&M). 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 and sciences college, W&M awards A&S graduate degrees that are essential for leadership positions across a broad spectrum of careers. In Arts & Sciences we have eleven selective graduate programs that are often recognized as being among the most academically rigorous in the nation. For example, in the 2021 *U.S. News & World Report's* rankings for Best Graduate Schools in the Social Sciences, the History doctoral program tied at 26<sup>th</sup> in the U.S. compared to 27<sup>th</sup> in the 2018 rankings and 36<sup>th</sup> in the 2014 ranking. In 2021, the U.S. colonial history program rose to first in the U.S., up from its longstanding spot as third in the nation, with Harvard and Yale tied for second. In the 2018 *U.S. News & World Report's* rankings for Best Graduate Schools in the Sciences, the Computer Science doctoral program rose to 68<sup>th</sup> in a seven-way tie for that spot that includes George Mason University, Syracuse University, and University of Delaware, among other institutions. The

Physics doctoral program ranked 71<sup>st</sup>, in a twelve-way tie that includes Boston College, Emory University, and University of Delaware, among other institutions. Our master's programs in Psychological Sciences, Chemistry, and Biology are among the strongest research-focused terminal 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 and sciences university* is just as much tied to graduate excellence as it is to our reputation as an undergraduate liberal arts and sciences 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 eleven A&S departments and programs with both graduate and undergraduate programs awarded over 35% of the undergraduate A&S degrees in 2020-2021, 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 Education](#)'s list of Research Universities with higher research activity (RU/H). In addition, in FY 2021, faculty members affiliated with any of the eleven A&S graduate programs generated almost 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 scholarly, 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 and those central to the COLL curriculum.

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

The disruptive effects of the COVID-19 pandemic continued through 2020-2021. For those pursuing degrees that require the submission of a dissertation or thesis, the impacts on their graduate careers in A&S are likely to be felt for years to come. Critical archives, laboratories, libraries, and collections remained closed into Spring 2021. When they did start to reopen, often it was at reduced capacity in response to public health recommendations, thus making it difficult to schedule appointments to make use of the facility of interest. Travel – particularly to sites outside of the U.S. – remained impossible through June 2021. Further, institutions that had previously offered small travel awards to offset travel costs for scholars making use of their collections suffered financial challenges of their own, and thus suspended these awards that were so critical financially to young scholars. All predictions indicate these challenges will persist into 2021-2022.

To place this concern in context, of the roughly 350 students pursuing graduate degrees in A&S, two-thirds were admitted to pursue a doctorate and thus must submit a dissertation that is based on original research that constitutes a significant contribution to scholarly knowledge. The majority of the terminal master's students in A&S (with the exception of roughly thirty students pursuing professional degrees in either Computational Operations Research or Public Policy) must submit a thesis that presents work that is based on original research

that constitutes a contribution to scholarly knowledge. Thus, the overwhelming majority of A&S graduate students must engage with the world in order to conduct original research. For young scholars in applied science, biology, chemistry, computer science, physics, and psychological sciences, it can mean conducting experiments in scientific labs on campus and off (e.g., Jefferson Lab, Fermilab, etc.). For those whose experiments involve working directly with human subjects in disciplines such as American studies, computer science, history, or psychological sciences, permission to engage in direct contact was suspended with deleterious consequences for their research. For those who conduct fieldwork in historical archaeology, biology, or history, access to field sites has been restricted due to travel bans. And for those in American studies, historical archaeology, and history whose scholarship relies in critical ways on access to archival materials in libraries, historical societies, public history sites, etc., the closure of these sites means those research activities have been placed on hold.

This coming year, and most likely the year that follows, will be critical for these young scholars as we work on ways to help them safely reengage in their research activities, and we must do so in a way that does not preference some forms of scholarship over others. We will need to be more lenient with regard to formal time-to-degree deadlines, and the Office of Graduate Studies and Research (OGSR) and faculty in the individual graduate programs have had to be creative in identifying ways to fund these young scholars for terms longer than has been standard given the significant amount of critical research time they lost due to the disruptions caused by COVID-19.

There were some bright spots this past year in the face of this set of challenges. Senior graduate students who were close to finishing resolutely faced the many closures and worked with their advisors to reshape their dissertation or thesis to remain on track to graduate in a timely fashion. While the end result was perhaps not as richly detailed as they might have hoped, advisors (and their defense examination committee members) assured us that these were fine pieces of scholarship that merited the award of a graduate degree from Arts & Sciences. The A&S Graduate Studies Advisory Board took the extraordinary step of creating a \$25K research fund to provide both small seed grants to graduate students in all the graduate research programs, while also providing substantive competitive research awards to doctoral students in American Studies, Anthropology, and History when they were finally able to secure access to the sites they needed to visit. Finally, all research graduate students whose funding ended in Summer 2021, but whose progress had been severely hampered by the pandemic disruptions, received full financial support for 2021-2022 thanks to a close collaboration between the departments and programs and the OGSR. This was achieved without suspending admissions to any of the eleven A&S graduate programs, though several elected to reduce (slightly) the size of their incoming cohort to ensure adequate support for all their continuing graduate students. We expect all three measures to be ongoing for 2021-2022.

The year of primarily remote operations also had a detrimental effect on the mental health and social well-being of graduate students – particularly those who matriculated in Fall 2020. The majority of the Fall 2020 entering cohort started their graduate career at W&M knowing no one, frequently living in total isolation without a roommate or roommates or family, while being separated from their families and the other social structures they had previously known. Many reported a considerable toll on the mental health across the entire A&S graduate student population, and students missed the sense of community and camaraderie that is a hallmark of any W&M degree program.

Against this grim backdrop created by an international public health crisis, a phenomenal development occurred: In June 2021, Provost Peggy Agouris and Chief Operating Officer Amy Sebring authorized piloting a program to subsidize the W&M student health insurance premium for eligible students earning a degree that requires submitting either a dissertation or thesis. The launch of this pilot program realizes a long-term goal to remediate health insurance cost increases for A&S graduate students to preserve the value of current financial aid packages for enrolled graduate students (retention) and remain competitive among peer institutions in attracting future graduate students (recruitment). Doctoral students typically require 5-8 years for degree completion. Remediating increased premium costs for W&M-mandated health insurance preserves the value of graduate students' financial packages, reduces disproportionate hardship for our most economically fragile students, and

improves retention. Also, we remain competitive among peer institutions in recruiting highly qualified and diverse candidates, achieving the climate of excellence and inclusion we strive to attain across Arts & Sciences.

Anecdotally, most of the universities against whom we compete do. Thus, for many years Applied Science and Physics have subsidized 100% of the health insurance premium for their new students serving as Graduate Assistants using either overhead recovery from external grants and contracts or private money to be competitive. For the other graduate programs in Arts & Sciences, when top applicants declined an offer of admission from W&M, they commonly reported that the institution where they will matriculate instead offered them a financial package that includes a subsidy for the university's student health insurance premium. Within the Commonwealth of Virginia, George Mason University, Old Dominion University, University of Virginia, and Virginia Tech all either cover or supplement the cost of their university's student health insurance premium.

The news that a pilot subsidy program would be launched for Fall 2021 was greeted with excitement, enthusiasm, and relief across Graduate Arts & Sciences. For graduate students who rely on the W&M student health insurance plan, the positive financial impact of the subsidy will be significant. Allaying the stress of making significant insurance premium payments at the start of each semester will reduce anxiety and allow students to remain focused instead on their scholarship. Continuing students, faculty, and staff in the graduate research programs report that this pilot program will significantly bolster their recruiting efforts. For Applied Science and Physics, freeing up overhead recovery and private funds allows these programs to pursue other strategic initiatives such as departmentally-funded recruitment fellowships to attract women and underrepresented minorities to their doctoral programs.

The challenge of rebuilding the Graduate Arts & Sciences community still remains. At the last COGS meeting of the 2020-2021 academic year, Dean Torczon charged members to consider ways to reengage with their students and their faculty colleagues when the campus reopens in Fall 2021. She issued the same charge to the incoming leadership of the A&S Graduate Student Association. We wait to see what the coming year will bring with hope that the public health situation improves sufficiently to allow the return of in-person classes and in-person scholarly and social events.

Another challenge that surfaced under pandemic was that of visa issues and travel restrictions placed on international students, particularly those from the People's Republic of China (PRC). Many of the international students recruited during Spring 2020 for the Fall 2020 entering cohort could not secure U.S. visas in advance of the first day of classes for Fall 2020 unless they were already in the U.S. finishing up a bachelor's or master's degree at another U.S. institution. Travel restrictions imposed by either the U.S. or their home countries further hampered our efforts to get them on campus in time for the start of Fall 2020 classes. In the face of these challenges, many of the international applicants who were admitted to an A&S graduate program elected to defer their term of admission to either Spring 2021 or Fall 2021. The rest were applicants who had been admitted to graduate programs in the Department of Computer Science. The department persuaded these students to embark upon their graduate career at W&M remotely. With only one exception, all the department's graduate courses for Fall 2020 and Spring 2021 were offered remotely, and were rescheduled to start early in the morning to accommodate the 12-hour time difference between Williamsburg and the PRC. Graduate Arts & Sciences is particularly grateful to the English as a Second Language (ESL) instructors in the Reves Center who, upon their own initiative, rescheduled their Fall 2020 ESL courses for A&S graduate students to Thursday nights and Saturday mornings to accommodate these same students in an effort to ensure that they acquired the language skills they needed for a successful start to their careers at graduate students at W&M.

The other perennial challenge for Graduate Arts & Sciences remains recruiting a talented and diverse student population to the A&S graduate programs. Accommodations were made to facilitate the recruitment process under pandemic. The requirement that all applicants submit GRE General Test scores was suspended; Physics also suspended their requirement that all applicants submit the GRE Subject Test score in Physics. In addition, Physics covered the application fee for all the applicants to their doctoral program who submitted a complete application. Following the lead of the Virginia Institute of Marine Science, the OGSR also instituted the following new application fee waiver:

**Minority Serving Institutions (MSIs):** Applicants who have earned or are in the process of earning an undergraduate or graduate degree from a MSI may qualify for an application fee waiver. Have your official transcript sent directly to the Office of Graduate Studies and Research for verification of eligibility.

Minority Serving Institution (MSI) is a broad classification of U.S. higher education institutions that includes Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Pacific Islander Serving Institutions (AAPISIs). The [Center for MSIs at Rutgers University maintains a current list](#) of institutions classified in this way.

While difficult to track the impact of these multiple accommodations, the Spring 2021 recruiting season for the Fall 2021 entering cohort went well for the A&S graduate programs. At the May 13, 2021 meeting of the A&S Committee on Graduate Studies, the eleven A&S graduate directors reported on the results of their recruiting efforts for Fall 2020 admissions.

American Studies, Anthropology, and History all reported successful recruiting seasons. American Studies recruited five (one, part-time) of their top seven applicants to the doctoral program, as well as three of their top seven applicants to the terminal master's program. They were particularly impressed with the diversity of their applicant pool for Fall 2021 admissions, a diversity that is now reflected in their incoming cohort. Of their eight new students, four come from underrepresented racial communities. Anthropology recruited all three of their top candidates to their doctoral program, and six (one, part-time) of their top eight applicants to the terminal master's program. They, too, had a large (almost double their typical size), competitive, and diverse applicant pool; two of the three doctoral students in their entering cohort come from underrepresented racial communities, one as a National Science Foundation Graduate Research Fellow and the other with a Fulbright award. History secured six of their top twelve external applicants to the doctoral program; they lost candidates to Northwestern, Princeton, and Tulane. Their applicant pool was sufficiently strong that the three entering students drawn from the wait list were as strong as those to whom initial offers were made. The pool of applicants to the terminal master's program was the strongest the department has seen. Seven of the nineteen students who were recommended for admission to the terminal master's program accepted. The Kelso and Zable Recruitment Fellowships helped secure top applicants to all three doctoral programs. All noted that it was an unusual recruitment season, with large and strong applicant pools. One conjecture is that the fact that some universities had elected to suspend admissions to their doctoral programs in the humanistic social sciences for Fall 2021 may have contributed to the success of their recruiting season.

The doctoral programs in the sciences also enjoyed a strong recruitment season, though there were certainly challenges. In particular, their usual recruitment mechanisms – talks at conferences or in departments at other academic institutions – was severely limited, and in most cases they were unable to bring their top candidates to campus for an in-person visit. Still, Applied Science secured six of their eight top candidates for 2021, with one matriculating in Spring 2021. Computer Science exceeded its recruitment target for the doctoral program despite the pandemic and enjoyed an exceptionally strong applicant pool. The department secured 13 of their 16 top applicants. Computer Science was fortunate that its Zable nominee accepted their recommendation for admission. The Zable fellowship was cited by the applicant as one of the major factors for accepting the offer. In addition, eight applicants accepted offers of admission to the department's terminal master's program, and one deferred admission to Fall 2022. Physics filled their incoming cohort of ten. During the recruitment season they lost applicants to MIT, Case Western, TU-Delft, Colorado-Boulder, Yale, Michigan State, Connecticut, Duke, Alabama, and California-Riverside. Students who reported accepting competing offers cited Teaching/Research Assistant stipends in the \$30K range. The highest competing offer reported by a candidate was \$36K from the University of Alabama. In this recruiting environment, Physics sees a need for larger stipend and fellowship offers to be competitive, especially for female candidates.

Biology, Chemistry, and Psychological Sciences reported successful recruiting seasons. All three research master's programs were able to fill their entering cohort, though Biology reduced their initial target size by two to preserve financial support for three second-year students whose research had been severely hampered by the COVID-19 shutdowns, and Psychological Sciences reduced their initial target size by one to add financial support for the second summer of their Fall 2020 entering cohort. Biology had a strong recruitment year with a total of 44 completed applications. They secured seven of their top ten candidates.

Chemistry also had a strong recruitment season, securing five of their top seven candidates, with two declining recommendations for admission to attend graduate programs at George Mason University and The Courtauld Institute of Art, a self-governing college at the University of London. Psychological Sciences also had a strong recruitment year with 99 submitted applications. They secured eight of their top ten applicants, with two declining recommendations of admission, one to attend a doctoral program and the other to accept a research assistantship rather than a teaching assistantship. Of note this year is that across the three terminal research master's programs only two of the twenty students matriculating in Fall 2021 earned their bachelor's degree at William & Mary. The rest earned bachelor's degrees at colleges and universities across the country (e.g., UC Davis, UC San Diego, Penn State, Oberlin, University of Iowa, Washington & Lee, Wake Forest, Williams, Cornell, etc.).

Computational Operations Research reported that their total number of applications for Fall 2021 was similar to previous years. What was unusual was that 12 of the 15 students recommended for admission accepted the offer, which is much higher than the acceptance rate they typically see. Three military officers applied to the program (none applied for Fall 2020). Of those three, one accepted the offer of admission from W&M, one elected to attend the Naval Postgraduate School instead, and the third selected an institution based on its proximity to the candidate's family. Seven of the twelve matriculating in Fall 2021 are international students; all but one completed their undergraduate education in the United States.

For Fall 2021, Provost Agouris reopened admissions to the Master of Public Policy program. The decision to reopen admissions was late in the recruitment season, thus hampering the programs usual recruitment efforts. Nevertheless, 12 students accepted offers of admission to the MPP or one of its combined degree programs, and the program resumed filling its pipeline of BA/MPP students.

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 aid packages. These include not only higher stipends, but also health insurance subsidies equivalent to 100% of the premium for an individual, as well as research allowances. The limited number of recruitment fellowships we are able to offer can help ameliorate the differences, but do not always overcome them.

Provisions for student health insurance subsidies remain critical. While pleased that we are piloting a program in 2021-2022 to subsidize at the gross rate of 65% of the premium for an individual, that percentage is low compared to the majority of our peers within the state (George Mason and UVA subsidize at a gross rate of 100%, Virginia Tech at a gross rate of 88%, VCU at a gross rate of 70% effective Spring 2022, and ODU at a gross rate of 51%). The majority of universities against whom we compete subsidize at a gross rate of 100%. Continuing to review and raise the rate of coverage for eligible A&S graduate students remains a top priority for the following reasons:

- **Diversity:** Members of groups traditionally under-represented in academia are those most likely to struggle with the increasingly onerous premium for the mandatory (unless eligible for a waiver) university student health insurance policy. They are most likely to come from families that do not have health insurance coverage or are older, returning students who are not eligible for coverage under the plans of their parents. Some have partners or spouses, but many of their partners or spouses do not have health insurance coverage either. Students with families, particularly international students, are particularly hard hit. The base premium of \$2,539 in 2021-2022 is a 65% increase over the base premium of \$1,541 in 2013-2014. Depending on the discipline, the mandatory premium is between 9.4% and 13.6% percent of an A&S graduate student's *pre-tax* stipend and summer research fellowship package. The pilot subsidy of \$1,651, *pre-tax*, considerably reduces this range, depending on what the student nets after taxes are withheld. Yet there is room for further improvement to ameliorate both the total amount of the premium owed, and the unpredictable year-to-year fluctuations.
- **Competitiveness:** In previous years, the Office of Graduate Studies and Research has used a series of base budget increases to institute stipend increases for doctoral students. However, 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. Given that candidates from groups traditionally under-represented in academia are those most likely to receive generous financial aid offers from other universities, graduate program 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. They reach – and teach – hundreds and hundreds of undergraduates per semester in discussions sections such as AMST 202D, AMST 210D, AMST 211D, and HIST 192D; in lab sections such as BIOL 203L and BIOL 204L, CHEM 103L and CHEM 206L, CSCI 140L and CSCI 141L, PHYS 101L, PHYS 102L, PHYS 107L, PHYS 108L, and PSYC 410L-422L; and in courses such as AMST 290, AMST 490, CSCI 140, CSCI 141, CSCI 243, GSWS 205, HIST 121, HIST 211, HIST 212, and HIST 414. They also tutor hundreds of undergraduates in ANTH 200, ANTH 201, ANTH 202, ANTH 203, MATH 111, and MATH 112 (Calculus I & II) as well as the dozens of undergraduates who make full use of the History Writing Resource Center. In addition, A&S graduate student mentors contribute to the success of undergraduate research in a number of disciplines and through their roles as assistants and advisors in the Sharpe Community Scholars Program, the Lemon Project, and the joint degree program with St. Andrews University. It would be challenging for A&S to deliver the undergraduate curriculum and undergraduate research experiences without the invaluable support provided by A&S Graduate Assistants.
- **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. With the approval of Provost Agouris and Chief Operating Officer Sebring, and the support of President Rowe and Dean Donoghue Velleca, in FY 2022 the OGSR will provide funding as outlined above to reduce out-of-pocket costs for the upcoming year for those eligible students who participate in the W&M student health insurance plan. The Dean of Graduate Studies and Research has petitioned to continue this pilot in FY 2023 and to increase the gross rate to 75% of the student health insurance premium for an individual, thus bringing the W&M subsidy for graduate students more in line with those offered by the universities against whom we compete during recruitment to the A&S graduate programs.
2. In Fall 2014, the Provost used his discretionary authority to establish the [Walter J. Zable Graduate 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 help cover the recipients' research expenses during each of 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 2021 incoming cohort, thanks to this recruitment fellowship: one in American Studies, two in Anthropology, one in Computer Science, and one in History
3. In 2015, the Dean of Graduate Studies and Research secured the approval of the members of the GSAB to use their expendable account to establish the A&S Graduate Studies Advisory Board Recruitment Fellowships to help recruit top applicants to the terminal master's programs in Biology, Chemistry, Computational Operations Research, and Psychological Sciences. One fellowship is granted to each of these terminal master's programs (only) to use at their discretion when recruiting. Fellows receive a supplementary stipend of \$2,000 per year for the recipient's first two years in the master's program. Given the success of this fellowship, it was continued in FY 2021 and again proved successful in recruiting strong applicants to the A&S terminal master's programs.

4. In May 2014, the Dean of Graduate Studies and Research instituted dissertation completion fellowships for doctoral students in American Studies, Anthropology, and History. Initially called the Provost Dissertation Fellowships, in 2019, at the request of the A&S Graduate Studies Advisory Board, they were renamed the [Michael R. Halleran Dissertation Completion Fellowships in the Humanities](#) to honor Provost Halleran's ten years of service as William & Mary's provost and to thank him for his dedicated support of graduate programs. 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 work obligations; the recipients are to focus solely on the writing of their dissertations. As of June 30, 2021, all but one of the [Recipients](#) in the 2014, 2015, 2016, 2017, 2018, and 2019 cohorts had graduated. The pandemic hampered the progress of the 2020 fellows, but one graduated in May 2021 and three graduated in August 2021; two of the remaining four fellows are now working towards a January 2022 degree conferral and the other two, who ended their fellowships early to accept full-time positions, anticipate graduating in May 2022. 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, 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. Directors of Graduate Studies for each of these three doctoral programs put forward the top proposals from their students for review by the Dean of Graduate Studies and Research. Students are encouraged to demonstrate on their applications that they have secured matching funding from external funding agencies, departmental resources, and will make in-kind contributions of their own if necessary. In recent years, students have received substantive funding that helped make it possible for them to travel to sites in Canada, Europe, Australia, and across the U.S. to pursue their research. The 2020-2021 Research Fund was suspended due to COVID-19 and no awards were granted. Given the prior success of this program, in Fall 2017 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. Given pandemic induced cuts to the OGSR's discretionary budget (the student financial aid budget stayed at the same level as FY20), both the Graduate Research and Graduate Conference Travel Fund were suspended for 2020-2021. Instead, the A&S Graduate Studies Advisory Board agreed to maintain reserves in their expendable account to cover competitive research awards for doctoral students in American Studies, Anthropology, and History should travel restrictions ease.

### **Graduate Student Mental Wellness**

The mental wellness of graduate students is becoming an increasing concern nationwide. A December 6, 2018 article in **Inside Higher Ed**, *A Very Mixed Result on Grad Student Mental Health* by Colleen Flaherty opens with a summary of the challenges faced by graduate students nationwide:

From impostor syndrome and other feelings of being out of place, to periods of isolation and to constant short- and long-term deadlines, graduate school presents serious potential challenges to students' mental health. There's also financial strain, navigating complex relationships with advisers and colleagues, the job market, and myriad other worries.

The article reports on a new study conducted by researchers at Harvard University that ...calls for more attention to the issue and suggests that the battle can't be fought by graduate students or campus health services alone. Departments, which are responsible for some of the environmental factors that impact students' outlook and health, also must change, the authors insist.

A&S graduate students are not immune to these pressures and at least some do experience environmental factors within their graduate program that impact their outlook and health. In fact, the COVID-19 pandemic, with the ensuing financial disruptions, have further increased anxieties among graduate students as they worry about their health, their inability to conduct their research due to closures and travel restrictions, their financial security, and their job prospects upon graduation in the time of significant shifts and uncertainties in the job market as the U.S. economy emerges from pandemic.

The Dean of Graduate Studies and Research and the Director of the A&S Graduate Center have been working with the Wellness Center to develop programming that is focused on the challenges particular to graduate students, as well as to make counselors there aware that strategies that are helpful to undergraduate students are not necessarily apropos for graduate students, particularly those in the process of writing dissertations or theses. This is an ongoing partnership.

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

In the Fall of 2020, William & Mary welcomed an impressive group of 85 new A&S graduate students in six doctoral programs and ten master's programs. The applicant pool totaled almost 500 submitted applications in 2020. More than 81% of the A&S graduate students entering in Fall 2020 had conducted research projects as undergraduate students, with most receiving awards or Honors for their scholarship. Almost 76% had contributed to their communities through volunteer service, and 74% had been teachers or mentors to preschoolers through senior citizens. Approximately 34% of the entering A&S graduate students were international students from 8 countries. While the quality of the entering cohort was strong, the total number matriculating was simply below the more typical size of the entering cohort which usually runs between 110-120. In reaction to the pandemic, multiple top candidates who had initially accepted offers of admission either subsequently declined those offers out of fear of either travel or moving or asked to defer their admission for either one semester or one year. For international students, both visa challenges and travel restrictions made entry to the U.S. difficult. As a consequence, many of them either declined their offer of admission or asked to defer their admission for either one semester or one year.

### **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 program is to provide seed funding in support of A&S graduate student research.

In 2020-2021, the OGSR awarded a total of \$5,600 to 16 graduate students for research funds. 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 an unmet need, starting in Spring 2014 the OGSR raised the cap for each type of supplemental conference travel award by \$100. Due to COVID-19 and university restrictions on research and travel, the OGSR provided \$2,000 to the GSA to fund virtual conference attendance awards.

### **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:

- [GSAB Research Funds](#): Given the significant cuts the OGSR took to its discretionary budget in response to the pandemic, when coupled with the suspension of multiple other activities that the GSAB typically funds each year (as discussed below), the GSAB created a \$25K discretionary fund to cover both small seed research grant awards as well as larger Humanities Awards to

cover research expenses for doctoral students in American Studies, Anthropology, and History. In Spring 2021, the Graduate Studies Advisory Board awarded 5 students \$7,900 with a maximum award of \$2,000. For Summer 2021, 2 students received awards totaling \$3,600.

- [Recruitment Fellowships](#): Effective with the Fall 2015 incoming cohort, GSAB recruitment fellowships make it possible for four the five terminal master's programs in A&S (Biology, Chemistry, Computational Operations Research, and Psychological Sciences) 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 2020-2021, four A&S graduates received Distinguished Thesis and Distinguished Dissertation Awards, each of which was presented to the recipient 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. The Graduate Research Symposium, which normally would be held in March, was cancelled for March 2021 in response to the public health challenges created by the COVID-19 pandemic.
- [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. The GSAB sponsors two Awards for Excellence in Scholarship of \$1,000 each to recognize exceptional A&S graduate student research. Since the Graduate Research Symposium was not held in March 2021, no awards were given in 2021.
- [Carl J. Strikwerda Awards for Excellence](#): Established 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. Since the Graduate Research Symposium was not held in March 2021, no awards were given in 2021.
- [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 awarded in Spring 2021.
- [Commencement reception for graduates from the A&S graduate programs](#): Established in Spring 2014, this reception is funding by the GSAB to celebrate graduates, their families, and their faculty during Commencement Weekend. Due to the public health challenges created by COVID-19, the commencement reception was canceled for May 2021.
- [Graduate Student Commons](#): Opened in Fall 2015, board members sponsored, in collaboration with Carrie Cooper, Dean of University Libraries, the construction of a dedicated 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. In a follow-up partnership with Dean Cooper, the GSAB contributed funds to replace the sofa,

armchairs and occasional tables in the Commons while the library replaced all the desk chairs.

- [Journal Club](#): In Spring 2016, members agreed to a request put forward by Andrew Kottick and Sean Koebley, then doctoral students in Applied Science, to partner with the OGSR to provide refreshments for a weekly gathering for sharing research with W&M Arts & Sciences and the W&M Virginia Institute of Marine Sciences (VIMS) graduate students. Their request on behalf of the A&S graduate student population was born out of a desire for graduate students to meet each other, mingle between departments and schools, and to learn about the research being conducted across Arts & Sciences and at VIMS. Given the ongoing success of the students in building an interdisciplinary intellectual community, the GSAB has provided ongoing financial support, with additional support also provided by the OGSR, the A&S Annual Fund, and VIMS, which hosts one event per semester on the VIMS campus. Despite the disruptions caused by the COVID-19 pandemic, students continued Journal Club online for the 2020-2021 academic year.
- [Graduate Faculty Mentoring Award](#): In Spring 2018, the Graduate Studies Advisory Board, initiated a partnership with the Provost, the Vice Provost for Research and Graduate Professional Studies, the Dean of the Faculty of Arts & Sciences, and the Dean of Graduate Studies and Research to create an award to recognize outstanding mentoring of graduate students by a member of the Arts & Sciences faculty. This award recognizes faculty adept within the broad spectrum of activities that makes up graduate mentoring. Exemplary graduate mentoring supports the advancement of students as *scholars, teachers, and professionals*, and requires significant time and skill. The fourth recipient, acknowledged at the April 2021 Faculty of Arts & Science meeting, was Adwait Nadkarni, Assistant Professor of Computer Science.

In 2020-2021, the GSAB continued to partner with the A&S Graduate Center through the [GSAB Mentoring Program](#), which fosters one-on-one mentorships intended to help students build professional skills. A student is paired with volunteer, who serves as a mentor for the academic year in recognition that graduate students are more successful when they receive mentoring from multiple sources.

The GSAB ended FY 2020 with 19 community, business, and education leaders as fully participating members, as well as two A&S graduate student members selected by the Graduate Student Association. 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. In Spring 2021, their advocacy played a substantive role in securing a commitment to launch a pilot to provide to eligible A&S graduate students partial subsidy payments for the student health insurance premium.

Due to COVID-19, the Graduate Studies Advisory Board met virtually September 26-27, 2020. The spring meeting also was held virtually, March 20-21, 2021.

In 2020-2021 the W&M [Three Minute Thesis](#) competition was cancelled due to the public health challenges created by COVID-19. Under normal circumstances, the GSAB provides the money for the prizes awarded at the event and the OGSR covers the travel expenses of the winner to compete at the Annual Meeting of the Council of Southern Graduate Schools.

## COGS Highlights

Members of the Arts & Sciences Committee on Graduate Studies met remotely via Zoom five times during Fall 2020 and five times during Spring 2021. A summary of highlights from their meetings includes:

- For recruiting for 2021 (Spring and Fall) Members voted to suspend the catalog requirement: *The results of all three portions of the GRE General Test must be received directly from the Educational Testing Service (ETS)*. This was in response to a report that the technical requirements for at-home access were so restrictive (e.g., no support for Macs) that it would likely make the at-home version of the test inaccessible for many applicants.
- COGS members engaged in a substantive discussion regarding how to provide ongoing financial support to research graduate students whose progress towards their degrees had been significantly hindered by the ongoing pandemic shutdowns. Following this discussion, a plan as drawn up by COGS members that reflected concerns specific to each discipline, and was submitted to President Rowe, Provost Agouris, Dean Donoghue Velleca, and Vice Provost for Research and Graduate/Professional Studies Manos. In particular, none of the A&S graduate programs supported suspension of admissions for Fall 2021. Given the relatively small size of each graduate program, such a plan was seen as too disruptive on multiple fronts. Instead, alternate arrangements were identified for each program. As a consequence, each program experienced a healthy application and admission season for Fall 2021. Fortunately, the more measured approaches that were proposed in Fall 2020 identified an additional year of funding for FY 22 for all students whose financial aid packages ended in FY 21 but who had not been able to finish the research for their dissertation or thesis in time to graduate in either May 2021 or August 2021.
- At the request of Dean Torczon, and in close consultation with Carrie Nee, University Counsel, COGS members approved a substantive overhaul of the *Graduate and Academic Progress* section of the *Graduate Arts and Sciences Catalog*. The revisions more closely detailing what constitutes unsatisfactory academic progress while an A&S graduate student is taking coursework while now explicitly detailing what constitutes unsatisfactory academic progress once an A&S graduate student is either ABD/ABT and engaged in the research for and writing of either their dissertation or their thesis. In addition, the catalog revisions spell out a student's eligibility for continued student financial aid upon receiving notice of unsatisfactory academic progress in the form of an Academic Warning, Academic Probation, or Academic Suspension letter from the Dean of Graduate Studies and Research.
- Finally, in response to the success – and convenience – of holding remote defense examinations for either dissertations or theses, COGS members agreed to a catalog revision to allow such an option to continue, at the discretion of the student's advisor(s) and defense examination committee members.

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

Administrative highlights for 2020-2021 included:

- Working with the Provost's Office and the Chief Diversity Officer, the OGSR established William & Mary as an institutional partner of the Southern Regional Education Board (SREB). The Memorandum of Agreement signed by Provost Agouris in December 2020, allows W&M to nominate eligible students as [SREB Doctoral Scholars](#), so long as the university meets the conditions for financial support for their scholars. This includes both an adequate student financial aid package (current A&S financial aid packages to doctoral students meet the minimum requirements) as well as a three-year commitment to cover an administrative support fee for each doctoral scholar. In Spring 2021, the OGSR nominated four doctoral students, three of whom met the eligibility requirements and were accepted into the SREB Doctoral Scholars Program. Following the close of admissions for Fall 2021, another three incoming doctoral students were nominated, all three of whom met the eligibility requirements and were accepted into the SREB Doctoral Scholars Program. The OGSR is grateful to the doctoral programs for agreeing to cover one of the three years of the administrative support fee and to Dean Donoghue Velleca for committing to cover one of the three years of the administrative support fee. These three-way partnerships allow A&S to expand mentoring support for minority Ph.D. students who seek careers as faculty on college campuses.
- The OGSR shifted the nine-month stipend period for all OGSR-funded Graduate Assistants from August 10 through May 9 to August 25 through May 24. This followed advice from Carrie Nee, University Counsel, that it would be advisable to have the pay periods align more closely with the dates of the academic year so that the work expectations for Graduate Assistants (the majority of whom provide instructional support to the undergraduate program) fall within the period during which they are receiving an assistantship. To ensure no financial hardship to continuing students (since this shift would mean waiting seven pay periods, rather than the usual six, before the next Graduate Assistant appointment resumed for Fall 2021), year-end money was identified in the OGSR student financial aid budget, approval was granted, and help secured from Human Resources to extend the 2020-2021 appointments by one pay period (through May 24) for all eligible continuing students.
- Using the same funding recouped in FY 21 to provide these one-time only payments to eligible Graduate Assistants, the OGSR was able to create several additional Graduate Assistantships for FY 22 to ensure that students whose financial aid packages were ending in FY 21, but whose research had been disrupted due to pandemic shutdowns, would have an additional year of financial support to allow them to focus on finishing their dissertations. Thus, in partnership with the graduate programs, A&S was able to ensure that all research graduate students whose funding ended in FY 21, but whose research had been disrupted significantly by pandemic restrictions, received an additional year of funding.
- In June 2021 received approval to pilot a new program that provides a health insurance subsidy to cover a portion of health insurance premiums for those students who choose to participate in the Student Insurance Plan offered by the university, which is underwritten by United Healthcare Insurance Company. With the approval of Provost Agouris and Chief Operating Officer Sebring, and the support of President Rowe and Dean Donoghue Velleca, OGSR will provide funding to reduce out-of-pocket costs for the 2021-2022 academic year for those eligible students who participate in the W&M student health insurance plan. This was made possible as a consequence of repurposing a longstanding earmark on the OGSR student financial aid budget to finance this pilot plan without requiring a base increase to the OGSR student financial aid budget.
- Given the success of the OGSR's pivot to fully remote operations following the university shutdown in March 2020, a decision was reached to sustain several of the practices enacted as a consequence. First, with unanimous consent, the OGSR staff agreed to continue the electronic submission of OGSR forms. Not only will this greatly reduce the amount of visitors to Stetson House, thus making it safer for those returning to work on campus in the fall, it also had proven time-saving to have a digital copy that can immediately be uploaded to the Banner Document Management (BDM) system. Further submitting all forms via email to the address [dean-gsr@wm.edu](mailto:dean-gsr@wm.edu) centralized processing and oversight. Second, given the wide-spread acceptance and success of the new online, asynchronous orientation modules for incoming students that

were introduced in August 2020, the OGSR staff elected to make this delivery mode permanent. Not only did the asynchronous delivery make scheduling for both incoming students – and their graduate programs – must easier, the assessments built into Blackboard helped instill retention of important content. Further, it meant that incoming students could revisit/rewatch the modules as follow-up and gave us a means to orient the handful of students who matriculate each Spring semester in advance of their start at W&M rather than waiting until the following Fall to have them attend the mandatory orientation.

One standing obligation was fulfilled:

- On October 20, 2020, 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 on dissertations and theses.

## Course Approvals and Revised Degree Requirements

### APPLIED SCIENCE

The following changes were approved by COGS on September 22, 2020.

#### COURSE ADDITION:

DATA 542 - Neural Networks & Deep Learning  
Spring (3)

This course teaches the foundations of Neural Networks and Deep Learning. Students entering into this course should have, at minimum, a background in data preprocessing, cleaning, manipulation, and dimensionality reduction within python. Through an applied learning project, you will learn how to implement a machine learning project from design to implementation in the context of neural networks. Topics we will cover include the basic building blocks of neural networks, RNNs, convolutional networks and computer vision, backpropagation basics and strategies (including inductive transfer approaches), differences between technical implementations (i.e., Tensor Flow, Keras, Torch), and more.

### BIOLOGY

The following changes were approved by COGS on March 11, 2021.

#### COURSE ADDITION:

BIOL 610 - Biochemical Interactions Through Bioinformatics  
Fall (1) Hinton.

This course provides a hands-on introduction to computational approaches that are used to study the 3D structure and functions of proteins. Students will learn to utilize diverse computational approaches that are available to investigate biochemical interactions while addressing a research question related to their Master's thesis research. One class hour.

### DEGREE REQUIREMENTS:

#### Biology, M.S.

##### Course Requirements

M.S. students must complete M.S. students must complete 24 credit hours of courses numbered in the 500s or 600s and 6 credit hours of BIOL700 ~~thesis. 30 credit hours of courses numbered in the 500s or 600s.~~

##### Required Courses

BIOL 601 - Introduction to Graduate Studies (3 credits, completed in the first year)

**BIOL 602 – Research, Design, and Methods (at least first module for 1 credit)**

BIOL 682 - Research Seminar (at least 4.2 credits, with no more than 3 credits toward the 30 credit hours) BIOL

695 - Graduate Research (at least 9 credits, with no more than 9 credits toward the 30 credit hours) BIOL 700 - Thesis (6 credits, generally taken in the fourth semester)

With the approval of the thesis committee **and the Dean of Graduate Studies and Research**, an M.S. student may take courses in other departments or schools at William & Mary, but the credit hours may not total more than 6 of the 15 elective course credits required.

~~In addition, students must have at least one semester of organic chemistry and complete a balanced program of study consistent with the requirements we have established for W&M undergraduate biology majors. Most of our students fulfill this requirement as part of their undergraduate degree, but a graduate student may be required to take one or more undergraduate courses to fill in any gaps. Credits taken to fulfill this requirement cannot be applied toward credit hours of graduate courses required for the master's degree.~~

**In addition, students may be required to complete one or more undergraduate courses to fill in any gaps in their background from their undergraduate degree that are either necessary as prerequisites for their graduate coursework or are foundational for their teaching obligations and successful completion of their research thesis.**

Essential levels of mathematics and chemistry depend on what is appropriate for the individual student. Undergraduate courses taken to fulfill this requirement cannot be applied toward credit hours of graduate courses required for the master's degree

### **Biology, M.A.**

Course Requirements M.A. students must complete 32 semester hours of courses at least 20 of which must be numbered in the 600s.

Required Courses BIOL 601 - Introduction to Graduate Studies (3 credits, taken in the first year)

BIOL 602 – Research, Design, and Methods (at least first module for 1 credit)

BIOL 682 - Research Seminar (at least 2 credits, but up to 3)

M.A. students may take up to 6 credits of research, as BIOL 694 – Directed Research Topics, toward their M.A. degree. M.A. students may seek permission from the Graduate Committee and the Dean of Graduate Studies and Research to take a limited number of courses in other departments for up to a maximum of 12 semester hours-

~~In addition, students must have at least one semester of organic chemistry and complete a balanced program of study consistent with the requirements we have established for W&M undergraduate biology majors. Most of our students fulfill this requirement as part of their undergraduate degree, but a graduate student may be required to take one or more undergraduate courses to fill in any gaps. Credits taken to fulfill this requirement cannot be applied toward credit hours of graduate courses required for the master's degree.~~ In addition, students may be required to complete one or more undergraduate courses to fill in any gaps in their background from their undergraduate degree that are either necessary as prerequisites for their graduate coursework or are foundational for their teaching obligations and successful completion of their research thesis. Essential levels of mathematics and chemistry depend on what is appropriate for the individual student. Undergraduate courses taken to fulfill this requirement cannot be applied toward credit hours of graduate courses required for the master's degree.

**The following changes were approved by COGS on April 8, 2021.**

### **COURSE DESCRIPTION:**

BIOL 610 ~~Biochemical Interactions Through Computational Approaches~~ Biochemical Interactions Through Bioinformatics

### **COMPUTER SCIENCE**

**The following changes were approved by COGS on September 20, 2020.**

### **DEGREE REQUIREMENTS:**

~~Students seeking the Ph.D. in computer science with a specialization in Computational Science must complete eight courses taken at William & Mary. CSCI 649 – Computational Methods is required, as is at least one graduate course from outside the department.~~

~~If two or more graduate courses outside the department are taken, only one of them can be used to satisfy the department's eight course requirement. In all cases, the grade point average will be based on the seven courses taken inside the department."~~

Students seeking the Ph.D. in computer science with a specialization in Computational Science must complete eight courses taken at William & Mary. CSCI 649 - Computational Methods is required, as is at least one graduate course, from CSCI6x8 or a course from outside the department, to be selected together with and approved by the student's advisor.

If two or more graduate CSCI6x8 courses or courses outside the department are taken, only one of them can be used to satisfy the department's eight-course requirement. In all cases, the grade point average will be based on the seven courses taken inside the department.

**The following changes were approved by COGS on February 25, 2021.**

**COURSE ADDITION:**

**CSCI 636 - Big Data Systems**

(3) Prerequisite(s): Data Management Systems

This course will introduce the students to the world of Big Data Systems and Analytical Frameworks. First the limitations of prior technologies that are not enough to process Big Data are discussed, followed by an introduction and in-depth discussion of the technologies that are developed as part of Big Data Processing. This course will cover a mix of databases and distributed systems, focusing on transaction and various types of analytical models. In doing so, the course will define various data models, consistency models, programming frameworks, and scalability.

**The following changes were approved by COGS on March 11, 2021.**

**COURSE ADDITION:**

**CSCI 619 - Ubiquitous & Mobile Computing**

(3)

A study of research issues and applications in ubiquitous and mobile computing. Topics include image sensing, acoustic sensing, motion sensing, wireless sensing, I/O sensing, and social sensing. Additional topics include communication and networking issues in ubiquitous and mobile computing.

**PUBLIC POLICY**

**The following changes were approved by COGS on May 13, 2021.**

**DEGREE REQUIREMENTS, M.P.P.:**

**46 credits total**

Year 1 Fall = 11 credits

- PUBP 500 Math for Public Policy Analysis (1 credit)
- **PUBP 590 Policy in Practice (1 credit) - description change/repeatable**
- PUBP 602 Quantitative Methods I (3 credits)
- PUBP 604 Microeconomics for Public Policy (3 credits)
- PUBP 607 Law and Public Policy (3 credits)

Year 1 Spring = 12 credits

- PUBP 590 Policy in Practice (1 credit)
- **PUBP 618 Policy Case Competition (2 credits - new course/description)**
- PUBP 603: Quantitative Methods II (3 credits)
- **Applied Methods course (3 credits)**
- Elective #1 (3 credits)

Summer Internship after Year 1

Year 2 Fall = 11 credits

- PUBP 590 Policy in Practice (1 credit)
- **PUBP 610 Policy Research Seminar (4 credits)- credits change**
- **PUBP 612 Leading Change 3 credits) - name change**
- Applied Law course: PUBP/LAW 6xx (3 credits)

- Year 2 Spring = 12 credits
- PUBP 609 Applied Ethics (3 credits) - name change/description change
- PUBP 611 Evidence in the Policy Process (3 credits) - new course/description
- Elective #2 (3 credits)
- Elective #3 (3 credits)

### Master of Public Policy, M.P.P.

The master of public policy (M.P.P.) degree program is a two-year, full-time, residential program requiring forty-six ~~forty-nine~~ hours of course credit.

#### Concentrations

~~In coordination with their advisor, Public Policy graduate students choose one of the following fields to be listed on the final transcript as their concentration area:~~

~~Public Policy Analysis~~

~~International Development and Policy~~

#### Course Requirements

PUBP 500 - Mathematics for Public Policy Analysis 1

PUBP 590 - Policy in Practice 1

~~PUBP 601 The Political Environment 3~~

PUBP 602 - Quantitative Methods I 3

PUBP 603 - Quantitative Methods II 3

PUBP 604 - Microeconomics of Public Policy 3

~~PUBP 606 Benefit Cost Analysis 3~~

~~or PUBP 605 Macroeconomics for Public Policy and PUBP 051 International Development and Policy~~

PUBP 607 - Law and Public Policy 3

~~PUBP 609 --: Applied Ethics and Public Policy 3~~

~~PUBP 610 - Policy Research Seminar 4 3~~

~~PUBP 611- Evidence in the Policy Process 3~~

~~PUBP 612 - Public Management and Organizational Behavior-Leading Change 3~~

~~PUBP 618 - Policy Case Competition 2~~

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). **and an additional 3 credits of Applied**

Methods courses. Additional elective courses may be taken to fulfill **the 49** 46 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.

#### Academic Status

Continuance in Program

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

#### COMBINED DEGREES:

Business and Public Policy, M.P.P./M.B.A.

Computational Operations Research, M.S./M.P.P.

Law and Public Policy, J.D./M.P.P.

Marine Science and Public Policy, M.S./M.P.P.  
 Marine Science and Public Policy, Ph.D./M.P.P.  
 After Semester Cumulative Graduate Degree Credits Cumulative Q.P.A.

1	<del>13-11</del>	2.5
2	<del>25-23</del>	2.75
3	<del>37-34</del>	3

A student who does not achieve the minimum level of academic progress for continuance or receives a grade below C (quality points= 2.0) in any one of the required core courses will ~~be required to withdraw~~ **immediately be suspended from the program.**

### Satisfactory Progress

In addition to the requirements explained in the *Grading and Satisfactory Progress* section of the *Graduate Arts & Sciences Catalog*, 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. No credit toward a degree will be allowed for a course in which a student receives a grade below C (grade point= 2.0).

To continue in the program, a student must make satisfactory progress toward the degree requirements. Satisfactory progress is defined as achieving and maintaining at least a 3.0 Q.P.A. for each semester of graduate study. Students with a Q.P.A. below 3.0 in any semester will automatically be placed on academic probation for the following semester. Students permitted to continue in the program on academic probation must earn a minimum of academic credits and a minimum ~~42~~ 11 Q.P.A. of 3.0 during the probationary semester. A student who fails to meet the probationary standard will be ~~required to withdraw~~ **suspended** from the program.

### COURSE DESCRIPTIONS:

#### PUBP 590 - Policy in Practice

##### Spring 1 McBeth. Graded Pass/Fail.

An introduction to the practice of public policy. Students must complete a portfolio of experiences involving the practice of public policy outside of the classroom. ~~A passing grade requires that the portfolio contain a written synthesis of the students observations of policy in practice and how their experiences have shaped their views on public policy.~~ Those experiences must include, at a minimum, the following three elements: (1) participation in the Washington Program, normally in the fall of the first year of study; (2) completion of an approved 10-week full-time internship, normally occurring between the first and second year of study; and (3) participation in at least three Policy Dialogues offered by the program. **May be repeated for credit.**

#### PUBP 605 - Macroeconomics for Public Policy

##### Spring 3 Han.

~~Graded Pass/Fail. Note: PUBP 605 and PUBP 601 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 606 - Benefit-Cost Analysis

##### Spring 3 Stafford.

~~Note: Note: PUBP 605 and PUBP 601 can be taken instead of PUBP 606~~

This course examines basic concepts and techniques involved with benefit-cost analysis. This approach will be applied to a variety of public policy issues and programs. Topics include: choice of discount rate, treatment of income distribution, intergovernmental grants, tax expenditures, regulation, and program evaluation.

**PUBP 609 – Applied Ethics and Public Policy**  
**Spring 3 Staff.**

Values such as equity, justice, duty, accountability, transparency, freedom, and efficiency are central to understanding the role of public policy in society. The Applied Ethics course will provide students with an understanding of the role that values play at various stages of the policy process, including the definition of problems to be solved, the design and implementation of public policy solutions, and the analysis of the impacts of public policy. Additionally students will consider solutions to common ethical challenges faced by public policy professionals and develop the ability to exchange ideas about ethics in a professional manner.

~~This course examines the ethical dimensions of domestic and international policy problems. It contrasts moral policy assessment with economics, legal and political analysis; outlines a policy making procedure that includes moral assessment; considers a code of professional ethics.~~

**PUBP 614 - Topics in PUBP 610 - Policy Research Seminar**  
**Fall (3 4) Gilmour.**

**PUBP 611 - Evidence in the Policy Process**  
**Spring 3 Staff.**

Public policy analysts and researchers are trained to use rigorous, appropriate methods and data to develop answers to pressing policy questions. These include questions about the design, implementation, and evaluation of policy. But what happens when such policy expertise is ignored by elected officials, the media, and ordinary people? How are policy experts to operate in environment~ where Individuals disparage, distort, or refuse to consider dispassionate policy analysis? This course prepares students trained in public policy to engage such challenging environments as they work to ensure that policy decisions are informed by careful thinking, logic, and evidence and that. In practice. uphold core democratic values.

**PUBP 612 - Public Management and Organizational Behavior-Leading Change**

**Public Policy**  
**Fall and Spring 3 Staff.**

Topics change each semester. Please consult the ~~Thomas Jefferson Program in Public Policy~~ web site for the current listing of topics offered. This course may be repeated for credit if there is no duplication of topic.

**PUBP 618 - Policy Case Competition**  
**Spring 2 Staff**

This course revolves around a policy case competition. The competition requires teams of students to research a policy issue, write a policy memo, and give a presentation to a panel of judges. Leading up to the competition, students learn skills like memo writing, creation of presentation aides, public speaking, and data visualization.

**PUBP 651 - International Development and Policy**  
**Spring 3 BenYishay-**

Note: PUBP 605 and PUBP 651 can be taken instead of PUBP 606

## GRADUATE CENTER

The following changes were approved by COGS on November 17, 2020.

### COURSE ADDITION:

GRAD 560 - Graduate Teaching Project

(0 credit) Sarah Glosson. Graded Pass/Fail. Note: Instructor permission required.

This course is intended to support A&S graduate students passionate about teaching and interested in learning more about pedagogy. The goal is to help prepare students with teaching skills, knowledge of best classroom practices, and background in course design. This zero-credit professional development course is designed to be flexible and project based, offering individualized support to A&S graduate students in their roles as teaching assistants (TAs) and as teaching fellows (TFs), as well as to help prepare students for possible teaching-related careers.

## GRADUATE REGULATIONS

The following changes were approved by COGS on May 6, 2021.

**[Graduate Assistantships, Scholarships, and Fellowships](#)** subsection of the Graduate Arts & Sciences Catalog.

They must satisfactorily carry out the duties assigned by their departments/program committees, must make satisfactory academic progress in their degree programs as defined by the [Grading and Academic Progress](#) section of the *Graduate Arts & Sciences Catalog* and by the requirements and milestones defined in the student's graduate program's section in the Graduate Arts & Sciences Catalog, and may not hold any other employment or appointment of a remunerative nature during the term of their assistantships without approval of the Dean of Graduate Studies and Research.

All financial aid will be revoked if a student fails to make satisfactory academic progress toward their degree as defined by the [Grading and Academic Progress](#) section of the *Graduate Arts & Sciences Catalog* or fails to register as a full-time student.

### Replaced the three instances of the phrase

...will be withdrawn from their graduate program in Arts & Sciences by the Dean of Graduate Studies and Research.

found in the [Registration Requirements](#) subsection in the Graduate Arts & Sciences Catalog with the phrase ...will be suspended from their graduate program in Arts & Sciences by the Dean of Graduate Studies and Research.

### Replaced the three instances of the phrase

...either satisfied all degree requirements or been withdrawn from the graduate program.

found in the [Constitution of Defense Examination Committees](#) subsection in the Graduate Arts & Sciences Catalog with the phrase

...either satisfied all degree requirements, withdrawn from the graduate program, or been suspended from the graduate program.

### Replaced the two instances of the phrase

...are subject to dismissal.

found in the [American Studies, Ph.D.](#) and [American Studies, Sequential M.A./Ph.D.](#) sections in the Graduate Arts & Sciences Catalog with the phrase

...are subject to suspension from the program.

**Replaced the three instances of the phrase**

...may be withdrawn from the Program.  
found in the [American Studies, M.A.](#), [American Studies, Ph.D.](#), and [American Studies, Sequential M.A./Ph.D.](#) sections in the Graduate Arts & Sciences Catalog with the phrase  
...may be suspended from the program.

**Replaced the two instances of the phrase**

...or required to withdraw.  
found in the [Anthropology, Historical Archaeology or Historical Anthropology Specialization, Ph.D.](#) and [Anthropology, Historical Archaeology or Historical Anthropology Specialization, Sequential M.A./Ph.D.](#) sections in the Graduate Arts & Sciences Catalog with the phrase  
...or will be suspended from the program.

**Replaced the three instances of the phrase**

...will be withdrawn from the program at the end of that semester.  
found in the [Anthropology, Historical Archaeology or Historical Anthropology Specialization, Ph.D.](#), [Anthropology, Historical Archaeology or Historical Anthropology Specialization, Sequential M.A./Ph.D.](#), and [Anthropology, Historical Archaeology Specialization, MA](#) sections in the Graduate Arts & Sciences Catalog with the phrase  
...will be suspended from the program at the end of that semester.

**Replaced the phrase**

...or the student risks being withdrawn from the program.  
found in the [Biology, M.S.](#) section in the Graduate Arts & Sciences Catalog with the phrase  
...or the student risks being suspended from the program.

**Replaced the five instances of the phrase**

...will be required to withdraw immediately from the program.  
found in the [Business and Public Policy, M.P.P./M.B.A.](#), [Computational Operations Research, M.S./M.P.P.](#), [Law and Public Policy, J.D./M.P.P.](#), [Marine Science and Public Policy, M.S./M.P.P.](#), and [Marine Science and Public Policy, Ph.D./M.P.P.](#) sections in the Graduate Arts & Sciences Catalog with the phrase  
...will be suspended immediately from the program.

**Replaced the five instances of the phrase**

...will be required to withdraw from the program.  
found in the [Business and Public Policy, M.P.P./M.B.A.](#), [Computational Operations Research, M.S./M.P.P.](#), [Law and Public Policy, J.D./M.P.P.](#), [Marine Science and Public Policy, M.S./M.P.P.](#), and [Marine Science and Public Policy, Ph.D./M.P.P.](#) sections in the Graduate Arts & Sciences Catalog with the phrase  
...will be suspended from the program.

**The following changes were approved by COGS on May 13, 2021.****Grade Review Procedures**

A student who believes that a final course grade has been unfairly assigned may submit to the instructor a written request for a review of the grade within the first two weeks of the semester following the one in which the course was taken. Within two weeks of receiving a grade review request, the instructor will decide whether a grade change is warranted and may propose a new grade to the Dean of Graduate Studies and Research. If it is approved, the new grade will be entered on the student's record. If the instructor determines that no grade change is warranted, the student may seek further review by filing a formal written statement requesting a grade review and giving a full explanation of the reasons for the request. The student must send the statement to the instructor and to the chair of the department or director of the program in which the course was taught within the first ~~five~~ **six** weeks of the semester in which the grade review is initiated. **Within two weeks of receiving the student's**

statement, the chair of the department or director of the program in which the course was taught must decide whether a grade change is warranted and may propose a new grade to the Dean of Graduate Studies and Research. If it is approved, the new grade will be entered on the student's record. If the student is not satisfied with the outcome of the chair's or director's review, the student may consult the Dean of Graduate Studies and Research within the first ~~eight~~ ten weeks of the semester in which the grade review is initiated. The decision by the Dean of Graduate Studies and Research will be final. No grades will be changed more than one semester after initial issuance or after a student's degree is conferred, whichever comes first.

## A&S: Requirements for Degrees

### 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.

- At least 12 semester credit hours must be earned in courses numbered 600 or above, excluding 700 (Thesis).
- At least 6 semester credit hours must be earned in courses numbered 700 (Thesis), but no more than 6 semester credit hours can be used to satisfy the requirement of 30 semester hours of graduate credit.
- Semester credit hours earned for courses numbered 566, 666, 685, 694, 710, 766, and 800 may not be used to satisfy this requirement.
- No more than a total of 12 semester credit hours earned in 693 and 695 may be used to satisfy this requirement.

Some master's programs in Arts & Sciences require a student earning a thesis master's degree to take a comprehensive or qualifying examination to demonstrate competence in his or her field of study. If so, students submitting a thesis must pass the comprehensive examination to satisfy this requirement for their degree program.

- The comprehensive examination may be either written, oral, or both at the discretion of the student's master's program.
- The comprehensive examination committee must consist of at least three members, at least two of whom must be full-time faculty with appointments in the Arts & Sciences and must have a formal affiliation with the student's graduate program. The third member of the comprehensive examination committee must hold a doctorate.
- ~~The student must be physically present for the comprehensive or qualifying examination.~~

Students submitting a thesis must present work that is based on original research that constitutes a contribution to scholarly knowledge.

- The thesis defense examination committee must consist of at least three members who hold a doctorate, at least two of whom must be full-time faculty with appointments in Arts & Sciences and must have a formal affiliation with the student's graduate program.
- The student's master's program recommends the names of members to serve on the master's defense examination committee, which the director of the student's graduate program must approve. Final approval of the committee rests with the Dean of Graduate Studies and Research, and must be secured at least two weeks in advance of the thesis defense examination.
- Each student must successfully defend his or her thesis in a final examination before the thesis may be submitted to the Dean of Graduate Studies and Research.

- If the student's graduate program requires a public defense of thesis, the examination must be open to the faculty of Arts & Sciences and to such outside persons as the graduate program may invite.
- The first preference is for the student and all thesis defense examination committee members to be physically present for the examination, unless otherwise agreed to by the student's advisor or co-advisors.
- Electronic participation by the thesis defense examination committee members is allowed to accommodate schedules, particularly those of committee members who do not hold appointments at William & Mary. Electronic participation by the student is allowed only if approved by the committee.

Doctoral students must pass a comprehensive or qualifying examination designed to demonstrate competence in his or her field of study.

- The qualifying examination may be either written, oral, or both at the discretion of the student's doctoral program.
- The qualifying examination committee must consist of at least three members, at least two of whom must be full-time faculty with appointments in Arts & Sciences and must have a formal affiliation with the student's graduate program. The third member of the qualifying examination committee must hold a doctorate.

Doctoral students must submit a dissertation that is based on original research that constitutes a significant contribution to scholarly knowledge.

- The dissertation defense examination committee must consist of at least four members who hold a doctorate.
  - At least two members of the committee must be full-time faculty with appointments in Arts & Sciences and must have a formal affiliation with the student's graduate program.
  - At least one member of the committee must be an individual who does not have a formal affiliation with the student's doctoral program, and thus is eligible to serve as an external examination committee member.
  - Individuals who have any affiliation with the student's doctoral program (e.g., Adjunct Professor, Visiting Assistant Professor, etc.) do not qualify as an external examination committee member.
  - External examination committee members must have earned a doctorate in the same or closely related discipline and may include individuals who have earned a doctorate and who hold an appointment at an institution other than William & Mary.
- The student's doctoral program recommends the names of members to serve on the dissertation defense examination committee, which the director of the student's graduate program must approve. Final approval of the committee rests with the Dean of Graduate Studies and Research, and must be secured at least two weeks in advance of the dissertation defense examination.
- Each student must successfully defend his or her dissertation in a final examination before the dissertation may be submitted to the Dean of Graduate Studies and Research.
  - This examination must be open to the faculty of Arts & Sciences and to such outside persons as the doctoral program may invite.
  - The first preference is for the student and all dissertation defense examination committee members to be physically present for the examination, unless otherwise agreed to by the student's advisor or co-advisors.
  - Electronic participation by the dissertation defense examination committee members is allowed to accommodate schedules, particularly those of committee members who do not hold appointments at William & Mary. Electronic participation by the student is allowed only if approved by the committee.

## Graduate Center Annual Report 2020

### Staff and Facilities

The Graduate Center organizes and sponsors a variety of activities, events, and zero-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.

In Fall 2020, Spring 2021 and Summer 2021, four W&M faculty and staff members taught fourteen 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 to enhance the participation of all A&S graduate 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 99. The students enrolled were a mix of domestic and international graduate students from A&S and Education. The director of the Graduate Center made updates to certain GRAD courses to meet the needs of A&S graduate students related to the Covid-19 pandemic. The revised English language courses continue to be successful. Increasingly, to better fit students' schedules and research demands, GRAD courses are offered as one-week "boot camps" rather than as 10-week courses and sometimes now include asynchronous components to help students fit the courses into their schedules.
- **3MT:** The 3MT was not held in 20-21 due to constraints and challenges posed by the Covid-19 pandemic.
- **Emerging Scholars Series:** In partnership with the Williamsburg Regional Library, the Graduate Center hosted five public talks open to the local community. These talks featured doctoral students from history, anthropology, applied science, and American studies and reached a total audience of nearly 100.
- **Graduate Writing Resources Center:** The Graduate Center partners with the Writing Resources Center to offer graduate-level writing consultation at the Graduate Writing Resources Center (GWRC). In 2020-21, 5 graduate students from A&S were hired and trained in peer writing consultation at the graduate level. The GWRC offered a total of 66 consultations in the fall and 105 in the spring. The GWRC was able to move successfully to an entirely online means of offering consultation since in-person consultation was not possible under Covid-related social distancing guidelines. They also piloted asynchronous appointments in which a specially trained consultant offered video feedback on writing; this proved popular with students unable to attend appointments during our normal operating hours.
- **Professional Development Workshops:** In partnership with individual graduate programs, W&M Libraries, the Cohen Career Center, the Wellness Center, and the Reves Center, the Graduate Center offered/supported nine workshops and panels on a variety of topics including Academic Writing, Career Conversations workshop series, CVs and Resumes, Teaching Statements and Diversity Statements, Website Creation, Science Writing Tips, Scholarly Publishing and Author's Rights, Applying for Fellowships, and more. Attendance across all workshops totaled roughly 97 attendees.
- **GSAB Mentoring Program:** The goal of this program is to foster one-on-one mentorships intended to help students build professional skills. In Spring 2018 we piloted this new program with volunteer mentors from the GSAB. In 2018-19 we expanded the pilot to include "friends and family" of the GSAB to serve as mentors. For 2020-21, only three students signed up to participate and 3 GSAB members served as mentors. These lower numbers reflect strains caused by the pandemic and as of fall 2021 participation is back to our pre-pandemic level.

**Other Activities Sponsored by the Office of Graduate Studies and Research**

- **Graduate Research Symposium:** The GRS was not held in 20-21 due to constraints and challenges posed by the Covid-19 pandemic.
- **Raft Debate:** The Raft Debate was not held in 20-21 due to constraints and challenges posed by the Covid-19 pandemic.
- **Newsletter:** The Graduate Center's "Graduate A&S Newsletter" is distributed by email to A&S graduate students as well as faculty and staff affiliates every Monday during the academic year. Each academic year there are approximately thirty issues of the newsletter. Entries include links to events posted in the [A&S Graduate Studies & Research Events Calendar](#), as well as to webpages containing pertinent information.

## **A&S Graduate Ombudsperson Report for July 2020 - June 2021**

Evgenia Smirni, Professor, Computer Science

A total of nine graduate students and one graduate director contacted the ombudsperson for consultation for a wide-range of issues including student-teacher conflicts, complaints about conduct, student collegial conflicts, work relationships, advisor-advisee relationships, and allegations of psychological abuse and retaliation.

In all cases, the ombudsperson helped graduate students devise solutions that would serve the graduate students' best interests. Specifically, the ombudsperson provided relevant information, acted as mediator, and proposed possible courses of action.

The time-scale of meetings varied widely, with the simplest matters resolved in a week or so, and more complex matters requiring several weeks of meetings and discussions.

Smirni participated in the bi-weekly meetings of the Committee on Graduate Studies (COGS) throughout the academic year, with the goal of maintaining close contact with the graduate programs of Arts and Sciences.

All but one case have been resolved.

### **Committee on Graduate Studies Members, 2020-21**

Virginia Torczon, Chair  
Hannah Rosen, American Studies  
Jennifer Kahan, Anthropology  
Dan Runfola, Applied Science  
Diane Shakes and Joshua Puzey (co-directors), Biology  
Robert Pike, Chemistry  
Pieter Peers, Computer Science  
Rex Kincaid, Computational Operations Research  
Paul Mapp, History  
Jeff Nelson, Physics  
Cheryl Dickter, Psychological Sciences  
Elaine McBeth, Public Policy

**APPENDICES**

APPENDIX I

GRADUATE CENTER PARTICIPATION  
Fall 2016 - Summer 2021

Course	F 2016	S 2017	Summer 2017	F 2017	S 2018	Summer 2018	F 2018	S 19	Summer 2019	F 19	S 20	Summer 20	F 20	S 21	Summer 21
GRAD 501 001	11			9			5			5			4		
GRAD 502-01														3	
GRAD 503 001		7			8		9			5	9		8		
GRAD 503 002															
GRAD 505 001	12	9		8	3			10			9			10	
GRAD 505 002															
GRAD 510							7	3		8			11	5	17
GRAD 512						6	10		7	6					
GRAD 520 001		8		5	5			7		6				5	
GRAD 522		4					4			5			5		
GRAD 529			8			8			9			8		8	
GRAD 530 001	8	8		9	7		8	8		9	9		8	8	
GRAD 530 002															
GRAD 540 001			9	9	13			6			3		6		
GRAD 540 002				9	6			8							
GRAD 550				4											
<b>Course Subtotals</b>	<b>31</b>	<b>36</b>	<b>17</b>	<b>53</b>	<b>42</b>	<b>14</b>	<b>43</b>	<b>42</b>	<b>16</b>	<b>44</b>	<b>30</b>	<b>8</b>	<b>42</b>	<b>39</b>	<b>17</b>
Workshops	F 2016	S 2017	Summer 2017	F 2017	S 2018	Summer 2018	F 2018	S 19	Summer 2019	F 19	S 20	Summer 20	F 20	S 21	Summer 21
Poster Workshop - Research Symposium		7													
Oral Presentation Skills Workshop - Symposium		2													
Academic Writing in the US	11			18			25			6					
CV for the Humanities	29												3		
Job Market for the Humanities	12				8								6	10	8
Prep for Provost Disseration Fellowship Application	12			13			8			12			14		
CV for the Sciences	8												3		
Preparing for the Scientific Job Market					23						10			15	
Alt-Ac-Careers	16						6				5				
ETD/Copyright/Embargo	11	2			8	8	7		9						
Digital Identity Roundtable/Digital Scholarship		16		8											23
Writing Skills for Chemistry				9			4			24			21		
Oral Presentation Skills for Computer Science		35					35								
Grants and Fellowship Applications - Humanities		21													
Bibliographies & Citations Made Easy							11			13					
Author's Rights & Publishing								7		2					
Elevator Pitch (Symposium)								6							
3MT Presentation Workshop				10			9			11					
<b>Workshop Subtotals</b>	<b>99</b>	<b>83</b>	<b>0</b>	<b>58</b>	<b>39</b>	<b>8</b>	<b>105</b>	<b>13</b>	<b>9</b>	<b>68</b>	<b>15</b>	<b>0</b>	<b>47</b>	<b>25</b>	<b>31</b>
Programs	F 2016	S 2017	Summer 2017	F 2017	S 2018	Summer 2018	F 2018	S 19	Summer 2019	F 19	S 20	Summer 20	F 20	S 21	Summer 21
Graduate Research Symposium		1100			1100			1000			*			*	
Raft Debate	675				465			650			*			*	
<b>Program Subtotals</b>	<b>675</b>	<b>1100</b>	<b>0</b>	<b>0</b>	<b>1565</b>	<b>0</b>	<b>0</b>	<b>1650</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>805</b>	<b>1219</b>	<b>17</b>	<b>111</b>	<b>1646</b>	<b>22</b>	<b>148</b>	<b>1705</b>	<b>25</b>	<b>112</b>	<b>45</b>	<b>8</b>	<b>89</b>	<b>64</b>	<b>48</b>

\*due to COVID-19 the GRS and Raft Debate were postponed

**APPENDIX II****APPLIED, ACCEPTED and ENROLLED****Fall 2016 - Fall 2020**

		Applied	Accepted		Enrolled		Avg UG <sup>(1)</sup> GPA	Avg GRE Scores <sup>(2,3)</sup>		
			Total	Rate	Total	Rate		Verbal	Math	Writing
American Studies	2016	52	17	33%	8	47%	3.67	161	153	4.63
	2017	41	20	49%	10	50%	3.59	157	139	4.25
	2018	39	15	38%	7	47%	3.69	162	153	5.08
	2019	24	13	54%	6	46%	3.10	162	151	4.41
	2020	33	19	58%	9	47%	3.60			
Anthropology	2016	47	9	19%	5	55%	3.76	152	156	3.75
	2017	39	13	33%	5	38%	3.65	163	155	5.00
	2018	37	11	30%	6	55%	3.73	163	148	4.17
	2019	47	11	23%	6	55%	3.40	156	148	3.83
	2020	33	7	21%	6	86%	3.80			
Applied Science	2016	37	8	22%	6	75%	3.24	154	163	4.00
	2017	44	16	36%	10	63%	3.71	154	161	3.55
	2018	20	6	30%	4	67%	3.74	161	163	4.00
	2019	13	6	46%	6	100%	3.30	158	156	3.75
	2020	12	4	33%	3	75%	3.50			
Biology	2016	67	13	19%	8	62%	3.49	159	156	4.62
	2017	44	10	23%	8	80%	3.60	162	155	4.70
	2018	40	12	30%	8	67%	3.85	163	158	4.71
	2019	56	17	30%	8	47%	3.60	159	155	4.38
	2020	44	8	18%	8	100%	3.60			
Chemistry	2016	18	7	39%	6	86%	3.68	162	147	4.58
	2017	28	11	39%	6	56%	3.42	157	156	4.10
	2018	18	7	39%	5	71%	3.40	161	157	4.38
	2019	13	6	46%	6	100%	3.30	157	158	3.91
	2020	18	5	28%	5	100%	3.60			
Computer Science <sup>(4)</sup>	2016	141	76	54%	33	43%	3.35	153	165	3.68
	2017	131	43	38%	22	51%	3.48	155	165	3.75
	2018	139	50	36%	17	34%	3.57	157	162	3.87
	2019	100	35	35%	22	88%	3.10	155	162	3.80
	2020	105	28	27%	24	86%	3.40			
History	2016	107	26	24%	18	69%	3.79	166	152	4.88
	2017	103	28	27%	18	64%	3.70	158	151	4.75
	2018	96	17	18%	11	65%	3.60	164	153	4.75
	2019	97	29	30%	14	48%	3.30	162	154	4.57
	2020	86	30	35%	7	23%	3.70			
Physics	2016	101	22	22%	6	27%	3.65	157	162	3.33
	2017	105	20	19%	7	35%	3.89	153	165	3.40
	2018	61	17	28%	8	47%	3.73	155	159	3.69
	2019	51	22	43%	8	36%	3.80	157	162	4.12
	2020	54	21	39%	9	43%	3.80			
Psychological Sciences	2016	107	9	8%	8	89%	3.64	160	154	4.25
	2017	78	9	12%	8	89%	3.76	160	155	4.50
	2018	116	15	13%	9	60%	3.57	161	158	4.89
	2019	102	8	8%	7	88%	3.40	163	154	5.07
	2020	99	9	9%	8	89%	3.70			
Public Policy <sup>(5)</sup>	2016	62	43	69%	19	44%	3.63	160	155	4.50
	2017	75	48	64%	22	46%	3.55	160	155	4.15
	2018	42	28	67%	10	36%	3.66	159	158	4.43
	2019	48	5	10%	4	80%	3.80	163	154	4.87
	2020									

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

(2) Average GRE scores submitted by enrolled students. GRE General Test scores reported 130–170, in 1 point increments.

(3) Due to COVID-19 related difficulties in taking the GRE scores, Graduate Arts & Sciences suspended this requirement for applicants. Submission was optional as additional information provided by applications. Not submitting GRE scores did not negatively impact consideration for admission.

(4) This includes applicants to and students admitted to the Computational Operations Research master's program.

(5) For Fall 2020, Provost Agouris continued suspended admissions to the Master of Public Policy program.

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

**Fall 2016 to Fall 2020**

Department	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
American Studies	45	45	43	42	41
Anthropology	38	33	37	31	34
Applied Science	34	36	35	29	31
Biology	17	16	23	19	17
Chemistry	9	13	12	9	11
Computer Science <sup>2</sup>	107	100	85	79	82
History	55	59	48	48	42
Physics	80	63	56	51	50
Psychological Sciences	20	16	20	17	15
Public Policy	39	38	26	16	3
<b>TOTALS</b>	<b>444</b>	<b>419</b>	<b>385</b>	<b>341</b>	<b>326</b>

Notes:

<sup>1</sup> Totals include full-time, part-time and continuous enrollment registration, including (7) dual degree students in Law, Business, and Education in 2020.

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

**APPENDIX IV  
GRADUATE STUDENT ENROLLMENT BY DEGREE FALL 2020**

Program	MA	MS	MA/PhD	MS/PhD	PhD	MPP	Total
American Studies	11		2		28		41
Anthropology	10		2		22		34
Applied Science					31		31
Biology		17					17
Chemistry		11					11
Computer Science		11		3	51		65
COR		17					17
History	6		4		32		42
Physics				7	43		50
Psychological Sciences		15					15
Public Policy (MPP)						3	3
	<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>27</b>	<b>71</b>	<b>8</b>	<b>10</b>	<b>207</b>	<b>3</b>	<b>326</b>

**APPENDIX V**  
**GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS**  
**(August 2011 – May 2021)**

DEPARTMENT	PROGRAM INITIATED	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	SINCE AUG. 2011
American Studies	1982-MA	4	6	7	5	3	3	8	3	2	5	46
	1988-PhD	4	7	6	9	5	11	4	5	5	7	63
Anthropology	1979-MA	6	7	8	3	6	5	2	4	3	4	48
	2001-PhD	0	4	7	2	1	5	7	4	2	2	34
Applied Science	1970-MA/MS	3	4	6	2	2	0	2	7	1	1	28
	1990-PhD	2	8	4	6	2	5	5	3	9	2	46
Biology	1963-MA/MS	11	11	8	7	9	9	7	8	9	8	87
Chemistry	1964-MA/MS	7	6	6	8	4	4	7	7	4	3	56
Computer Science <sup>1</sup>	1984-MS	26	15	23	17	17	30	20	13	17	13	191
	1986-PhD	6	7	6	4	12	8	9	12	10	11	85
History	1955-MA	15	14	12	13	7	16	11	16	12	16	132
	1967-PhD	7	3	2	5	4	9	5	4	5	2	46
Physics	1959-MA/MS	9	13	13	5	7	18	12	6	10	6	99
	1964-PhD	6	5	5	7	9	16	16	14	4	6	88
Psychological Sciences	1953-MA	7	3	8	12	7	8	10	4	0	0	59
	2019-MS								2	5	12	19
Public Policy	1991-MPP	19	20	19	18	20	18	21	13	13	3	164
Totals	MA/MS/MPP	107	99	110	90	82	111	100	83	76	71	929
	PhD	25	34	30	33	33	54	46	42	35	30	362

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