

**Committee on Graduate Studies
Report to the Faculty
January-December 2010**

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Introduction

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

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

The Importance of Arts & Sciences Graduate Programs to the University

Graduate programs in Arts & Sciences are integral to the mission of the College of William & Mary. By providing the expertise and opportunities of a major research university combined with the faculty mentoring and dedication to teaching found at a small liberal arts college, W&M awards A&S graduate degrees that are essential for leadership positions in a diversity of careers. The units with A&S graduate programs award approximately 40% of the undergraduate A&S degrees. Faculty engaged in A&S graduate programs also serve as faculty members in 15 of the 25 A&S departments and programs that do not offer a graduate degree. Our graduate programs enhance the undergraduate program by providing research and mentoring opportunities, and are vital in retaining approximately a third of the faculty members in Arts and Sciences. The College's ability to recruit and retain a strong research-active faculty in several key disciplines depends on the strength of our A&S graduate programs. More than 85% of the indirect cost recovery funds in A&S are generated by departments/programs that have graduate programs. These funds are essential for maintaining the research activities of all A&S faculty, including the Scheduled Semester Research Leave (SSRL) program. Without our Master's and doctoral programs in A&S, W&M would not be included in the Carnegie classification as a Research University with high research activity. In addition, the existence of graduate programs helps determine our "peer group." This in turn positively affects faculty salaries, research facilities, library resources, etc. Graduate programs are also an effective means for the university to play an important role in economic development.

Continuing and New Themes and Issues

Graduate Financial Aid

Graduate student financial support continues to be the most pressing graduate issue in A&S. Financial aid increases for A&S graduate programs have been dependent on irregular and insufficient allocations from the Commonwealth. The College's budget has never included an annual cost-of-living increase in A&S graduate stipend levels. Thus, A&S graduate financial aid has neither kept up with inflation nor kept up with the aid offered by our peer institutions. Stipend increases and the provision of health insurance subsidies are critical in A&S for the following reasons:

- **Competitiveness:** As graduate student stipends have not kept pace with inflation, A&S graduate programs have shrunk and are currently at their minimum viable size. We are not competitive with our SCHEV peers in A&S graduate student support, even though we are supplementing A&S graduate stipends and benefits with funds from the A&S Dean's contingency account and from the units' share of the indirect cost recovery funds. The 2004-05 report of the Committee on Graduate Studies quantified a \$1.3 million stipend gap between A&S per capita graduate stipends and the mean of our SCHEV peers. The actual 2010-11 shortfall in A&S graduate stipends continues to be more than \$1 million in 2010 dollars, because that figure assumes incorrectly that our peers have not increased their stipend aid at all since 2004-05. Our competitiveness has been further reduced because more than 85% of our peer institutions now offer partial or full subsidies for graduate student health insurance as an additional form of financial aid, whereas the College does not provide health insurance subsidies to A&S graduate students.
- **Diversity:** Members of groups traditionally under-represented in academia receive generous graduate financial aid offers from other institutions. Given the present stipends, graduate programs in A&S at W&M cannot compete with these offers.
- **Undergraduate teaching and mentoring:** A&S graduate students enrich the undergraduate program by serving as tutors, writing preceptors, lab and discussion section leaders, teaching assistants, instructors, and graders in courses with enrollments of approximately 15,000 undergraduate students annually. In addition, A&S graduate student mentors are essential for the success of undergraduate research in a number of disciplines.
- **Subsistence:** In return for serving as teaching assistants in our classes and as research assistants in our laboratories, our graduate students deserve compensation that provides for an adequate standard of life. The cost of living, particularly rent, has risen sharply in Williamsburg in recent years.
- **Faculty retention:** In the A&S disciplines that have graduate programs, the faculty cannot maintain their research productivity and their ability to obtain external grant and contract funding at current levels without the participation of highly qualified graduate students.

Dean Laurie Sanderson, Dean Carl Strikwerda, and the Committee on Graduate Studies have taken the following steps to continue advocacy for increases in A&S graduate student support:

1. The *Provost's Ad Hoc Committee on Graduate Health Insurance and Stipends*, chaired by Vice Provost Dennis Manos, was formed in the fall of 2006. Both A&S faculty and graduate students consider low-cost, College-subsidized health insurance to be a high priority. The committee's charge was to evaluate the status and compensation of W&M graduate/professional students and to assess changes that may be needed to maintain our competitive position as an attractive place for students to pursue graduate work. In the fall of 2008, the committee's report to Provost Feiss was posted at http://www.wm.edu/about/administration/strategicplanning/documents/GraduateStudentCompensationReport_05092007.pdf as a reference for the College's strategic planning process.

2. All requests for increases in A&S graduate stipends must be made as a component of the A&S planning and budget request (PBR) that the Dean of Arts & Sciences submits annually to the College-wide Faculty University Priorities Committee (FUPC) and, as of 2010, to the subcommittees of the Planning Steering Committee. In Fall 2010, a \$350K base increase in A&S graduate stipend support was requested by Dean Carl Strikwerda as one of the highest priorities for each of the years 2011-12 and 2012-13. The FUPC, established in 2004 and modified in 2010, reports to the Faculty Assembly and is advisory to the Provost and the President. The FUPC is charged with providing faculty input in setting priorities for strategic planning and budgeting.
3. The A&S Graduate Studies Advisory Board (GSAB) <http://www.wm.edu/as/graduate/gradadvisoryboard/index.php> enhances the quality of A&S graduate programs in a multitude of ways, including providing support for the following initiatives:
 - Recruitment Fellowships---These fellowships, offered since 2006-07, provide a stipend supplement of \$2,500 per year for each of the first two years at W&M. Incoming students of exceptional caliber who represent extraordinary recruitment opportunities are eligible to be nominated for these fellowships.
 - Diversity Fellowships---These fellowships, which began in 2008-09, provide a stipend supplement of \$3500 per year for each of the first two years at W&M. The Diversity Fellowships, like the above recruitment fellowships, increase the abilities of A&S graduate programs to recruit outstanding students who are receiving generous offers from competing institutions. Eligibility for this fellowship is interpreted broadly, with a preference for nominees who are members of a group that is underrepresented in the discipline.
 - Distinguished Thesis/Dissertation Awards---These awards were established by the Graduate Studies Advisory Board in 2004-05 to recognize exemplary achievement in graduate student research. Four 2009-2010 W&M graduates received the Distinguished Thesis and Distinguished Dissertation Awards.
 - Sponsorship for and participation in the W&M Graduate Research Symposium---The Graduate Studies Advisory Board aided in sponsoring the 2010 Graduate Research Symposium, and three GSAB members sponsored corporate awards of \$1000 each to recognize outstanding graduate student research.

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

In 2010, the Committee on Graduate Studies continued to be engaged actively in the College's strategic planning process and budget planning and decision-making process. In the fall of 2010, a document of talking points regarding the National Research Council's assessment of research-doctorate programs was prepared based on input from the directors of graduate studies and the department chairs/program directors for the five A&S doctoral programs that were included in the NRC study. This document was distributed to Provost Halleran, Vice Provost Manos, Vice President Golden, Dean Strikwerda, and faculty leaders involved in the strategic planning process and the Faculty Assembly.

In the fall of 2010, COGS prepared a statement on the importance of increasing A&S graduate student support. This information was communicated by COGS during November and December to the A&S faculty members on the Faculty University Priorities Committee and to the A&S members of the strategic planning subcommittee for Grand Challenge 1.

Graduate A&S Recruitment

In the fall of 2010, the College welcomed an impressive group of 124 new A&S graduate students in eleven Master's programs and six doctoral programs. The applicant pool, totaling more than 860 in 2010, has increased by 23% over the past two years. More than 85% of the entering A&S graduate students in fall 2010 had conducted research projects as undergraduate students, with most receiving awards or Honors for their scholarship. More than half had contributed to their communities through volunteer service, and 60% had been teachers or mentors to a diversity of students ranging from pre-schoolers through senior citizens. Approximately 20% of the entering A&S graduate students were international students from eight countries.

Graduate Student Research and Travel Funds

In the fall of 2005, a new competition for support of A&S graduate student research travel, fieldwork, and minor research expenses was instituted by the Office of Graduate Studies and Research (OGSR), with the first awards made in spring 2006. The purpose of this Graduate Student Research Grants program is to provide increased funding in support of A&S graduate student research.

As of the fall 2007 semester, continuous enrollment fees from A&S graduate students have provided a stable source of funding for the Graduate Student Research Grant program, enabling this program to be offered predictably each fall and spring semester. To aid graduate students in conducting summer research, a summer funding program was initiated in summer 2009 by the OGSR. In previous years, spring research grants could include funding for summer activities but the funds had to be expended prior to July 1. The OGSR awarded a total of \$6,696 to 23 A&S graduate students in the spring 2010 semester, \$5,355 to 18 A&S graduate students in the summer of 2010, and \$3,723 to 14 graduate students in the fall 2010 semester. The maximum award was \$300.

The OGSR and the W&M student activities office provide support for the A&S Graduate Student Association (GSA) Supplemental Conference Fund. The GSA is responsible for the application and selection process for conference travel funding, with priority given to students who are presenting at a conference. Since conference travel funds appear to be a substantial unmet need, \$2,400 was provided for 12 awards in spring 2010, \$2,600 for 13 awards in summer 2010, and \$2,400 for 12 awards in fall 2010. The maximum award was \$200.

A&S Graduate Studies Advisory Board

The A&S Graduate Studies Advisory Board (GSAB), created in 2004, is comprised of approximately 20 community, business, and education leaders whose goal is to advocate for and support A&S graduate programs. The Graduate Studies Advisory Board met on campus twice during 2010: March 27-28 and October 24-25.

The GSAB spring meeting and the Graduate Research Symposium were coordinated to be held on the same weekend. More than 90% of the Board participated in symposium events, including six Board members who served on the judging panel for the awards and three Board members who chaired oral sessions at the symposium. In addition, a careers panel discussion featured five Board members. Several members also attended oral and poster sessions and were involved in informal career mentoring and networking at the symposium reception and the awards luncheon. Committee on Graduate Studies members were invited to attend the evening reception for the spring 2010 and fall 2010 Board meetings to discuss their perspectives on the strengths and needs of A&S graduate programs.

Awards for Excellence in Undergraduate Mentoring Initiated

In the spring of 2009, the A&S Graduate Studies Advisory Board and the A&S Committee on Graduate Studies voted unanimously in support of the Board's concept for initiating these annual awards to A&S graduate students in recognition of outstanding undergraduate mentoring in scholarship and research outside of classroom teaching. Undergraduate mentoring includes, among other examples, graduate students who mentor undergraduates in the context of the undergraduate students' senior theses, honors theses, writing projects, term papers, or research in a laboratory, field site, museum, or archive. Undergraduate students and faculty collaborate to nominate graduate students. The first four awards of \$250 were presented at the 2010 Graduate Research Symposium's awards luncheon on March 27, drawing more undergraduate students and faculty to the symposium and increasing visibility for the important contributions of graduate students in mentoring undergraduate students in scholarship and research.

A&S Graduate Portfolio Website

In 2009, the A&S Graduate Student Association (GSA) and the Office of Graduate Studies and Research initiated a website at http://www.wm.edu/as/graduate/graduate_portfolio/index.php to highlight the quality of A&S graduate programs by compiling and disseminating information on the accomplishments of A&S graduate students, including external awards, conference presentations and publications, and recent alumni employment/positions. The Graduate Portfolio website serves as a resource for strategic planning, program review, Development and University Relations offices, prospective students, the Graduate Studies Advisory Board, and alumni networking. GSA representatives collect information on graduate student achievements in their respective departments/programs. At least three times per year, these updated entries provided by A&S graduate students are posted by the Office of Graduate Studies and Research to the Graduate Portfolio website. In the future, the site can be expanded to include ongoing updates from alumni.

Graduate Research Forum Organized by Virginia Council of Graduate Schools

The 5th Annual Graduate Research Forum was held at the Library of Virginia in Richmond on March 4, 2010. The Forum is hosted annually by the Virginia Council of Graduate Schools to highlight the research of graduate students at public institutions in the Commonwealth. General Assembly members and staff, Governor's staff, University administrators, and staff of the State Council of Higher Education for Virginia are the primary audience. There were more than 60 student poster presentations from across the state and from many disciplines, with an emphasis on research that can benefit Virginia and its citizens. Dean Laurie Sanderson organized the participation of six W&M graduate students and accompanied them to the event.

COGS Highlights**JANUARY 26, 2010****Training in the Responsible Conduct of Research**

Throughout 2010, COGS members proposed and approved revisions to catalog descriptions of introductory graduate courses that provide training in the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism.

FEBRUARY 23, 2010**Catalog Section on Academic Misconduct in Scholarly Activity or Research**

COGS approved a new graduate catalog section entitled "Academic Misconduct in Scholarly Activity or Research", which is comparable to the College's Faculty Handbook on this subject. Although the Faculty Handbook specifies that undergraduate and graduate students as well as faculty members are held to these policies while conducting research, this information had not been readily available to students.

MARCH 30, 2010**Foreign Language Translation Refresher Workshops**

An American Studies graduate student assistant in the Office of Graduate Studies and Research prepared a report for COGS, outlining the challenges that he encountered in organizing these workshops to be of the greatest benefit for A&S graduate students. To overcome these challenges, his report provided specific recommendations for graduate students, departments/programs, and the Office of Graduate Studies and Research.

APRIL 27, 2010**Improvements in Graduate Student Recruitment**

The number of applicants to A&S graduate programs has been climbing steadily (e.g., 23% increase over the past two years). COGS has continued to explore potential changes in recruitment strategies and processes that could aid in further improving the quality, diversity, and size of the applicant pool. A limited amount of funding (up to \$500 per department/program) has been identified that can be used by departments/programs in 2010-11 for pilot recruitment projects, such as the preparation of recruiting

posters and faculty or graduate student representation at recruitment fairs and professional society conferences.

SEPTEMBER 16, 2010

Overview of Methodology for the National Research Council's Assessment of Research Doctorate Programs

COGS members discussed a summary of the 202-page methodology guide for the NRC's most recent assessment of research doctorate programs, prepared and distributed by Dean Laurie Sanderson. The summary focused on the NRC's rationale for the procedures and their application to W&M's A&S graduate programs.

OCTOBER 28, 2010

COGS Discussion with Dean Carl Strikwerda

Carl Strikwerda, Dean of Arts & Sciences, visited COGS to discuss topics of interest for A&S graduate programs. He explained that the College's goal is to close the stipend gap between A&S and our peer institutions and to plan for incremental annual increases in A&S graduate stipend funding, just as undergraduate financial aid is increased annually.

NOVEMBER 11, 2010

Importance of an A&S Graduate Student Health Insurance Subsidy

COGS members voted unanimously in favor of pursuing a partial health insurance subsidy as a critical component of the College's future success in recruiting and retaining highly qualified graduate students in A&S. More than 85% of our peer institutions now offer partial or full subsidies for graduate student health insurance as an additional form of financial aid, whereas the College does not provide health insurance subsidies to A&S graduate students.

Course Approvals and Revised Degree Requirements

American Studies

The following changes were approved via email on June 8, 2010.

DEGREE REQUIREMENT CHANGES:

Degree Requirements for the Master of Arts

The M.A. degree **coursework** can be completed in one **academic** calendar year, with students taking 12 credits each semester. Students who enroll in the program on a full-time basis are expected to submit their theses **by the end of their third semester in the program**. Alternatively, students may elect to pursue the M.A. on a part time basis, taking up to six years to complete the requirements.

Degree Requirements for the Doctor of Philosophy

- II. Reading knowledge of a foreign language of scholarship **by the end of the fourth semester**.

COURSE NAME AND DESCRIPTION CHANGES:

545. The Making of a Region: Southern Literature and Culture.

Spring (3) Donaldson.

The U.S. South has long functioned as a repository of national anxieties, failings, and backwardness, the "exception" to the American narrative of freedom, success, and progress by virtue of its defining features of slavery, segregation, economic exploitation, and endemic violence. This course will focus on the role of the region as the nation's imaginative borderlands in the aftermath of the Civil War and emancipation, when definitions of regional and national identity were undergoing radical realignment along with reformulations of family, community, race, and racialization. Making use of narratives, nonfiction, film, history, and visual representations, we'll examine the highly contested arena of Reconstruction, the rise of Jim Crow, contending narratives over memory and ownership of the past, visual and verbal critiques of

segregation, Civil Rights battles, and postmodern reclamations and reconstructions of a region that continues to struggle with its long legacy of cultural abjection and marginalization.

661. Introduction to American Studies.

Fall (3) McGovern.

This is the first of a two semester course (continued by AMST 662) required of all entering graduate students in American Studies. In this reading- and writing-intensive seminar, students encounter both current and classic works of the field. They will acquaint themselves with a wide array of interdisciplinary approaches, focusing on both critical theory and practical application in research. MA students will produce the first iterations of the Master's thesis, while Ph.D. students will produce the first outline of their comprehensive fields or alternatively, a dissertation topic. The course provides training in the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism.

Anthropology

The following changes were approved on April 13, 2010.

DEGREE REQUIREMENT CHANGES:

M.A./Ph.D. students who come to the program without a master's degree are required to defend their MA theses by the end of their fourth semester. Once students complete their MA theses, the thesis committee chair will write a letter to the Graduate Committee summarizing the thesis committee's assessment of the thesis and defense. The Graduate Committee will then evaluate the M.A. thesis in light of the committee's assessment and will determine whether the student should be allowed to advance toward candidacy or awarded a terminal M.A.

Applied Science

The following change was approved on April 27, 2010.

COURSE DESCRIPTION CHANGE:

603. Introduction to Scientific Research I.

Fall (2) Prerequisite: Consent of the instructor.

This course sequence, designed for the first year graduate student, acquaints them with the range and scope of research opportunities in Applied Science and the skills and knowledge necessary to function as a professional researcher. Provides training in the responsible and ethical conduct of research, including discussions of fabrication, falsification, and plagiarism.

Chemistry

The following changes were approved on April 13, 2010.

DEGREE REQUIREMENT CHANGE:

Degree Requirements for the Master of Science/Joint B.S. Program
(In addition to the general College requirements)

Students must maintain an overall GPA average of 3.0 and a 3.0 in chemistry courses through their 3rd year. All non-chemistry courses required for the B.S. degree must be completed before the 4th year. During the fall semester of the 4th year, students may take no more than one undergraduate chemistry lecture course and an associated lab course to complete their B.S. degree. All B.S. degree requirements must be completed before the second semester of the student's 4th year. Students must begin the research leading to their Master's Thesis the summer following their 3rd year. They are required to continue full time research the summer following their 4th year. They will complete the graduate coursework during their 4th year and be enrolled in graduate research. The remaining requirements are the same as for the Degree of Master of Science.

COURSE DESCRIPTION CHANGE:

665. Graduate Seminar.

Fall and Spring (1, 1) Staff. This course may be repeated for credit. Graded Pass/Fail.

Each full-time graduate student is required to enroll in this course each semester until classified as a Research Graduate. This course includes training in the responsible and ethical conduct of research, as well as discussions of fabrication, falsification, and plagiarism.

Computer Science

The following changes were approved on April 27, 2010.

COURSE DESCRIPTION CHANGES:

670. Colloquium.

Fall and Spring (1, 1). Graded Pass/Fail.

Each full-time graduate student is required to enroll in this course. No credits earned in this course may be applied to the number of credits required for a degree. This course includes training in the responsible and ethical conduct of research, as well as discussions of fabrication, falsification, and plagiarism. This course may be repeated for credit.

770. Colloquium.

Fall and Spring (1, 1). Graded Pass/Fail.

Each full-time graduate student is required to enroll in this course. No credits earned in this course may be applied to the number of credits required for a degree. This course includes training in the responsible and ethical conduct of research, as well as discussions of fabrication, falsification, and plagiarism. Course may be repeated for credit.

History

The following change was approved on April 27, 2010.

COURSE DESCRIPTION CHANGE:

710 - 713. Research Seminars.

Fall (3) Staff.

Research seminars in fields as indicated by course title. These courses are open only to candidates for advanced degrees. These courses include training in the responsible and ethical conduct of research, as well as discussions of fabrication, falsification, and plagiarism.

The following changes were approved by email vote on June 8, 2010.

DEGREE REQUIREMENT CHANGES:

General Description

The History Department offers a Doctoral Program in Early American and United States History, and a Masters program with specialization in Early American, United States, and Comparative and Transnational History. Doctoral students develop a minor field in a non-US geographic area such as Africa, Britain, or Latin America History or a comparative/transnational theme such as the Slave Trade, the Atlantic World or Comparative Revolutions as well as a thematic field in subjects such as African American, labor, or women's/gender history. Ph.D. students may do research in all sub-fields of American or U.S. history, including, but not limited to, Native American history, women's history, inter-national relations, African American history, labor history, social history, cultural history, political history, and the history of sexuality. A distinguishing characteristic of our program is its apprenticeship and internship opportunities (please see below).

(See general College requirements in the section entitled 'Graduate Regulations' in this catalog.)

Admission

A required supplemental application is available on the department's web page at <http://www.wm.edu/history>. Applicants must submit official undergraduate transcripts, three letters of recommendation, and official copies of scores from the Graduate Record Examination. A writing sample is required. A separate application is not necessary for financial aid. Completed applications must be postmarked by December 5, 2010 for the Masters and Ph.D. programs in American and U.S. History and

the Comparative and Transnational Master's program. Minimum requirements for admission include an overall academic average of 3.0 on a 4.0 scale and the completion of 24 semester hours of work in history. Additional hours in history and course work in a foreign or classical language are highly recommended.

Degree Requirements for the Master of Arts

(See general College requirements in the section entitled 'Graduate Regulations' in this catalog.)

Candidates admitted to the MA Program as full-time students must be in full-time residence for at least two semesters and must complete all requirements by the deadline specified in the department's graduate regulations. Those admitted as part-time students must complete all degree requirements within six years of starting the program. All masters students must complete 24 credit hours of coursework, not including credits for HIST 700. For Early American and U.S. History students, these 24 credit hours will include HIST 701,702, a research seminar (HIST 710 or 711), two courses in directed research (HIST 758), and electives. For Comparative and Transnational History students, the 24 credit hours will include HIST 701, a research seminar (HIST 713), at least one readings course in comparative history (HIST 720), two courses in directed research (HIST 758), and electives. Students must achieve a grade point average of at least 3.0 on a 4.0 scale. Candidates must demonstrate by departmental examination a reading knowledge of a foreign or classical language in which there is a significant historical literature; must pass a comprehensive examination; and must submit a thesis approved by his/her thesis committee.

COURSE DESCRIPTION CHANGE:

701-02 Comparative and Transnational History.

Fall (3) Benes.

Physics

The following change was approved April 27, 2010.

COURSE DESCRIPTION CHANGE:

650. Physics Colloquium.

Fall and Spring (1,1) Griffioen. Graded Pass/Fail. This course may be repeated for credit.

Includes presentations by invited speakers on areas of active research in physics. The course also will include an overview of physics research at W&M and training in the responsible and ethical conduct of research.

Psychology

The following change was approved April 27, 2010.

COURSE DESCRIPTION CHANGE:

618, 619. Professional Development Seminar.

Fall and Spring (2,2) Burk.

This course will foster the professional development of our M.A. students by holding weekly seminars over the first two semesters of the M.A. program. Research skills will be the primary focus of the course. They will consist of readings and discussions of philosophy of science, research methodology and design, research ethics including fabrication, falsification and plagiarism, critical analysis of published studies, and research presentation.

The following change was approved December 2, 2010.

DEGREE REQUIREMENT CHANGE:

All students are expected to be in full-time residence for two years and are required to take PSYC 602, 604, 605, 607, 608, 618-619, 631, 633, 695-696, 700, and 706. In order to be eligible for an assistantship in the second year, a student must have a minimum 3.0 GPA in the required first-year courses (Proseminars 631, 633, and 695-696).

Public Policy

The following changes were approved on February 9, 2010.

DEGREE REQUIREMENT CHANGES:

II. Degree of Master of Public Policy

A. The director of The Thomas Jefferson Program in Public Policy will plan and approve the student's program.

B. Each MPP student is expected to attend full-time (12 credits per semester) for four semesters. Students in the Accelerated BA/BS and MPP path are expected to attend full-time (12 credits per semester) for two semesters following conferral of the Bachelor's degree.

The following changes were approved on April 27, 2010.

DEGREE REQUIREMENT CHANGES:

3. In addition to the core, students are required to take 21 credit hours of electives, including a minimum of five 3-credit electives, at least one of which must be a 3-credit program approved School of Law course.

NEW COURSE AND COURSE DESCRIPTION CHANGE:

600. Independent Study.

Fall and Spring (Variable credit, 1 to 3 credits) Staff. (Note: this course can be Pass/Fail or letter graded.)

Course content varies: special topics courses; independent supervised research; experimentation with new seminars. This course may be repeated for 6 credits.

614. Topics in 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.

Elective Courses [Not Cross-listed]

MATH 523-Operations Research: Deterministic Models

The following changes were approved via email on June 8, 2010.

DEGREE REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC POLICY

(See general College requirements in the section entitled 'Graduate Regulations' in this catalog.)

The master of public policy (M.P.P.) degree program is a two-year, full-time, residential program requiring forty-nine hours of course credit. Students accepted for the degrees of MPP/JD, MPP/MBA, MPP/MS in Marine Science, MPP/PhD in Marine Science, or MPP/MS in Computational Operations Research are required to have thirty-seven hours of MPP course credit.

1. The following core courses are required: PUBP500-Mathematics for Public Policy Analysis; PUBP601-The Political Environment; PUBP602-Quantitative Methods I; PUBP603-Quantitative Methods II; PUBP604-Microeconomics of Public Policy; PUBP606-Benefit-Cost Analysis; PUBP607-Law and Public Policy; PUBP609-Ethics and Public Policy; PUBP610-Policy Research Seminar; PUBP612-Public Management and Organizational Behavior.

2. Students are required to complete an internship (at least 10 weeks of full-time employment) in the summer after their first year of the program.

3. In addition to the core, students in the MPP degree program are required to take 21 credit hours of electives, including a minimum of five 3-credit electives, at least one of which must be a 3-credit program approved School of Law course. Students accepted for the degrees of MPP/JD, MPP/MBA, MPP/MS in Marine Science, MPP/PhD in Marine Science, or MPP/MS in Computational Operations Research are required to take a minimum of 9 credit hours of electives, at least one of which must be a 3-credit program approved School of Law course. Law courses are second year electives. Students may pursue one of the suggested areas of emphasis below or an alternative set of courses developed with consent of the Director. Students must petition the curriculum committee for approval of alternative electives. Areas of emphasis include education policy, environmental policy, health care policy, international trade, regulatory policy, and state and local policy.

Graduate Regulations

The following change was approved on February 23, 2010.

CATALOG ADDITION:

Academic Conduct in Scholarly Activity or Research

At the College of William & Mary, honesty and integrity of students and faculty members are paramount in the conduct and dissemination of research and scholarly and creative activity; this responsibility extends to documentation prepared for the purpose of securing assistance in the pursuit of scholarly activity or research. It is the particular responsibility of individual scholars and researchers to ensure that the quality of published works is maintained: products must be carefully reviewed prior to publication; the accomplishments of others must be recognized and cited; contributors must be given full acknowledgement; co-authorship must be conferred to those, and only those, who have made a significant contribution; and all (co-)authors must be willing and able to defend publicly their contribution to the published results.

Although it may be more specifically defined by the discipline and/or in the school or department, academic misconduct is broadly defined to include fraudulent behavior such as “fabrication, falsification, plagiarism, [misappropriation,] or other practices that seriously deviate from those that are commonly accepted within [the particular scholarly community] for proposing, conducting, or reporting research [or other scholarly endeavors]. It does not include honest error or honest differences in interpretations or judgments” of results of scholarly activity.¹

- Falsification ranges from fabrication to deceptively selective reporting and includes the purposeful omission of conflicting data with the intent to condition or falsify results.
- Plagiarism and misappropriation involve willfully appropriating the ideas, methods, or written words of another, without acknowledgement and with the intention that they be taken as one’s own work, as well as the unauthorized use of privileged information (such as information gained confidentially in peer review) or the submission of similar written work to more than one course without prior approval of the current instructor or both instructors for concurrent courses.

Academic misconduct also includes material failure to comply with legal requirements governing research, including requirements for the protection of researchers, human subjects, or the public, or for ensuring the welfare of laboratory animals.

¹United States. Office of Research Integrity. “Guidelines for Institutions and Whistleblowers: Responding to Possible Retaliation Against Whistleblowers in Extramural Research.” 1995. 1 June 2008.

The following change was approved on April 13, 2010.

Addition to page 6:

A student can be enrolled in only one graduate program in A&S, unless the programs are listed at the front of this catalog as joint or concurrent degree programs. Exceptions require written approval from the Dean of Graduate Studies and Research and the Directors of Graduate Studies for both degree programs. In general, exceptions will only be approved for students who have completed all of the coursework required for one of the A&S degree programs. A student cannot receive stipend or tuition funding simultaneously from more than one W&M degree program, unless the degree programs are listed as joint or concurrent at the front of this catalog.

The following change was approved on April 27, 2010.

CATALOG CHANGE:

Page 6, II. Admission, Procedure, Regular Graduate Students:

For admission as a regular graduate student, an applicant must have completed the requirements for a bachelor’s degree at an accredited institution, must have a cumulative grade point average of 2.5 or more on a 4.0 scale, and must have the recommendation of the department/program committee in which he or she intends to study for a degree.

Note: Students may apply to W&M prior to receiving their bachelor's degree. However, admission to the A&S graduate program is conditional upon submission to the Office of Graduate Studies and Research of final official transcript(s) or Marks statement/transcript and degree/graduation certificate (where relevant for international students) in the institution's sealed envelope, confirming that a bachelor's degree has been conferred. If students have indicated on their application to W&M that a Master's degree from another institution has been conferred or is pending, admission to W&M is also conditional upon submission of the above official documents confirming that a Master's degree has been conferred.

Additional Graduate Courses

The following changes were approved on April 27, 2010.

NEW COURSES

Math 523. Operations Research: Deterministic Models.

Fall (3) Prerequisite: Consent of instructor.

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

Math 543. Exploring Algebra and Trigonometry.

Summer (3) Prerequisite: Consent of instructor.

Students will examine polynomial, trigonometric, exponential and logarithmic functions as precursors to their use in calculus. Graphical analysis of these functions and its relationship to the solution of non-linear equations will be considered. Applications to science and engineering will be included. This course is designed for secondary mathematics teachers.

Math 544. Exploring Calculus.

Summer (3) Prerequisite: Consent of instructor.

Students will study the role of limiting processes in the analysis of the standard functions that arise in applied mathematics. Differentiation and integration of polynomials, exponentials and logarithms will be considered. Geometric implications of the methods will be a central topic in this study. Applications from science, economics and finance will be included. This course is designed for secondary mathematics teachers.

The following change was approved on September 2, 2010.

NEW COURSE:

Math 550. Modeling and Computer Programming.

Fall (3) Prerequisite: Consent of instructor.

In this class, students will examine mathematical models of a variety of scientific, engineering and economic regimes. As the need arises, computer processing will be employed to demonstrate the implications of these models. Microsoft Excel is a likely choice for the computing language. This course is designed for secondary mathematics teachers.

Graduate Center Annual Report 2010

Staff and Facilities

The Graduate Center organizes and sponsors a variety of activities, events, and non-credit courses for W&M graduate and professional students. The Center is administered by Laurie Sanderson, Dean of Graduate Studies and Research in Arts & Sciences, Chasity Roberts, Assistant to the Dean of Graduate Studies and Research, and Cortney Cain, English for Speakers of Other Languages (ESOL) Program Manager. The Center is housed in the Stetson House at 232 Jamestown Road.

In the spring, summer, and fall of 2010, two College faculty members taught eight Graduate Center courses. The Graduate Center continued to work collaboratively with other College offices and schools in expanding the scope of activities and events to enhance the participation of a diversity of W&M graduate and professional students as well as undergraduate students where appropriate.

Graduate Center Highlights

Appendix I provides a listing and summary of participation in Graduate Center activities, events, and courses since fall 2006. Highlights from the spreadsheet include:

- *Course enrollments* for the calendar years were 80 in 2006, 86 in 2007, 90 in 2008, 71 in 2009, and 84 in 2010. The students enrolled in 2010 were a mix of domestic and international graduate students from A&S, Business, and Marine Science.
- In the Fall of 2010, the Graduate Center's *Conversation Partner Program (CPP)* paired 47 native and nonnative English speakers to meet informally and discuss topics of mutual interest. The nonnative English speakers included graduate students from A&S, Business, and Law. Native English speakers included both graduate and undergraduate students in A&S and Law, and some community volunteers.
- Prior to the 2010 Graduate Research Symposium, the Graduate Center sponsored a ten-hour workshop by Robin Cantor-Cooke on *enhancing speaking skills*, as well as individualized coaching sessions. In addition, two workshops were led by Barbara Monteith on *designing conference posters*, with an offer to workshop participants to receive individualized feedback on poster layout and design.
- A&S graduate students on the 2010 Graduate Research Symposium Committee and the Graduate Student Association worked with the Office of Graduate Studies and Research and the Graduate Center to prepare the most successful and the largest of the nine annual graduate research symposia, with over 900 students, faculty, and guests in attendance, a 64% increase relative to the 2009 symposium. The number of graduate student presenters from W&M and regional institutions increased by approximately 13% relative to the 2009 symposium. There were 135 graduate student presenters in the oral and poster sessions, including 45 visiting students from 17 prominent regional institutions such as George Washington University, Johns Hopkins, Drexel and UNC Wilmington, as well as Virginia institutions such as Virginia Tech, Virginia Commonwealth University, and Old Dominion. Highlights of the symposium included advance workshops on poster preparation techniques and oral presentation skills, symposium awards in all disciplines to fourteen students totaling \$5700, luncheon remarks by Provost Michael Halleran and A&S Dean Carl Strikwerda, and Graduate Studies Advisory Board member participation in a careers panel discussion. In addition, four W&M graduate students in A&S received the first \$250 Awards for Excellence in Undergraduate Mentoring. Provost Halleran and Dean Strikwerda distributed the awards at the Saturday luncheon. The Graduate Studies Advisory Board was a symposium sponsor and Board members also participated in the symposium by chairing oral sessions, serving on the judging panels, offering recruitment and mentoring opportunities, and providing three corporate awards of \$1000 each as well as corporate sponsorship for the symposium.

- The popular annual *Raft Debate*, sponsored by the Office of Graduate Studies and Research, the Graduate Center, and the A&S Graduate Student Association, was attended by an audience of approximately 400 undergraduate and graduate students, faculty, and community members on September 29, 2010. On the revised W&M web site, the Raft Debate is featured in the summary of College traditions at <http://www.wm.edu/about/history/traditions/index.php>.
- Graduate Center *social events* for the spring and fall of 2010 included a *Meet-and-Greet Reception* in August for the new international graduate students in A&S which had 16 in attendance, and a *Thanksgiving celebration* in November for international graduate students and their Conversation Partners which had 77 in attendance and was also co-sponsored by the International Law Society (ILS) from the Marshall-Wythe School of Law.
- Cortney Cain spoke at both the international undergraduate and the international graduate student *Orientations* in August. Topics discussed included American values and speech, the stages of homesickness and culture shock.

Newsletter

The Graduate Center's electronic newsletter ***DID YOU KNOW THAT?*** is distributed by e-mail to A&S graduate students every Monday during the academic year. Beginning in the fall of 2008, *DYKT?* was also published online at <http://www.wm.edu/as/graduate/studentresources/newsletter/index.php>. Each academic year there are approximately thirty issues. Under the editorship of Chasity Roberts, the newsletter has expanded its coverage and scope, especially in bringing funding sources to the attention of graduate students. These funding sources are also published to the Graduate Studies "Funding Sources" webpage (<http://www.wm.edu/as/graduate/studentresources/fundingsources/index.php>). The Directors of Graduate Studies, Department Chairs/Program Directors, and College administrators also receive *DYKT?* and value its contribution to the university's graduate culture.

A&S Graduate Ombudsperson Report for 2010

Activities for January through June 2010

Carey Bagdassarian, Associate Professor, Department of Chemistry
ckbagd@wm.edu

5 new cases, involving three departments, were mediated by the Ombudsperson between January-June 2010.

Issues included clarification and definition of continuance and/or graduation requirements, faculty-student “tensions,” and needed discussions between faculty and student. One case was initiated by faculty, with no student involvement.

Time-scale for cases spanned from 1 meeting to several consultations. All cases were resolved.

2 existing cases, involving 4 students and 2 departments, continued from the previous semester. The Dean of Graduate Studies and Research was involved in one of the cases. Both cases were resolved.

Activities for July through December 2010

Elizabeth Barnes, Associate Professor, Departments of English and American Studies
elbarn@wm.edu

2 cases between July and December, 2010:

Issues included consultation and mediation over a dissertation defense, and mediation with a student’s advisor with respect to timeliness of feedback.

In one case, the department’s Director of Graduate Studies and other faculty members were involved in discussions. In the second, only the advisor was involved.

One case has been resolved; the other awaits resolution.

Committee on Graduate Studies Members, 2010-11

Laurie Sanderson, Chair
Charles McGovern, American Studies
Martin Gallivan, Anthropology
Gunter Luepke, Applied Science
Randy Chambers, Biology
Debbie Bebout, Chemistry
Qun Li, Computer Science
Rex Kincaid, Computational Operations Research
Leisa Meyer, History
Jeffrey Nelson, Physics
Joshua Burk, Psychology (Master's program)
Larry Ventis, Psychology (PsyD program)
Elaine McBeth, Public Policy

APPENDICES

APPENDIX I

GRADUATE CENTER PARTICIPATION
Fall 2006 thru Fall 2010

| Course | F 2006 | S 2007 | Su 2007 | F 2007 | S 2008 | Su 2008 | F 2008 | S 2009 | Su 2009 | F 2009 | S 2010 | Su 2010 | F 2010 |
|---|------------|------------|----------|------------|------------|----------|------------|------------|----------|------------|-------------|----------|------------|
| COLL 501 001 | 12 | 13 | | 20 | | | 15 | | | 12 | | | 10 |
| COLL 501 002 | | | | | | | | | | 9 | | | 8 |
| COLL 503 | | | | | 10 | | | 8 | | | 13 | | |
| COLL 505 | 7 | 8 | | 8 | | | 15 | | | 15 | | | 15 |
| COLL 508 | 8 | | | 4 | | | | | | | | | |
| COLL 520 001 | | 9 | | | 18 | 4 | | 14 | 2 | | 13 | | |
| COLL 520 002 | | | | | | | | 6 | | | 14 | | |
| COLL 525 | | | | 9 | | | 12 | | | | | | 10 |
| COLL 530 | | 8 | | | 5 | | | 5 | | | 3 | | |
| COLL 550 | | | | | 11 | | | | | | | | |
| COLL 620 | | | 7 | | | | | | | | | | |
| Course Subtotals | 27 | 38 | 7 | 41 | 44 | 4 | 42 | 33 | 2 | 36 | 43 | 0 | 43 |
| Workshops | F 2006 | S 2007 | Su 2007 | F 2007 | S 2008 | Su 2008 | F 2008 | S 2009 | Su 2009 | F 2009 | S 2010 | Su 2010 | F 2010 |
| Cultural Workshop | | | | | | | 11 | | | | | | |
| French Refresher | | | | | | | | | | 1 | | | |
| International Dialogue | | 75 | | | 45 | | | | | | | | |
| Poster Workshop | | 3 | | | 5 | | | 5 | | | 26 | | |
| Presenting Yourself | 6 | | | | | | | 13 | | 7 | 8 | | |
| Enhance Your Presentation | | 40 | | | | | | 6 | | | | | |
| R.A. In-service Training - Int'l Students | | | | 80 | | | | | | | | | |
| Science Career Strategies | | | | | 55 | | | | | | | | |
| Spanish Language Refresher | | 3 | | | | | | | | 4 | 2 | | |
| Workshop Subtotals | 6 | 121 | 0 | 80 | 105 | 0 | 11 | 24 | 0 | 12 | 36 | 0 | 0 |
| Programs | F 2006 | S 2007 | Su 2007 | F 2007 | S 2008 | Su 2008 | F 2008 | S 2009 | Su 2009 | F 2009 | S 2010 | Su 2010 | F 2010 |
| Conversation Partners | 26 | | | 44 | 22 | | 60 | 34 | | 48 | 51 | | 47 |
| Graduate Symposium | | 240 | | | 350 | | | 550 | | | 900 | | |
| Raft Debate | | 180 | | 165 | | | 300 | | | 375 | | | 400 |
| World Café | | 43 | | | | | | | | | | | |
| International Education Week | | | | | | | | | | | | | |
| Int'l Research - UC Lobby | | | | 37 | | | | | | | | | |
| Int'l Music & Dance Showcase | | | | 212 | | | 256 | | | | | | |
| Program Subtotals | 26 | 463 | 0 | 458 | 372 | 0 | 616 | 584 | 0 | 423 | 951 | 0 | 447 |
| Social Events | F 2006 | S 2007 | Su 2007 | F 2007 | S 2008 | Su 2008 | F 2008 | S 2009 | Su 2009 | F 2009 | S 2010 | Su 2010 | F 2010 |
| Meet and Greet | 28 | | | 20 | | | 18 | | | 21 | | | 16 |
| Int'l Thanksgiving | 40 | | | 50 | | | 55 | | | 68 | | | 77 |
| CPP Appreciation | | | | | 25 | | | 35 | | | 23 | | |
| Social Event Subtotals | 68 | 0 | 0 | 70 | 25 | 0 | 73 | 35 | 0 | 89 | 23 | 0 | 93 |
| GRAND TOTAL | 127 | 622 | 7 | 649 | 546 | 4 | 742 | 676 | 2 | 560 | 1053 | 0 | 583 |

APPENDIX II

Applied, Accepted and Enrolled
Fall 2006 - Fall 2010

| | | Applied | Accepted | | Enrolled | | Avg UG ⁽¹⁾ | Avg GRE Scores ⁽¹⁾ | | |
|---------------------------------|------|---------|----------|------|----------|------|-----------------------|-------------------------------|------|---------|
| | | | Total | Rate | Total | Rate | GPA | Verbal | Math | Writing |
| American Studies ⁽²⁾ | 2006 | 83 | 27 | 33% | 17 | 63% | 3.60 | 606 | 586 | |
| | 2007 | 96 | 40 | 42% | 7 | 18% | 3.70 | 609 | 602 | |
| | 2008 | 83 | 30 | 36% | 18 | 60% | 3.41 | 610 | 589 | |
| | 2009 | 85 | 0 | | 0 | | | | | |
| | 2010 | 101 | 23 | 23% | 9 | 39% | 3.74 | 603 | 621 | 4.86 |
| Anthropology | 2006 | 76 | 18 | 24% | 7 | 39% | 3.49 | 514 | 613 | |
| | 2007 | 50 | 23 | 46% | 12 | 52% | 3.48 | 554 | 561 | |
| | 2008 | 70 | 18 | 26% | 10 | 56% | 3.57 | 559 | 601 | |
| | 2009 | 82 | 24 | 29% | 5 | 21% | 3.61 | 548 | 570 | 5.00 |
| | 2010 | 77 | 16 | 21% | 10 | 63% | 3.64 | 595 | 621 | 5.00 |
| Applied Science | 2006 | 34 | 12 | 35% | 8 | 67% | 3.55 | 421 | 741 | |
| | 2007 | 43 | 16 | 37% | 8 | 50% | 3.36 | 469 | 765 | |
| | 2008 | 47 | 19 | 40% | 8 | 42% | 3.57 | 408 | 744 | |
| | 2009 | 49 | 22 | 45% | 9 | 41% | 3.59 | 503 | 767 | 3.77 |
| | 2010 | 50 | 13 | 26% | 9 | 69% | 3.57 | 502 | 744 | 3.55 |
| Biology | 2006 | 40 | 10 | 25% | 9 | 90% | 3.32 | 573 | 659 | |
| | 2007 | 47 | 24 | 51% | 13 | 54% | 3.36 | 494 | 629 | |
| | 2008 | 38 | 17 | 45% | 8 | 47% | 3.49 | 580 | 680 | |
| | 2009 | 35 | 12 | 34% | 9 | 75% | 3.46 | 549 | 681 | 4.55 |
| | 2010 | 48 | 15 | 31% | 9 | 60% | 3.42 | 607 | 681 | 4.28 |
| Chemistry | 2006 | 3 | 1 | 33% | 1 | 33% | | | | |
| | 2007 | 9 | 4 | 44% | 3 | 75% | 2.87 | 505 | 715 | |
| | 2008 | 8 | 5 | 63% | 5 | 100% | 3.50 | 526 | 706 | |
| | 2009 | 12 | 6 | 50% | 5 | 83% | 3.56 | 540 | 734 | 4.25 |
| | 2010 | 18 | 8 | 44% | 7 | 88% | 3.39 | 493 | 566 | 3.85 |
| Computer Science ⁽³⁾ | 2006 | 76 | 44 | 58% | 25 | 57% | 3.51 | 533 | 737 | |
| | 2007 | 60 | 41 | 68% | 23 | 56% | 3.39 | 478 | 742 | |
| | 2008 | 61 | 47 | 77% | 20 | 43% | 3.31 | 489 | 746 | |
| | 2009 | 74 | 52 | 70% | 28 | 54% | 3.34 | 538 | 733 | 4.12 |
| | 2010 | 97 | 42 | 43% | 27 | 64% | 3.40 | 524 | 738 | 3.85 |
| History | 2006 | 117 | 34 | 29% | 17 | 50% | 3.69 | 614 | 589 | |
| | 2007 | 151 | 41 | 27% | 22 | 54% | 3.59 | 590 | 584 | |
| | 2008 | 135 | 30 | 22% | 15 | 50% | 3.42 | 584 | 599 | |
| | 2009 | 140 | 35 | 25% | 22 | 63% | 3.57 | 643 | 626 | 4.93 |
| | 2010 | 151 | 35 | 23% | 16 | 46% | 3.82 | 609 | 632 | 5.19 |
| Physics | 2006 | 54 | 11 | 20% | 11 | 100% | 3.44 | 525 | 744 | |
| | 2007 | 127 | 29 | 23% | 11 | 38% | 3.66 | 504 | 752 | |
| | 2008 | 107 | 44 | 41% | 16 | 36% | 3.70 | 528 | 746 | |
| | 2009 | 102 | 27 | 26% | 13 | 48% | 3.64 | 429 | 748 | 3.40 |
| | 2010 | 139 | 29 | 21% | 8 | 28% | 3.65 | 540 | 771 | 4.13 |
| PsyD ⁽⁴⁾ | 2006 | 163 | 16 | 10% | 10 | 63% | 3.82 | 558 | 623 | |
| | 2007 | 207 | 17 | 8% | 10 | 59% | 3.93 | 603 | 639 | |
| | 2008 | 244 | 13 | 5% | 10 | 77% | 3.49 | 537 | 631 | |
| Psychology | 2006 | 95 | 14 | 15% | 9 | 64% | 3.48 | 530 | 643 | |
| | 2007 | 93 | 17 | 18% | 7 | 41% | 3.49 | 542 | 624 | |
| | 2008 | 86 | 16 | 19% | 7 | 44% | 3.70 | 570 | 689 | |
| | 2009 | 65 | 21 | 32% | 8 | 38% | 3.74 | 578 | 676 | 4.72 |
| | 2010 | 79 | 10 | 13% | 6 | 60% | 3.81 | 603 | 673 | 4.83 |
| Public Policy | 2006 | 76 | 44 | 58% | 25 | 57% | 3.55 | 570 | 684 | |
| | 2007 | 59 | 38 | 64% | 15 | 39% | 3.33 | 540 | 638 | |
| | 2008 | 73 | 45 | 62% | 25 | 56% | 3.46 | 577 | 684 | |
| | 2009 | 98 | 50 | 51% | 21 | 42% | 3.54 | 606 | 689 | 4.81 |
| | 2010 | 97 | 43 | 44% | 21 | 49% | 3.55 | 589 | 683 | 4.41 |

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

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

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

⁽⁴⁾ The Psychology Doctoral program admits students through the VA Consortium Program in Clinical Psychology. Data is supplied by the Consortium. Effective 2009-2010, W&M does not participate in admissions to the Consortium.

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

Fall 2006 to Fall 2010

| Department | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|-------------------------------|------------|------------|------------|------------|------------|
| American Studies | 81 | 81 | 89 | 70 | 75 |
| Anthropology | 43 | 46 | 46 | 49 | 47 |
| Applied Science | 33 | 32 | 32 | 33 | 35 |
| Biology | 27 | 31 | 30 | 27 | 29 |
| Chemistry | 6 | 7 | 8 | 10 | 13 |
| Computer Science ² | 80 | 77 | 68 | 75 | 80 |
| History | 89 | 89 | 92 | 91 | 92 |
| Physics | 59 | 59 | 69 | 68 | 65 |
| Psychology | 16 | 15 | 16 | 16 | 15 |
| PsyD ³ | 48 | 26 | 25 | 24 | 18 |
| Public Policy | 39 | 43 | 44 | 46 | 42 |
| TOTALS | 521 | 506 | 519 | 509 | 511 |

Notes:

¹ Totals include full-time, part-time and continuous enrollment registration, including dual degree students in Law, Business and Marine Science (four dual degree students in 2010).

² Includes Computational Operations Research.

³ Fall 2007-2010 enrollment reflects only students enrolled through W&M and does not include total consortium count.

**APPENDIX IV
GRADUATE STUDENT ENROLLMENT BY DEGREE FALL 2010**

| Program | MA | MS | MA/PHD | MS/PHD | PHD | PSYD | MPP | Total |
|-------------------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|------------|
| American Studies | 12 | | 11 | | 52 | | | 75 |
| Anthropology | 14 | | 8 | | 25 | | | 47 |
| Applied Science | | | | 1 | 34 | | | 35 |
| Biology | 1 | 28 | | | | | | 29 |
| Chemistry | | 13 | | | | | | 13 |
| Computer Science | | 12 | | 7 | 42 | | | 61 |
| COR | | 19 | | | | | | 19 |
| History | 35 | | 15 | | 42 | | | 92 |
| Physics | | | | 14 | 51 | | | 65 |
| Psychology | 15 | | | | | | | 15 |
| PsyD | | | | | | 18 | | 18 |
| Public Policy | | | | | | | 42 | 42 |
| | MA | MS | MA/PHD | MS/PHD | PHD | PSYD | MPP | TOTAL |
| Total Enrollment | 77 | 72 | 34 | 22 | 246 | 18 | 42 | 511 |

APPENDIX V

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

| DEPARTMENT | PROGRAM INITIATED | 00-01 | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | SINCE AUG. 2000 |
|-------------------------------|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------|
| American Studies | 1982-MA | 5 | 8 | 8 | 9 | 12 | 6 | 4 | 7 | 7 | 6 | 72 |
| | 1988-PhD | 5 | 6 | 3 | 2 | 10 | 5 | 5 | 1 | 2 | 5 | 44 |
| Anthropology | 1979-MA | 13 | 7 | 10 | 5 | 8 | 7 | 5 | 5 | 9 | 8 | 77 |
| | 2001-PhD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| Applied Science | 1970-MA/MS | 4 | 5 | 6 | 6 | 8 | 5 | 5 | 4 | 2 | 11 | 56 |
| | 1990-PhD | 4 | 3 | 4 | 5 | 6 | 4 | 3 | 8 | 6 | 3 | 46 |
| Biology | 1963-MA/MS | 11 | 3 | 5 | 15 | 8 | 7 | 7 | 11 | 6 | 12 | 85 |
| Chemistry | 1964-MA/MS | 5 | 1 | 2 | 4 | 3 | 6 | 2 | 3 | 5 | 4 | 35 |
| Computer Science ¹ | 1984-MS | 19 | 16 | 17 | 16 | 20 | 17 | 16 | 20 | 19 | 11 | 171 |
| | 1986-PhD | 3 | 3 | 5 | 4 | 8 | 1 | 3 | 3 | 1 | 9 | 40 |
| History | 1955-MA | 20 | 7 | 15 | 8 | 10 | 12 | 9 | 13 | 15 | 13 | 122 |
| | 1967-PhD | 4 | 5 | 4 | 3 | 1 | 5 | 7 | 5 | 3 | 3 | 40 |
| Physics | 1959-MA/MS | 12 | 4 | 11 | 9 | 9 | 11 | 12 | 11 | 11 | 14 | 104 |
| | 1964-PhD | 7 | 3 | 4 | 7 | 5 | 9 | 9 | 6 | 8 | 6 | 64 |
| PsyD | 1978-PsyD | 12 | 9 | 10 | 8 | 6 | 10 | 8 | 10 | 5 | 4 | 82 |
| Psychology | 1953-MA | 10 | 5 | 7 | 9 | 5 | 9 | 7 | 6 | 9 | 8 | 75 |
| Public Policy | 1991-MPP | 13 | 19 | 17 | 19 | 24 | 21 | 20 | 25 | 16 | 25 | 199 |
| Totals | MA/MS/MPP | 112 | 75 | 98 | 100 | 107 | 101 | 87 | 105 | 90 | 112 | 987 |
| | PhD | 23 | 20 | 20 | 21 | 30 | 24 | 27 | 24 | 21 | 26 | 236 |
| | PsyD | 12 | 9 | 10 | 8 | 6 | 10 | 8 | 10 | 5 | 4 | 82 |

¹ Includes Computational Operations Research.