Committee on Graduate Studies
Report to the Faculty
April, 2003

Introduction

The structure of this Annual Report by the Committee on Graduate Studies (COGS) to the Faculty is as follows. After a brief introduction, there is discussion of some continuing themes and issues facing graduate programs in Arts and Sciences. This is followed by a presentation of course changes that occurred over the past year, a list of highlights of issues discussed and resolved by COGS, and a report to COGS by the Director of the Graduate Center on the activities of the Graduate Center. Following this is a report to the Faculty by the Ombudsperson. Finally, Graduate Program statistics are provided.

COGS acknowledges the excellent leadership of Gene Tracy who served as Acting Dean of Research and Graduate Studies until July 1, 2002. On July 1st, David Finifter assumed the job of Dean of Research and Graduate Studies. This report spans the time period from May 2002 to April 11, 2003. The transition from Tracy to Finifter was very smooth. This report sets a baseline and shows continuity from previous years in terms of both some continuing issues or themes and continuing reporting of relevant data on Arts and Sciences programs.

Continuing Themes and Issues

The year has been dominated by pressures of the budget crisis. COGS annual reports over the past several years have reported on the stagnation and poor position of graduate aid in Arts and Sciences graduate programs. At a time when there is an imperative need for growth in the level of stipends and the number of stipends, the graduate budget has remained stagnant in nominal terms. As a result of some shifting

of some private funds, we have actually experienced a slight enhancement in graduate funding for next academic year. This modest amount was given to doctoral programs and to adjust tuition coverage for Master of Public Policy program students.

The issues that were emphasized in the past two COGS annual reports are still relevant today and are worth repeating. These continuing themes are as follows. The report of 2001 demonstrated that graduate stipends were low. The report of 2002 made a clear and coherent case for the critical role of graduate education in Arts and Sciences in supporting other key activities of the universities including the generation of research funding, the operation of an excellent undergraduate program, and the promotion of public service and economic development.

Graduate Stipends: As noted in the May, 2001 Annual Report of COGS,
 [page 1] "… in *every* program the level of stipend support provided by the Dean's Office is below average, often significantly so. Even in those programs which have access to internal departmental resources that allow them to supplement the Dean's contribution, the total stipend level tends to lie below the average. This stipend supplement, obviously, puts a significant drain upon departmental resources. In an attempt to help the Ph.D. programs to remain competitive, the Dean's Office has allowed them the flexibility to offer higher stipends to a smaller number of students – thereby eroding the size of the programs from year to year. If allowed to continue, this will undermine the long-term health of the graduate programs. Correcting this trend must be a high priority for the Administration."

Space and Administrative Support: Several departments/programs are suffering from other kinds of shortfalls in resources. In particular space is a critical need to some departments/programs and administrative support is also in short supply to some. These resource shortfalls present severe constraints to some departments/programs in reaching their potential number of students and external grants.

Graduate Programs as a Source of Overhead Funds: As noted in the COGS Report to the Faculty, March 2002, [page 2] "The graduate programs in Arts & Sciences are the source of most of the overhead funds generated on the main campus (i.e., not including VIMS/SMS)…". For example, Arts and Sciences generated nearly 90% of the overhead for FY01.

The Importance of Arts and Sciences Graduate Programs to the University: As noted in the COGS Report to the Faculty, March 2002, [page 3]:
 Why the Arts & Sciences graduate programs are important to us all:

Although graduate students in Arts & Sciences are only a fraction of the student body, the benefits they bring are substantial and are distributed throughout the University...:

- The graduate programs help determine our 'peer group', which in turn affects faculty salaries, library resources, etc.
- The graduate programs enhance the undergraduate program.
- The graduate programs allow us to bring in substantial external support. The overhead on these funds benefits the university as a whole.
- The graduate programs are the most effective means for the University to play a role in economic development. [see 2002 report for full discussion of these points]

Course Approvals and Revised Degree Requirements

Anthropology

New Courses -- Approved October 2002
ANTH 552 Comparative Archaeology of British Expansion: Ireland and North America
ANTH 556 Human Skeletal Biology
ANTH 607 Bioarchaeology and the African Diaspora
ANTH 613 Historical Archaeology of the American South

Increase credit hours from 3 to 4
ANTH 553 Zooarchaeology (cross-listed as ANTH 453)

Biology

New Courses --Approved October 2002
BIO 6XX Microevolution: Patterns and Processes
BIO 543 Molecular Genetics Laboratory

Computer Science

New Courses -- Approved May 2002
        CSCI 741 Data Mining
CSCI 521 Implementation of Database Systems
CSCI 674 Parallel Computing

New Course – Approved March 2003
CSCI 688 Topics

Change of Course Structure for PhD students – Approved January 2003

CSCI 653 Analysis of Algorithms
CSCI 654 Advanced Computer Architecture
CSCI 664 Advanced Operating Systems

Change of Course Sequence for Masters Students – Approved January 2003

CSCI 653, CSCI 663 Foundations
CSCI 542, CSCI 652 Programming Languages
CSCI 544, CCSI 664 Operating Systems

Change of Course Sequence for Computational Operations Research (COR) –
Approved March 2003
"To permit greater flexibility to COR students, they will now complete at least four but no more than six courses from the eight-course computation operations research area…." (Taken from the Computer Science proposal)

Graduate Center

New Course – Approved April 2003
COL 513 English Conversation and Pronunciation for International Graduate Students

Physics

New Course – Approved April 2003
PHYS 600 Independent Study

Approval of Roman Numerals to the Following Courses:
PHYS 610 Classical Electricity & Magnetism I
PHYS 611 Classical Electricity & Magnetism II
PHYS 621 Quantum Mechanics I
PHYS 622 Quantum Mechanics II

Rename PHYS 721 from Advanced Quantum Mechanics to
PHYS 721 Field Theory and Relativistic Quantum Mechanics

Rename PHYS 722 from Advanced Quantum Mechanics to
PHYS 722 Quantum Field Theory

Women's Studies

New Courses -- Approved February 2003
WMST 590 and WMST 690* (For American Studies and History graduate students)
*linked to the following undergraduate courses:
WMST 380 Rhymes with Witch

Women's Studies continued

WMST 405 Feminist Theory
WMST 320 Sites of Southern Memory

COGS Highlights

May 9, 2002

The general statement regarding the student leave policy was approved.   Listed below is the text from *The College of William and Mary Graduate Arts and Sciences Program Catalog 2002-03.*

"Students who wish to request a leave of absence for any reason, other than a medical withdrawal …, should contact their advisor and the Director of Graduate Studies for their program. Students may appeal the department's decision with the Dean of Research and Graduate Studies. "[p. 25]

October 7, 2002

COGS approved the Research Policy Advisory Board. This board would allow faculty the opportunity to have more involvement in issues like how overhead is spent.

Scott Nelson presented his annual report of the activities of the Ombuds office. It is included in this report.

November 4, 2002

New policy on Joint/Concurrent Degrees was approved. This policy is described below.

To be placed in the Graduate Regulation Section – Requirements for Degrees

A.	Each student must apply to and gain acceptance by both departments, programs or schools involved in the Joint or concurrent degree.
B.	Each student must fulfill the course requirements of the agreed upon curriculum of the joint/concurrent program. In addition, each student must maintain the minimum GPA requirement in each academic unit separately.
C.	A complete list of joint and concurrent degree programs is provided on Page 1 of this catalog.
D.	Newly proposed joint or concurrent programs must be approved by COGS.

November 25, 2002

Policy on taking undergraduate courses for graduate credit was approved. A new form was created and approved. This policy asks the student, Graduate Director, and Dean or Research and Graduate Studies to determine the requirements, whether extra work is required or not, for the course.

The wording for the thesis and dissertation committees was revised. Now it states for master's degrees – "The committee will consist of at least three members, at least two of whom must be full-time faculty of the College and have a formal affiliation with the student's department or program." For dissertations it states, "The committee will consist of at least four members, at least two of whom must be full-time faculty of the College and have a formal affiliation with the student's department or program."

February 14, 2003

USPAS – US Physics Accelerator School is a highly selective school that will be held in Williamsburg in January 2004. Students will enroll in Physics courses and receive academic credit from the College of William and Mary. COGS members tentatively approved this school pending the description of the courses.

COGS members provided suggestions to the Director of the Graduate Center on how the Graduate Research Symposium will be changed for next year. Most importantly, the Graduate Research Symposium is dependent on the support and encouragement of faculty to participate.

February 28, 2003

A discussion of a detailed leave policy took place with Trish Volp, Dean of Students. COGS decided that the Office of Research and Graduate Studies should be responsible for drafting one policy that will be used as the minimum standard for all departments and programs. The Physics faculty has an approved *Family Leave Policy* that will be used in the development of the Family Leave Policy for Graduate Arts and Sciences.

The Arts and Sciences graduate application was revised to align with the Banner system.

TOEFL is required for all non-English speaking students. This will be updated in the 2003-04 catalog.

March 14, 2003

Ginger Ambler, Assistant VP for Student Affairs discussed graduate student services for Arts and Sciences. We will forge a partnership with Student Affairs to ensure that students' needs are being adequately met and that we are disseminating information about available services to graduate students.

A new template for the catalog was introduced and approved. This new approach will allow for a more uniformed approach and highlight some faculty and student research.

March 28, 2003

Discussion of SACS accreditation and how will it affect Graduate Arts and Sciences. A presentation by Gary Kreps, Vice Provost, Lorne Kuffel, Director of Institutional Research, Susan Bosworth, Director of Assessment and Gene Roche, Director of Academic Information Services, Information Technology. They introduced COGS to the new accreditation process. As a first step, each department/program is to develop three to five goals for each degree program.

Graduate Center Annual Report 2002-2003

Staff. With the appointment in August 2002 of Hans C. von Baeyer, Chancellor Professor of Physics, as Director of the Graduate Center, and in January 2003 of Carlane J. Pittman as Assistant Director of Graduate Studies, the Graduate Center is opening a new chapter. In an effort to professionalize the teaching staff, the Graduate Dean has been authorized to offer limited term appointments as Adjunct Lecturers to Graduate Center faculty. This year, Barbara Monteith and Robin Cantor-Cooke have accepted such appointments.

Major Events. A forgotten tradition was revived with the sponsorship of a **Raft Debate** in September 2003. While this event is not directly related to the graduate program, it does help to make the Graduate Center more visible in the university community, and it celebrates interdisciplinarity. The Graduate Center plans to sponsor a raft debate every year. The **Second Annual Graduate Research Symposium**, held just before Charter Day in February 2003, was generally considered to be even more successful than the first, and promises to become an important milestone in the life of graduate students from across the university. Faculty members should encourage their students to participate in the symposium as a useful exercise in their professional education, and a showcase for the rich diversity of research performed at William and Mary.

Courses and Workshops. Courses in writing and speaking that have been offered by the Graduate Center continue to be a high priority for the Center. They are listed in the table appended to this report. Participation in these courses depends crucially on the support of the graduate faculty. They represent a valuable resource for the benefit of the students' career preparation. Several new workshops were added to the previous year's list, and suggestions for other topics are always welcome.

Advisory Council. A Student Advisory Council to the Graduate Center has been appointed, and will advise the staff on graduate student needs and desires. In order to improve and enhance its programs, the Graduate Center will continue to experiment with different ways (Graduate Council, Graduate Students Association, Student Advisory Council, Committee on Graduate Studies etc.) to obtain feedback and suggestions from students. The first meeting will take place on April 16, 2003.

Language Center. The most significant new initiative of the Graduate Center is the establishment of a William and Mary Center for Language and Culture (CLC). Building on two drafts of a proposal for such a center prepared by Gene Tracy in 2001

and 2002, this project is being promoted with vigor. Following a visit by Hans von Baeyer and Carlane Pittman to UVA to learn about that university's organization of ESL (English as a Second Language) for graduate students, the Graduate Center secured the help of Nicole Cloeren as graduate student intern on this project, and sponsored a trip to a national conference on ESL by Barbara Monteith. Meetings among interested stakeholders in ESL will result in a new version of the proposal this spring.

The proposed CLC is intended to consolidate and coordinate the diverse efforts in ESL on campus. The plan calls for progress in three stages. Phase 1): Development of existing projects. The Graduate Center will enhance its course structure, and offer tests of spoken English to complement the Test of English as a Foreign Language (TOEFL). At the same time, the Department of Modern Languages is offering ESL as a minor, and the School of Education is developing plans for teacher certification in ESL. Phase 2): Consolidation. A full-time or part-time Director of the CLC in the Graduate Center will build university-wide collaborations concerned with ESL. Phase 3): The fully developed CLC will bring international undergraduate and graduate students to campus for instruction in English and American Culture, prior to enrollment, and after matriculation will continue to instruct them until they have attained the appropriate level of competence. Such a center, which will be benefit from the experiences of similar efforts at most major universities, is a crucial ingredient of the globalization of the university as envisioned in the long range plan "William and Mary in 2010."

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Hans C. von Baeyer
26 March 2003

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Participation in Graduate Center Courses and Programs

Program	Fall '02	Spring '03
Col 501: English for international students	7	
Col 502: "		7
Col 503: Academic writing for international science students		8
Col 504: Scientific writing	10	
Col 511: Oral presentation skills	4	
Raft Debate	275	
Graduate Research Symposium		~100
Presenting Yourself With Confidence	9	8
Spanish Translation I	3	
Spanish Translation II		1
Proposal Writing	32	
Resume Writing	7	
Advanced PowerPoint		13
Alternative Careers in publishing		40
Science Outreach to Public Schools		17

Ombuds Report to COGS

Fall 2001-Summer 2002

- Introduction for new graduate students
- Introduction for TAs and teachers – dealing with problem students, learning climate
- Looking for suggestions for other venues
- 22 informal discussions, resulting in no appointment
- 15 students with one or more formal appointments
- 37 total discussions with students

I should point out that these are in some cases unverified reports, with students unwilling to have the Ombuds formally approach DGS or department chair. In the worst case, these could amount to my turning slander into libel. So please recognize that these are unverified reports that don't pass a social scientist's criteria for evidence.

Issues Raised (in increasing frequency)

1. appropriateness of graduate study to student careers
2. physical dangers in work environment
3. problems with teaching or research assignments (not suited to research).
   Some times apparent promises of one assignment & then switch
Other times promise of pay & then reduction in pay.
4. verbal abuse by advisor (public humiliation, private humiliation)
5. Problems with Thesis/Dissertation
a) relationships with advisor
b) apparent changes in thesis requirements
c) delays requiring extensions of thesis deadlines
d) advisors' refusal to read chapters or drafts
e) advisors' delay in reading, over two months

Issue e is most serious problem, more pronounced in PhD programs. Informal discussion with advisors or with graduate directors have fixed these problems in some cases.

Recommendations

- Reviewing spring letters of admission, to verify language in them. Make students aware that assignments may change before the beginning of the fall semester.

- Director of Graduate Studies should be more active in investigating complaints of faculty shouting, publicly berating, or abusing advisees. These cannot be ascribed to personality: Oh, Professor X, she's just like that. Possibility of legal action against the college for assault and slander. Legal case might be quickly settled, but the danger to the reputation of programs could be serious.

- Adding a clause to regulations either at the graduate level or by department that establishes a turnaround time for thesis or dissertation work. My suggestion: five weeks with the expectation that faculty will not be expected to constantly revise student work.

Scott Nelson
Ombudsperson
30 September 2002

Graduate Program Statistics

The Graduate Program Statistics are given in this format to conform with previous years. Based on discussions with COGS and the Office of the Dean of Research and Graduate Studies, these data will be reconstructed to better reflect existing program patterns.

Statistical Summary

1. ADMISSIONS - Fall 2002 and Spring 2003

Department	Number Applicants	Number Accepted [2]	Number Matriculated
PhD			
American Studies	77	39	20
Anthropology	69	23	8
Applied Science	50	17	8
Computer Science [1]	162	75	27
History	153	31	13
Physics	66	24	8
PsyD			
Psychology	125	20	10
MA/MS/MPP			
Biology	21	16	11
Chemistry	32	5	5
Psychology	59	9	10
Public Policy	94	41	18

Totals	908	300	138

[1] Includes Computational Operations Research.

2. AVERAGE UNDERGRADUATE GRADE POINT AVERAGE OF ENTERING STUDENTS (4.0 SCALE)

Department	Fall 2000/ Spring 2001	Fall 2001/ Spring 2002	Fall 2002/ Spring 2003
PhD			
American Studies	3.35 (13 of 16)	3.49	3.39 (19 of 20)
Anthropology	3.35 (6 of 8)	3.28 (6 of 8)	3.70 (6 of 8)
Applied Science	3.47 (10 of 13)	2.92	3.51
Computer Science [1]	3.32 (24 of 26)	3.40 (18 of 20)	3.36 (24 of 27)
History	3.56 (21 of 23)	3.70 (15 of 16)	3.57 (12 of 13)
Physics	3.48 (11 of 13)	3.34 (9 of 10)	3.62
PsyD			
Psychology	3.41	3.45	3.36
MA/MS/MPP			

| Biology | 3.15 | 3.33 |

MA/MS/MPP				
Biology	561	636	655	*****
Chemistry	547	787	750	*****
Psychology	568	619	632	*****
Public Policy	575 (14 of 16)	604 (14 of 16)	616 (14 of 16)	*****

[1] Includes all regular & provisional students. Scores on the advanced portion are not reported unless at least 70% of the enrolling students took the test.

[2] Numbers in parentheses signify the # of students we used in this calculation. Some international students have GPAs that are calculated on a different scale and these are not included.

4. REGISTERED REGULAR & PROVISIONAL GRADUATE STUDENTS [1]
Fall 2000 to Spring 2003

Department	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
PhD						
American Studies	48	48	49	49	57	51
Anthropology	21	21	22	22	27	23
Applied Science	40	40	37	37	32	36
Computer Science [2]	80	74	66	72	75	69
History	56	56	55	55	54	50
Physics	48	45	41	47	50	49
PsyD						
Psychology[3]	52	46	47	44	47	41

MA/MS/MPP

Biology	18	21	24	26	29	30
Chemistry	5	7	8	9	9	10
Psychology	16	16	15	15	18	18
Public Policy	36	36	41	41	37	38
TOTALS	420	410	405	417	435	415

[1] Totals include both full-time and part-time registration.
[2] Includes Computational Operations Research.
[3] Total in Consortium.

5. GRADUATE DEGREES CONFERRED 2001-2002

DEPARTMENT	DEGREE	August 2001	December 2001	May 2002	TOT
PhD					
	M.A.	2	4	2	8
American Studies	Ph.D.	3	2	1	6
	M.A.	2	0	5	7
Anthropology[1]	Ph.D.	0	0	0	0
	M.A.	0	0	0	0
	M.S.	0	1	4	5
Applied Science	Ph.D.	3	0	0	3
	M.S.	2	5	9	1
Computer Science[2]	Ph.D.	1	1	1	3
	M.A.	4	2	1	7
History	Ph.D.	2	0	3	5
	M.A.	0	0	0	0
	M.S.	2	7	4	1
Physics	Ph.D.	1	2	3	6

PsyD

Psychology	Psy.D.	4	3	2	9
MA/MS/MPP					
Biology	M.A.	2	1	3	6
	M.A.	1	2	1	4
Chemistry	M.S.	1	0	0	1
English	M.A.	0	0	0	0
Government	M.A.	0	0	1	1
	M.A.	0	0	0	0
Mathematics	M.S.	0	0	0	0
Psychology	M.A.	4	1	0	5
Public Policy	M.P.P.	0	1	18	1
Sociology	M.A.	0	0	0	0
TOTALS	M.A.	15	10	13	3
	M.S.	5	13	17	3
	M.P.P.	0	1	18	1
	Ph.D.	10	5	8	2
	Psy.D.	4	3	2	9

[1] 2000-01 1st year of students entering Ph.D. program
[2] Includes Computational Operations Research.

5. GRADUATE DEGREES CONFERRED 2001-02 (cont'd.)

AUGUST 2001 THROUGH MAY 2002

Arts and Sciences	*	23 Ph.D., 9 Psy.D.
Education	*	11 Ed.D., 11 Ph.D.
Marine Science	*	12 Ph.D.

Secondary School Teaching	*	19

6. GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS [1]
(August - May)

DEPARTMENT	PROGRAM INITIATED	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02
PhD											
American Studies	1982-MA	12	10	9	11	6	4	13	6	5	8
	1988-PhD	1	2	1	4	4	2	3	4	5	6
Anthropology	1979-MA	5	12	10	10	9	5	4	5	13	7
	2001-PhD	0	0	0	0	0	0	0	0	0	0
Applied Science	1970-MA/MS	1	2	6	9	9	11	11	4	4	5
	1990-PhD	1	1	4	5	6	6	6	6	4	3
Computer Science[2]	1984-MS	23	16	12	9	15	13	8	23	19	16
	1986-PhD	2	4	3	0	3	1	5	7	3	3
History	1955-MA	10	7	16	12	8	16	11	6	20	7
	1967-PhD	6	4	1	3	4	3	9	5	4	5
Physics	1959-MA/MS	8	11	9	7	11	12	6	7	12	4
	1964-PhD	7	7	6	5	10	8	9	7	7	3
PsyD											
Psychology	1978-PsyD	5	6	13	7	8	12	6	14	12	9
MA/MS/MPP											
Biology	1963-MA	7	8	13	15	10	8	11	8	11	3
Chemistry	1964-MA/MS	7	11	2	8	7	9	4	6	5	1
English	1970-MA [3]	15	17	15	11	19	9	5	3	6	0
Government	1966-MA	4	7	12	7	3	2	1	0	0	1
Mathematics	1961-MA/MS	8	9	9	7	6	0	0	0	1	0
Psychology	1953-MA	7	9	5	8	8	9	7	6	10	5
Public Policy	1991-MPP	18	17	14	13	21	23	14	15	13	19

Sociology	1967-MA	2	6	2	7	3	2	0	0	0	0
A&S Totals	MA-MS-MPP	127	142	134	134	135	123	95	89	119	76
	PhD	17	18	15	17	27	20	32	29	23	20
	PsyD	5	6	13	7	8	12	6	14	12	9

[1] See Table 5 for M.A. in Education degrees.
[2] Includes Computational Operations Research.
[3] Earlier Program suspended in 1963.