Annual Report of the Committee on Graduate Studies
to the Faculty of Arts and Sciences
November 2, 1993

The Committee on Graduate Studies reports annually to the Faculty. This year's report contains the following sections: I. Overview; II. Consortia; III. Preparing Graduate Students and Teachers; IV. Diversity; V. Awards; VI. Program Evaluation; VII. Data on Students and Degrees.

I. Overview

Commencement during William and Mary's 300th year was especially notable for graduate programs in Arts and Sciences. Each of our three newest programs presented its first candidates for degrees: American Studies, established as a doctoral program in 1988, Katherine Prown; Applied Science, established as a doctoral program in 1990, Mihai Bakonyi; and Public Policy, established in 1991, 18 students from its first class for the M.P.P. (Master of Public Policy). In all this faculty was responsible for some 17 Ph.D.s and 127 master's degrees. In 1991-92, the totals were 19 Ph.D.s and 98 master's. In addition, the Virginia Consortium for Professional Psychology, of which we are one of four members, awarded five Doctor of Psychology (Psy.D.) degrees. For the current year, applications and enrollments continue to be strong. Approximately 457 students enrolled for the Fall 1993 semester, up from 436 in 1992 and 373 in 1991. Yet, these are uncertain times: in the economy, funding for research, the job market, and the outlook for funding for higher education in Virginia. But it is also a time of excitement and promise: working both on and off campus, graduate students from all of our programs increasingly are involved in a wide variety of funded research projects, projects from investigating ozone depletion in the atmosphere to substance abuse in our cities, from supporting a major archaeological reinterpretation of Jamestown Island to responsibility for studies of how to insure the structural integrity of materials. We are developing innovative programs to train our graduate students as teachers and placing them in local colleges. Even in a tight job market, our Ph.D.s are in demand. Despite the uncertainties facing all of higher education, we remain confident in our long-range strategy of utilizing our locational advantages to develop rigorous programs in areas of strategic importance. A key part of that strategy is to make use of educational consortia as a way of expanding resources, and that is the focus of this year's report.

II. Consortia

The word "consortium" is used to refer to a wide variety of educational alliances, and we will characterize some of them here. Two broad types of academic consortia are possible: those that themselves award degrees and those that do not.

Established in 1978, the Virginia Consortium for Professional Psychology, which awards approximately 10 degrees per year, is an example of the first type. Responsibility for the program rests with four institutions: Norfolk State (10%), Old Dominion (30%), EVMS (30%), and W&M (30%). Especially in times of budget uncertainty, administration of such a program is complex and challenging. The Council of Directors, composed

of faculty from the four institutions, is responsible for academic policy. The provosts of all four institutions meet annually to establish budgets and review basic policy matters. Neill Watson, a member of the W&M Psychology Department, chairs the Council. Ms. Eileen O'Neill has served as program administrator since the program's inception. Offices of the Consortium are in Virginia Beach.

Admission to the program is highly competitive; approximately 200 individuals apply each year for 10-12 openings. The program, which is year-round, takes four years to complete. As part of their preparation as clinicians, students serve a year's internship and write a dissertation reporting on the results of original research.

The VCPP is one of 23 accredited programs in the country offering the Psy.D. degree. External evaluators have given the program high marks, with each site visit team awarding accreditation for the maximum period, five years. Since its initiation, the VCPP has awarded 87 degrees.

Since all four institutions offer courses, students are forced to travel between campuses -- spending more time on Interstate 64 than they might wish. However, such a travel burden is a price that students are willing to accept to participate in a program that draws on the resources of four diverse institutions and which is supported by a network of mental health researchers, clinicians, and agencies throughout the region. The "campus" of the program might be said to embody all of Hampton Roads, enabling students to develop their skills in a variety of settings -- urban, suburban and rural -- while having access to the resources of a medical school, teaching hospitals, a large state mental hospital, and a variety of community clinics.

As reflected in the establishment of an alumni organization during the Commencement weekend in 1993, graduates of the VCPP feel a sense of loyalty to it; in the spirit of the helping professions, most now willingly "give back" to the program in diverse ways -- including participation on dissertation committees, offering seminars, and supervising student practica. With strong support from the four administrations, over the years faculty, students, and staff have forged a program with a strong identity of its own, one which at once reflects the values of its sponsoring institutions and embodies values that are unique to it.

We turn now to consider our newest consortia, VCES, TPC, and NPSC, none of which offers degrees.

Established in 1993, the Virginia Consortium of Science and Engineering Universities (VCES) draws from three major engineering schools, those at Virginia Tech, the University of Virginia, and Old Dominion, and William and Mary's Applied Science program to create an alliance to bring doctoral education in engineering and applied science disciplines to the Peninsula. With an office at the Peninsula Graduate Center in Hampton, the program cooperates with NASA-Langley (LaRC) in offering master's and doctoral level programs, through both "live" courses and a television network, which, when fully operational, will enable all four institutions to send and receive courses from their home campuses. VCES already transmits courses to a large number of sites in Virginia and other states as well.

The Consortium has been organized so that each institution maintains full control over admissions, degree requirements, and all other academic matters. Although students in the program may seek advice from faculty in each of the participating institutions and scientists at participating laboratories, a student's degree must be earned from the institution with which his or her major professor is associated. However, students may earn up to 50% of their course credits from the other participating institutions. The universities have agreed to offer a sufficiently broad range of courses on a regular basis to insure that students are able to earn their degrees expeditiously. The four universities are jointly seeking additional funding for the program from both Federal and State sources.

The Consortium has been developed to meet the needs of employed professionals at LaRC and in the region and to utilize for graduate education LaRC's world-class facilities. Each of the four participating institutions has extensive relationships with LaRC, and yet no one institution could make available the full range of courses and research opportunities that this student body demands. Institutional cooperation is imperative. VCES seeks to develop an innovative partnership between a group of distinctive public universities and a major Federal laboratory and to contribute to the economic development of the region. Through VCES William and Mary students and faculty have immediate access to a broad range of new research and educational opportunities, especially in rapidly evolving multidisciplinary fields.

The Tidewater Physics Consortium is a partnership between the College, Hampton University, Old Dominion, and CEBAF. Each of these universities offers the Ph.D. in physics and faculty from each are extensively engaged in CEBAF-related research. Not itself an educational institution, CEBAF offers extraordinary research opportunities, and students from each of the universities are spending increasing amounts of time at CEBAF, which is located less than a half-hour's drive from each. Therefore, it simply makes sense for the universities and CEBAF to cooperate in education, particularly by developing a coordinated program of advanced courses in pertinent topics. A Graduate Studies Coordinating Committee has been established. The GSCC has produced a handsome booklet describing the scientific program of CEBAF and introducing prospective students to our universities. The Committee is chaired by J. Dirk Walecka, a member of the CEBAF scientific staff and Governor's Distinguished CEBAF professor at William and Mary. The Tidewater Physics Consortium is the vehicle through which the three universities can ensure that the full educational potential of CEBAF is realized for our students.

This past year William and Mary joined still another consortium, the National Physical Science Consortium. This is a national alliance of doctoral universities, Federal labs, and corporations that seeks to encourage individuals from traditionally underrepresented groups to earn doctorates in the physical sciences, mathematics, and computer science. Unlike the consortia described above, this one does not involve a sharing of academic programs among institutions. Its purpose rather is to identify qualified individuals from underrepresented groups for graduate school, encourage them to attend, and provide fellowship funds for outstanding students. William and Mary's participation in the NPSC will help us to enroll in our programs additional students from underrepresented groups, a subject that we discuss below.

Finally, we will describe efforts that have not yet resulted in formal agreements but which suggest the benefits of educational alliances, this time in the humanities. Currently faculty from the American Studies program and the Commonwealth Center are exploring a possible relationship with the Center for Southern Studies at the University of Mississippi. The research interests of our faculties are complementary; William and Mary has obvious strength in the Upper South and Mississippi has obvious strength in the Lower South. Mississippi offers the M.A. in American Studies, but not the doctorate. In what ways would it be useful to cooperate? That is a question that we are exploring. A short-term exchange of faculty and students will take place this year. It remains to be seen if a formal "consortium" will be established.

Summary

A central problem that institutions face in entering into consortial relationships is how to reconcile the consortial goals of cooperation and sharing with the competition that is a fundamental part of academic life. William and Mary continues to compete with some of the academic institutions with which we have formed consortia: for the best students, for research funding, for various grants, for academic prestige and recognition and so forth. Such competition is healthy, a vital part of higher education in America. Our challenge in developing consortia is to so structure them that the resulting entity is indeed more than the sum of the parts and that each partner is strengthened through participation, sometimes in unexpected ways. We believe that the new consortia described above will strengthen our graduate programs and enable us better to serve our students, the Commonwealth, and our disciplines.

II. Preparing Graduate Students as Teachers

An important part of our responsibility in graduate education is to provide instruction and preparation in teaching for those of our students who are considering academic careers. Over the past several years we have developed a coordinated system of preparing our students, one in which courses in teaching methodologies are offered centrally, while preparation for teaching in specific disciplines is the responsibilities of departments and programs. Two non-credit College courses are available each year: College and University teaching, coordinated by the Dean of Graduate Studies, and Writing Pedagogy, taught by Beverly Peterson in English. Within the departments, instruction in teaching sometimes involves a required set of courses, such as is the case in Physics. In some departments, such as History, Biology, Computer Science; and Chemistry, instruction in teaching takes the place of preparing students for their assignments as laboratory or teaching assistants. Each department appoints a faculty member, often the director of graduate studies, who has overall responsibility for the work of TAs. The Dean of Graduate Studies offered an orientation program for all graduate TAs before the beginning of Fall semester, 1993. At William and Mary, very few TAs have full responsibility for a course. Our TAs function as <u>assistants</u>, supporting regular faculty in their work.

Also this semester, we initiated a program with Thomas Nelson Community College whereby selected graduate students from English and American Studies were offered contracts to teach Freshman Composition at TNCC. Only students who had

taken the course in Writing Pedagogy were eligible. The work of these students, some of whom are teaching for the first time, is being supervised by regular faculty from both institutions. The program provides valuable teaching experience and financial support for our graduate students. Thomas Nelson, which is expanding rapidly, has found that these individuals contribute in many significant ways to its educational mission. TNCC and the College have submitted a budget initiative to the State Council which would provide base funding for this program and enable us to expand it to include other disciplines.

III. Diversity

All of us involved in graduate education are strongly committed to diversifying our graduate student body. Each department seeks out students from traditionally underrepresented groups. The Graduate Dean or his assistant attends regional graduate recruiting fairs, particularly those held at historically black institutions. In addition, the College hosts each year several programs for groups from historically black universities and colleges.

Minority student from William and Mary have been notably successful in winning external funding. Two students in American Studies, for instance, earned three-year Fellowships from the Southern Regional Educational Board. Only five awards were made to students in Virginia. One of our students, Ms. Leni Sorensen, deferred her award for one year to accept a Mellon Fellowship. The State Council administers the Commonwealth Fellows program, which provides grants of $10,000 on a competitive basis to students preparing for college teaching careers. Of 27 awards made for 1993-94, William and Mary tied with the University of Virginia for the highest number: six. Students from Arts and Sciences earned four and from Education two.

A Committee on Diversity, chaired by the Graduate Dean, meets regularly to develop a supportive environment on campus for students from diverse backgrounds, plan programs to encourage students from underrepresented groups to attend graduate school, and offer programs for professional development.

IV. Awards

Each year the State Council honors 11 outstanding doctoral candidates at Virginia Institutions. Two William and Mary students, Bert Ashe, American Studies, and Jon Brudvig, History, were selected this year. Todd Pfannestiel, History, won the Donald B. Hoffman Graduate Scholarship Award of Phi Alpha Theta, International Honor Society in History.

V. Program Evaluation

As part of its ongoing program of evaluation, the Committee reviewed the American Studies program in 1992-93. A review of the Mathematics program is scheduled for the current year. Copies of the reports are available in the Graduate Office and in the College Archives.

VI. DATA ON STUDENTS AND DEGREES

A. ADMISSIONS - Fall Semester 1993

DEPARTMENT	[1]NUMBER APPLICANTS	[2]NUMBER ACCEPTED	NUMBER MATRICULATED
AMERICAN STUDIES	142	41	22
ANTHROPOLOGY	53	16	11
APPLIED SCIENCE	26	15	11
BIOLOGY	20	14	9
CHEMISTRY	6	5	4
COMPUTER SCIENCE	224	40	21
ENGLISH	105	32	14
GOVERNMENT	102	32	10
HISTORY	134	46	26
MATHEMATICS	50	21	10
PHYSICS	259	25	6
PSYCHOLOGY	64	19	9
PUBLIC POLICY	45	28	16
SOCIOLOGY	24	16	9
TOTALS	1,254	350	178
PSY.D. PROGRAM[3]	166	10	10

[1]Figures based on completed applications for fall admission as reported by each graduate department.

[2]Figures include all applicants offered admission as reported by each graduate department.

[3]Total in Consortium.

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

DEPARTMENT	FALL 1991	FALL 1992	FALL 1993
AMERICAN STUDIES	3.39 (20 of 21)	3.56 (14 of 20)	3.15 (19 of 22)
ANTHROPOLOGY	3.30	3.27	3.55
APPLIED SCIENCE	3.57 (7 of 9)	3.43	3.29
BIOLOGY	2.97	3.18	3.16
CHEMISTRY	2.90	2.93	2.78
COMPUTER SCIENCE	3.43	3.33	3.43 (19 of 20)
ENGLISH	3.43 (15 of 16)	3.52	3.52
GOVERNMENT	3.16 (10 of 11)	3.48 (11 of 12)	3.18
HISTORY	3.66	3.39 (18 of 21)	3.42 (24 of 26)
MATHEMATICS	3.38	3.51	3.43
PHYSICS	3.18 (11 of 12)	3.26	3.30 (5 of 6)
PSYCHOLOGY	3.26	3.34	-3.17
PSY.D. PROGRAM	3.44	3.20	3.58
PUBLIC POLICY	3.19 (18 of 19)	3.28 (20 of 21)	3.19 (15 of 16)
SOCIOLOGY	3.74	3.13	3.35 (8 of 9)

C. AVERAGE GRADUATE RECORD EXAMINATION SCORES OF ENTERING STUDENTS[1]

DEPARTMENT	FALL 1992 VERB	MATH	ANALY	ADV	FALL 1993 VERB	MATH	ANALY	ADV
AMERICAN STUDIES	642 (18 of 20)	591 (18 of 20)	637 (18 of 20)	---	593 (17 of 22)	544 (17 of 22)	577 (17 of 22)	---
ANTHROPOLOGY	621 (7 of 9)	549 (7 of 9)	619 (7 of 9)	---	575	511	571	---
APPLIED SCIENCE	513 (4 of 5)	680 (4 of 5)	595 (4 of 5)	---	636 (5 of 11)	696 (5 of 11)	698 (5 of 11)	---
BIOLOGY	558	564	584	614 (45%)	596 (8 of 9)	689 (8 of 9)	698 (8 of 9)	674 (69%) (8 of 9)
CHEMISTRY	NRD	NRD	NRD	NRD	---	---	---	---
COMPUTER SCIENCE	584	704	648	NRD	608	708	671	NRD
ENGLISH	661	566	637	563 (69%)	656	584	621	602 (78%)
GOVERNMENT	623 (11 of 12)	607 (11 of 12)	652 (11 of 12)	NRD	648	585	640	NRD
HISTORY	638	590	635	542 (70%) (17 of 21)	635	590	665	NRD
MATHEMATICS	520 (7 of 9)	671 (7 of 9)	690 (7 of 9)	NRD	516 (7 of 9)	649 (7 of 9)	626 (7 of 9)	NRD
PHYSICS	597	700	626	598 (43%)	556 (5 of 6)	714 (5 of 6)	660 (5 of 6)	568 (73%) (5 of 6)
PSYCHOLOGY	577	558	595	578 (66%) (10 of 11)	529	617	562	568 (62%) (8 of 9)
PSY.D.	567	570	556	627 (82%)	617	612	663	629 (81%)
PUBLIC POLICY	576 (17 of 21)	625 (17 of 21)	622 (17 of 21)	---	559	644	676	---
SOCIOLOGY	492	491	536	NRD	501 (8 of 9)	543 (8 of 9)	589 (8 of 9)	NRD

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

D. REGISTERED REGULAR & PROVISIONAL GRADUATE STUDENTS[1]
Fall 1991 to Fall 1993

DEPARTMENT	FALL 1991	SPRING 1992	FALL 1992	SPRING 1993	FALL 1993
AMERICAN STUDIES	42	41	53	49	54
ANTHROPOLOGY	14	12	14	13	18
APPLIED SCIENCE	16	21	22	33	37
BIOLOGY	16	17	25	19	24
CHEMISTRY	10	9	13	11	6
COMPUTER SCIENCE	68	67	66	63	65
ENGLISH	24	23	23	22	22
GOVERNMENT	20	16	17	18	19
HISTORY	52	51	55	53	64
MATHEMATICS	12	10	17	10	18
PHYSICS	52	48	60	55	52
PSYCHOLOGY	19	19	16	16	17
PUBLIC POLICY	19	19	40	39	37
SOCIOLOGY	9	11	15	14	20
A & S TOTALS	373	364	436	415	453
PSY.D. PROGRAM[2]	53	46	54	50	60

NOTE: The Computer Science department now enrolls most of the students listed previously under Applied Science. The Applied Science program now enrolls interdisciplinary students in the sciences.

[1]Totals include both full-time and part-time registration.

[2]Total in Consortium.

E. GRADUATE DEGREES CONFERRED 1992-93

DEPARTMENT	DEGREE	AUGUST 1992	DECEMBER 1992	MAY 1993	TOTAL
AMERICAN STUDIES	M.A.	1	5	6	12
	Ph.D.	0	0	1	1
ANTHROPOLOGY	M.A.	0	0	5	5
APPLIED SCIENCE	M.A.	0	0	1	1
	M.S.	0	0	0	0
	Ph.D.	1	0	0	1
BIOLOGY	M.A.	2	5	0	7
CHEMISTRY	M.A.	3	3	1	7
	M.S.	0	0	0	0
COMPUTER SCIENCE	M.S.	1	8	14	23
	Ph.D.	1	0	1	2
ENGLISH	M.A.	3	5	7	15
GOVERNMENT	M.A.	0	4	0	4
HISTORY	M.A.	2	3	5	10
	Ph.D.	1	3	2	6
MATHEMATICS	M.A.	0	0	0	0
	M.S.	0	7	1	8
PHYSICS	M.A.	0	0	0	0
	M.S.	0	4	4	8
	Ph.D.	0	3	4	7
PSYCHOLOGY	M.A.	2	1	4	7
	Psy.D.	2	3	0	5
PUBLIC POLICY	M.P.P.	0	0	18	18
SOCIOLOGY	M.A.	2	0	0	2
TOTALS	M.A.	15	26	29	70
	M.S.	1	19	19	39
	M.P.P.	0	0	18	18
	Ph.D.	3	6	8	17
	Psy.D.	2	3	0	5

E. GRADUATE DEGREES CONFERRED 1992-93 (cont'd.)

TOTAL NUMBER OF DOCTORATES CONFERRED AUGUST 1992 THROUGH MAY 1993

Arts and Sciences	- 17 Ph.D., 5 Psy.D.
Education	- 30 Ed.D.
Marine Science	- 7 Ph.D.

M.A. IN EDUCATION[1]

Secondary School Teaching - 20

[1]Degree candidates for the M.A. in Education (Secondary School Teaching) take 12 hours of course work in Arts and Sciences.

F. GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS[1]

(August - June)

DEPARTMENT	PROGRAM INITIATED	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	8/93	TOTAL SINCE AUG. 1983
AMERICAN STUDIES	1982-MA	1	4	5	2	3	4	11	14	8	12	2	66
	1988-PhD						0	0	0	0	1	1	2
ANTHRO-POLOGY	1979-MA	5	1	4	8	4	8	9	8	7	5	0	59
APPLIED SCIENCE	1970-MA/MS	10	1	2	0	0	0	0	1	1	1	1	17
	1990-PhD								0	0	1	0	1
BIOLOGY	1963-MA	5	8	7	2	7	5	10	4	5	7	4	64
CHEMISTRY	1964-MA/MS	2	9	5	5	4	5	7	4	5	7	3	56
COMPUTER SCIENCE	1984-MS		9	10	19	10	15	19	15	13	23	0	133
	1986-PhD				0	1	0	3	0	3	2	1	10
ENGLISH	1970-MA[2]	7	9	5	8	9	10	9	18	11	15	6	107
GOVERNMENT	1966-MA	1	1	5	3	6	8	8	9	10	4	2	57
HISTORY	1955-MA	7	11	5	14	13	7	16	13	10	10	2	108
	1967-PhD	3	2	1	4	1	1	5	2	9	6	0	34
MATHEMATICS	1961-MA/MS	6	6	4	7	2	9	5	10	6	8	0	63
PHYSICS	1959-MA/MS	10	11	9	5	8	6	14	8	10	8	0	89
	1964-PhD	6	5	6	4	5	3	6	6	7	7	0	55
PSYCHOLOGY	1953-MA	2	9	5	4	6	3	11	5	7	7	3	62
	1978-PsyD	9	4	8	8	8	10	14	8	7	5	1	82
PUBLIC POLICY	1991-MPP									0	18	0	18
SOCIOLOGY	1967-MA	2	5	2	3	4	6	5	5	5	2	1	40
A&S TOTALS:	MA-MS-MPP	58	84	68	80	76	86	124	114	98	127	24	939
	PhD	9	7	7	8	7	4	14	8	19	17	2	102
	PsyD	9	4	8	8	8	10	14	8	7	5	1	82

[1]See Table E for M.A. in Education degrees.

[2]Earlier Program suspended in 1963.

CURRICULUM CHANGES
Approved for 1993-94

NEW COURSES

Apsc 574. Continuum Mechanics.
Apsc 591. Patent Law. (Cross-listed with Law 447)
Apsc 598. Internship.
Apsc 668. Special Topics in Polymer Chemistry.
Apsc 684. Measurement Methods.
Apsc 685. Acoustic and EM Scatterings.
Biol 505. Plant Interactions. (Cross-listed with 405)
Biol 520. Genetic Analysis. (Cross-listed with 420)
Biol 521. Genetic Analysis Laboratory. (Cross-listed with 421)
Biol 545. Neurobiology. (Cross-listed with 445)
Biol 548. Molecular Cell Biology. (Cross-listed with 448)
Biol 559. Topics in Evolutionary Genetics.
Biol 563. Biological Microscopy.
Biol 582. Graduate Colloquium.
Chem 558. Organic Spectroscopy.
Hist 610. Research Seminar in Early American History to 1789.
Hist 615. Pro-Seminar in American History, 1760-1876.
Hist 619. Pro-Seminar in British History.
Hist 643. Africa: 1800 to the Present.
Hist 645. The Modern Middle East: 1500 to 1800.
Hist 646. The Modern Middle East: 1800 to the Present.
Math 573. Reliability.
Pubp 546. Employment Law. (Cross-listed with Law 456)
Pubp elective. Bus 538. International Finance.

CHANGES

Apsc 626.	Solid Surfaces and Interfaces. (Renumbered from 526)
Biol 512.	Vascular Plant Systematics. (Changed title from "Biology of Vascular Plants")
Biol 554.	Biogeography. (Changed course description)
Biol 562.	Concepts of Community Ecology. (Changed title from "Concepts of Synecology" and course description)
Chem 556.	Topics in Organic Chemistry. (Renumbered from 558)
Chem 557.	Organic Synthesis. (Changed title from "Natural Products")
Hist 601.	Topics in Method and Theory in American History. (Changed title from "The Literature of American History")
Hist 611.	Research Seminar in American History, 1760-1876. (Changed title from "Research Seminar in Early American History")
Hist 616.	Pro-Seminar in American History, 1760-1876. (Changed title from "Pro-Seminar in Early American History")
Hist 617.	Pro-Seminar in United States History Since 1861. (Changed title from "Pro-Seminar in United States History Since 1815")
Hist 621-646.	Readings Courses in History. (Renumbered from 621-642)
Pubp 551.	Economic Development Policy. (Changed title from "Patterns of Economic Development and Policy")
Pubp.	Implemented two tracks: Domestic Policy (includes coursework in regulatory policy, state and local policy, and human resource policy, with sub-specialties in environmental and health care policy) and International Policy (includes coursework in trade, development, security and law).

Committee on Graduate Studies:

Christopher Abelt, Chemistry
Norman Barka, Anthropology
David Dessler, Government
David Finifter, Public Policy
Stan Hoegerman, Biology
Gerald Johnson, Geology
Sidney Lawrence, Mathematics
Chris MacGowan, English
John D. Milliman, VIMS
Dennis Manos, Applied Science
Robert Noonan, Computer Science
Charles Perdrisat, Physics
Constance Pilkington, Psychology
John Selby, History
Kathleen Slevin, Sociology
Alan Wallach, American Studies
Neill Watson, Clinical Psychology
Robert J. Scholnick, Chair