

**Committee on Graduate Studies
Report to the Faculty
January-December 2008**

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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 course 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 also award 37% of the undergraduate A&S degrees. 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. 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 contingency 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 Arts & Sciences per capita graduate stipends and the mean of our SCHEV peers. The actual 2008-09 stipend shortfall in A&S graduate stipends is much larger than \$1 million, 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 85% of our peer institutions now offer partial or full subsidies for graduate student health insurance.
- **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.
- **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 high-quality graduate students.

For the 2006-08 budget cycle, the State tied increases in graduate funding to the Governor's biomedical research initiative. This initiative, which was limited to doctoral institutions, included \$124,357 in base funding for A&S graduate stipends at W&M in 2006-07. In 2008-09, the College provided a base increase of \$300,000 for A&S graduate stipends.

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 budget planning request that the Dean of Arts & Sciences submits annually to the College-wide Faculty University Priorities Committee (FUPC). The FUPC, established in 2004, reports to the Faculty Assembly and is advisory to the Provost and the President in identifying College priorities for future budget cycles. In Fall 2006, Dean Strikwerda requested an annual base increase of \$350,000 in A&S graduate stipends for each of the years 2008-09 and 2009-10. Dean Sanderson was invited by the FUPC to provide an informational presentation on W&M graduate student support. Subsequently, the FUPC recommended as a high priority in Spring 2007 that graduate stipend support at the College be raised to nationally competitive levels. In Fall 2007, a \$350K base increase

in A&S graduate stipend support was requested by Dean Strikwerda for each of the years 2009-10, 2010-11, 2011-12, and 2012-13. In Spring 2008, the FUPC identified graduate student support as a high priority in the FUPC 2008 Report. In Fall 2008, a \$350K base increase in A&S graduate stipend support was again requested by Dean Strikwerda as one of the highest priorities for 2009-10 and 2010-11.

3. The 2009-10 and 2010-11 budget planning requests referred to above are presently being evaluated by the FUPC. However, due to the state budget cuts, the FUPC is engaged in a process of budget reduction rather than expansion. Both the Governor and the College have stated a commitment to avoiding reductions in student financial aid during 2008-09.
4. 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 funding 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. Three A&S graduate students have received these fellowships for 2008-10 (Chemistry, Computer Science, and Physics).
 - 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. Three A&S graduate students have received these fellowships for 2008-10 (American Studies, Anthropology, and the PsyD program).
 - Distinguished Thesis/Dissertation Awards---Six 2007-08 W&M graduates received A&S Graduate Studies Advisory Board Distinguished Thesis and Distinguished Dissertation Awards <http://www.wm.edu/academics/departmentsandschools/as/graduate/gradadvisoryboard/thesisaward/index.php>.
 - Sponsorship for and participation in the W&M Graduate Research Symposium---The Graduate Studies Advisory Board supported the 2008 Graduate Research Symposium by providing sponsorship funding. In addition, two GSAB members sponsored corporate awards of \$1000 each to recognize outstanding graduate student research, four Board members served on the judging panel for the awards, a Board member provided a recruitment opportunity for students interested in the Applied Physics Laboratory at Johns Hopkins, and four additional Board members chaired oral sessions at the symposium. Several Board members also attended oral and poster sessions and were involved in informal career mentoring and networking at the symposium reception and the awards luncheon.

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. For the spring 2008 semester, the OGSR awarded a total of \$6659 to 25 A&S graduate students. In the fall of 2008, a total of \$6121 was awarded to 21 graduate students. 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, \$2000 was provided for ten awards in spring 2008, \$1400 for seven awards in summer 2008, and \$1960 for ten awards in fall 2008.

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 2008: March 29-30 and October 26-27. The GSAB spring meeting and the Graduate Research Symposium were coordinated to be held on the same weekend. As noted above, Board members participated extensively in several aspects of the symposium.

At the spring 2008 meeting, the GSAB voted unanimously to approve the following revision to the Board's By-Laws: "The missions of the Advisory Board are development/fundraising to increase graduate A&S financial resources, assisting in the building of a graduate A&S community, enhancing professional development opportunities for graduate students, and advocating for graduate A&S within the W&M community."

Contributions from GSAB members enabled the establishment of a \$50,000 endowment in March 2008. The interest from this endowment will be used for the GSAB recruitment fellowships, Distinguished Thesis/Dissertation Awards, and other Board initiatives in support of A&S graduate programs.

A major focus of the fall 2008 meeting was on Board input for the College's 2008-09 strategic planning process. All members of the Committee on Graduate Studies were invited to present their views in a discussion with the Board, Carl Strikwerda, and Andrew Barry and Pam Sardeson (A&S Development Office) on the strengths/needs of A&S graduate programs and the best approaches for GSAB participation in the strategic planning process. As an outcome of this meeting, GSAB President Larry McEnerney submitted a letter to the College Planning Steering Committee emphasizing the GSAB's perspectives on the important roles of A&S graduate programs at the College.

College Strategic Planning Process

The Committee on Graduate Studies devoted extensive time in the fall of 2008 to preparation of documents as input for the Planning Steering Committee's deliberations (see Appendix V). Provost Geoff Feiss, Faculty Assembly President Tom White, and Faculty Assembly Vice President Gene Tracy were invited to speak with COGS on the structure of the strategic planning process and the mechanisms for COGS input. COGS members then discussed this information with their department/program faculty and encouraged faculty participation in the A&S faculty meetings dedicated to strategic planning, the Faculty Assembly's survey of faculty priorities, the Planning Steering Committee's focus group discussions, and the A&S Faculty Affairs Committee's Blackboard site on strategic planning.

Graduate Research Forum Organized by Virginia Council of Graduate Schools

The 3rd Annual Graduate Research Forum was held at the Library of Virginia in Richmond on February 5, 2008. 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.

Graduate A&S Recruitment

In the fall of 2008, the College welcomed an impressive group of 145 new A&S graduate students in twelve programs. More than 70% of the entering graduate students in A&S had conducted research projects as undergraduate students, with half of these students having received awards or Honors for their research. More than half of the entering students had served as teachers or mentors in some capacity (e.g., teaching assistants, tutors, public school teachers). 18% of the entering A&S graduate students were international students, coming from seven countries. More than 15% of the entering students had already earned a graduate or professional degree (Master's degree or JD).

COGS Highlights

FEBRUARY 11, 2008

Catalog Clarification on Additional Employment/Remuneration

The 2007-08 Graduate Program Catalog states that graduate students who are receiving an assistantship may not hold any other employment or appointment of a remunerative nature without approval from the Dean of Graduate Studies and Research. To ensure that departments/programs are aware of and approve any additional employment/remuneration, the Dean has based approval on written support from the student's advisor and the Director of Graduate Studies. The 2008-09 catalog change clarifies this process, and also alerts students to the potential tax implications of accepting additional employment/remuneration.

Thatcher Prize for Excellence in Graduate and Professional Study

COGS members were encouraged to submit nominations for their most outstanding graduate(s) from August 2007, January 2008, or May 2008 for the Thatcher Prize for Excellence in Graduate and Professional Study. This prize is presented annually at commencement to recognize an outstanding student from among those completing advanced degrees in Arts and Sciences, Education, Marine Science, Business Administration, or Law. The recipient is selected by the College Commencement Committee on the basis of character, scholarship, leadership, and service. Subsequently, Jody Lynn Allen (2007 PhD, History) was honored with the Thatcher Prize at the May 2008 commencement ceremony.

MARCH 10, 2008

Program Review Schedule, 2006-13

The College is in the second year of a new Program Review cycle that evaluates the A&S graduate and undergraduate programs in related departments as a cluster. The first departments with graduate programs will be included in the 2008-09 cluster: Applied Science, Computational Operations Research, Computer Science, Mathematics, and Physics. Directors of Graduate Studies in these departments will work with the department Chair and faculty on the program review. In February 2008, these department Chairs met with Deans Carl Strikwerda, Laurie Sanderson, and Sue Peterson to begin planning for the 2008-09 program reviews. As one of the first steps, Dean Sanderson will be working with the department Chairs to identify potential external reviewers.

APRIL 21, 2008

Eligibility of Research Graduate Students for W&M Student Injury and Sickness Insurance Plan

The eligibility clause for the current plan states that students must be full-time and must actively attend classes for at least the first 31 days after the date for which coverage is purchased. Dean Sanderson is concerned that there are many full-time students with Research Graduate status in A&S who are required by the College to enroll in the insurance plan but who do not satisfy this eligibility clause because they register for research or dissertation credits that do not involve classes after their second or third year. At Dean Sanderson's request, the insurance company has written an internal notation to ensure that no claims will be denied for Research Graduate students as a result of the above eligibility clause.

SEPTEMBER 8, 2008

W&M Budget Planning and Decision-Making Process

COGS discussed a flowchart developed by Dean Sanderson to depict the W&M budget planning and decision-making process, illustrating that extensive faculty input is integrated by the Faculty University Priorities Committee and the Provost before being passed to the Budget Planning Group.

SEPTEMBER 22, 2008

Discussion of COGS Participation in the Strategic Planning Process

Provost Feiss, Faculty Assembly President Tom White, and Faculty Assembly Vice President Gene Tracy were guests at the September 22nd COGS meeting. Tom White commented that, in the following six weeks, COGS members along with all W&M faculty, staff, and students would be invited to attend forums, complete online surveys, and have smaller discussion group meetings. Individual COGS members, in

addition to COGS as a committee, were encouraged to provide written and verbal input to the Planning Steering Committee. It was noted that several COGS members will serve on various committees involved in the strategic planning process, including the Faculty Assembly and the Planning Steering Committee.

OCTOBER 6, 2008

Discussion with Carl Strikwerda on A&S Graduate Programs

Carl Strikwerda, Dean of Arts & Sciences, visited COGS to discuss A&S graduate programs as well as the College's strategic planning process. Dean Strikwerda emphasized the importance of mobilizing A&S in the strategic planning process and urged every A&S department/program to put forth a one or two page summary to the Planning Steering Committee, specifically addressing the department/program's perspectives. He mentioned that, from the A&S Dean's perspective, the top two funding priorities for the College are M&O for departments/programs and A&S graduate stipends. These two funding issues are critical to the future of the College.

NOVEMBER 3, 2008

NSF Proposal to Form a Virginia Alliance for Graduate Education and the Professoriate

Per discussion with COGS on 4/21/08, Dean Sanderson worked with representatives from UVA, VA Tech, ODU, GMU, VSU, and NSU during the summer to submit a National Science Foundation proposal that would provide funding to increase the training of underrepresented minorities receiving doctoral degrees in STEM disciplines (including the social sciences) who have particular interests in academic careers. W&M's share of the funds (approximately \$320,000 over five years) would be used to support graduate students, undergraduates, and faculty mentors.

NOVEMBER 17, 2008

COGS Support for Increases in A&S Graduate Student Funding

As the primary voice for A&S graduate programs, COGS members strongly agreed that a COGS statement on the preeminent priority of increased A&S graduate student support was needed to balance the more widely-known and typical priorities of increased faculty salaries and M&O. In 2006-07 and 2007-08, COGS provided statements to the A&S faculty members of the Faculty University Priorities Committee on the importance of increasing support for A&S graduate students. A motion was approved unanimously to request that Dean Sanderson update the statement and e-mail this to the A&S faculty members on the 2008-09 FUPC, identifying A&S graduate student stipends and health insurance subsidies as the highest priority for funding in 2009-11.

DECEMBER 1, 2008

Termination of W&M's Membership in the Virginia Consortium Program in Clinical Psychology

The PsyD degree has been awarded by the Virginia Consortium Program in Clinical Psychology, composed of four institutions (Eastern Virginia Medical School, Norfolk State University, Old Dominion University, and the College of W&M). Given plans by the Consortium's Council of Directors to cease offering a three-year PsyD degree program and begin a four-year PhD program in clinical psychology, the College of W&M has terminated its membership in the Consortium. W&M will continue to provide support for current PsyD students, who are considered to be full-time at all three academic institutions (NSU, ODU, W&M), until 2012.

Course Approvals and Revised Degree Requirements

American Studies

The following change was approved on November 3, 2008.

NEW COURSE:

671. American Studies: Profession and Practice.

Spring (1) McGovern.

This course investigates both practical and theoretical issues relevant for American Studies in and outside the academy. The class offers students strategic approaches to areas critical for successful careers, areas such as planning long term research, writing grant applications, conference planning, and honing classroom teaching skills. As well, we explore pertinent issues that influence American Studies today: the university system, public culture, and professionalism. The course features the regular participation of guests from American Studies and outside the program. The course is open only to American Studies graduate students, preferably nearing their comprehensive exams.

Anthropology

The following changes were approved on April 28, 2008.

COURSE NAME AND DESCRIPTION CHANGES:

601. Anthropological Theory II.

Spring (3) Staff.

This course will examine a relevant anthropological theme (e.g, "Language and Society", "Anthropological History," "Social Inequality") drawing on perspectives from socio-cultural anthropology, archaeology, linguistics, and biological anthropology. Students will be expected to have some background in each subfield prior to taking the course, and coursework will include theoretical readings, case studies, as well as opportunities for students to develop their own research projects.

602. Biological Anthropology.

Spring (3) King.

Anatomy and behavior of nonhuman primates, fossil hominids, and modern human populations are analyzed via theories and methods in biological anthropology. Emphasis is given to construction of models for understanding the evolution of human behavior, focusing on bipedalism, technology, and language.

603. Archaeological Theory.

Spring (3) Liebmann.

An examination of the major concepts and methodological approaches in prehistoric archaeology as background for the understanding of historical archaeology.

604. Archaeological Method.

Spring (3) Staff.

A general introduction to field and laboratory techniques of prehistoric and historical archaeological research.

605. Anthropological Linguistics.

Fall (3) Bragdon.

This course will examine the history and theories of linguistic anthropology. Focus will be on the ways in which linguistics has influenced the development of anthropological theories concerning cognition and practice.

617. Special Topics in Anthropology.

Fall and Spring (1-3,1-3) Staff

Course may be repeated for credit when topic differs.

DEGREE REQUIREMENT CHANGES:

Degree Requirements for the Doctor of Philosophy with specializations in Historical Archaeology and Historical Anthropology

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

The doctoral program in Anthropology (M.A./Ph.D. program) is designed for students who wish to specialize in Historical Archaeology or Historical Anthropology and who wish to pursue original, advanced research toward a doctorate.

A separate application is not necessary for financial aid. Financial assistance is also available for summer research. Pending admission, students with national fellowships are welcome to the program. Each student will be evaluated at the end of every academic year. Funding is contingent on satisfactory progress as determined by the department's Graduate Committee. All fees must be paid in accordance with College guidelines to maintain active status in the program.

Students entering the program without previous graduate work in anthropology will normally spend at least three years of full-time graduate study. Each student must complete the M.A. degree plus 36 semester credits beyond the M.A., and at least 6 credits of dissertation work at the 800 level.

Students will pursue their studies in either Historical Archaeology or Historical Anthropology. All students entering the M.A./Ph.D. program are required to take 4 core courses: one in each subfield (Anthropology 600, 602, 603, 605), plus one additional course in each of the 3 subfields selected for the comprehensive exam (see below). In addition, all students are required to take an interdisciplinary course (601). The intent of these requirements is to build general proficiency in the discipline as a whole. This approach is designed to produce graduates who are maximally equipped to succeed in the job market for teaching positions, which often demand mastery of anthropology as a four-field discipline.

Before the beginning of their third year in the program, each student must pass a reading examination in a language of scholarship relevant to their research interests; the language selected should be useful in reading the literature in their field of study.

During the first week of classes of their third year in the M.A./Ph.D. program all students will take a written comprehensive examination that covers three of the four subdisciplines of anthropology. This examination will be prepared and read by the faculty as a whole. Students who pass the comprehensive examination will form a preliminary dissertation committee in consultation with their advisor. The student will present a draft proposal at a meeting with the committee to plan the content of the qualifying examination. This exam will explore key theoretical concerns and methodological issues related to the dissertation as well as ethnographic, historical and archaeological data that forms a background to their research. Preparation will incorporate a thorough review of the relevant literature and preparation of an extensive bibliography of works to be read. No later than March of their third year of study all students must take this qualifying exam which will have an oral and a written component, and will be conducted by the student's dissertation committee.

By the end of the seventh semester of graduate study, or before embarking on their dissertation research, each student, in cooperation with their advisor and committee, will write and present a dissertation proposal suitable for submission to a funding agency. The proposal will be defended at a meeting open to all faculty members and students in the Anthropology department and any guests they might invite. The defense is evaluated by the student's dissertation committee. Students whose dissertation proposal is passed will be admitted to ABD status.

Each candidate for the Ph.D. must submit an acceptable dissertation based on original research and constituting a contribution to scholarly knowledge.

All requirements for the doctoral degree must be completed within a maximum of seven (7) calendar years of the time the student was admitted to the doctoral candidacy (see above).

See the Anthropology Department's Web page, www.wm.edu/anthropology, for additional information about requirements and course of study.

The following changes were approved on September 8, 2008.

DEGREE REQUIREMENT CHANGE:

Degree Requirements for the Master of Arts with specialization in Historical Archaeology
Each student in the M.A.-only program must successfully complete 30 semester hours of graduate coursework, including ANTH 600, 603, and electives.

COURSE NAME AND DESCRIPTION CHANGES:

ANTH 600. Socio-Cultural Theory.

ANTH 601. Anthropology: A Four-Field Perspective.

Delete ANTH 608.

Applied Science

The following changes were approved on April 7, 2008.

NEW COURSES

755. Population Dynamics. *Spring (3) Shaw*

An introduction to population dynamics and bifurcation theory. Classic models including the logistic map, predator-prey systems, and epidemic models will be used to motivate dynamics concepts such as stability analysis, bifurcations, chaos, and Lyapunov exponents. Additional topics may include time delay and reaction-diffusion systems.

653. Cellular Signaling in MATLAB. *Spring (3) Smith*

An introduction to computer modeling of cell signal transduction, that is, how cells convert external stimuli such as hormones and neurotransmitters into an integrated and coordinated intracellular response. Topics covered include: binding of ligand to receptors, ion channels and electrical signals, metabotropic signaling (G protein coupled receptors, effector molecules, second messengers), intracellular calcium dynamics, and sensory transduction in the visual and auditory systems. Each topic will be introduced from the biological perspective and studied by simulation using MATLAB. Prior experience with mathematical and computer modeling is not required.

NEW TITLE FOR EXISTING COURSE

621. Applied Solid State Science.

Biology

The following changes were approved by email vote on May 20, 2008.

COURSE DESCRIPTION CHANGES:

542. Molecular Genetics.

Fall (3) Allison. Prerequisites: BIOL 203, 204

This course gives a comprehensive introduction to molecular genetics emphasizing genome organization, DNA replication and repair, synthesis of RNA and proteins, regulation of prokaryotic and eukaryotic gene expression, epigenetics, RNA processing, molecular genetics of cancer, DNA biotechnology and human gene therapy. Three class hours.

The following changes were approved on December 1, 2008.

DEGREE REQUIREMENT CHANGES:

Degree Requirements for the Master of Science –Thesis Program

In addition to at least 1 credit of BIOL 700 (Thesis) and 9 credits of BIOL 695 (Graduate Research), a M.S. candidate must complete 15 semester hours of courses numbered either in the 500s or 600s, with a grade average of "B" or better.

Degree Requirements for the Master of Arts – Non-Thesis Program

Non-thesis M.A. students must complete 32 semester hours of courses numbered either in the 500s or 600s, with a grade average of "B" or better.

Chemistry

The following change was approved on April 21, 2008.

NEW COURSE:

CHEM 696. Summer Graduate Research.

Summer (0 credit) Staff. Graded Pass/Fail. Course may be repeated for credit. Prerequisite: permission of instructor.

Computer Science

The following changes were approved on April 21, 2008.

CROSS LIST CHANGES:

CSCI 503. Algorithms.

Spring (3) Mao, Torczon. Prerequisites: Data Structures, Discrete Structures.

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

CSCI 515. Systems Programming.

Spring (3) Kearns. Prerequisite: Computer Organization.

The design and implementation of programs which provide robust and efficient services to users of a computer. Macro processors; scripting languages; graphical interfaces; network programming. Unix and X are emphasized. No credits earned in this course may be applied to the number of credits required for a graduate degree. (Cross-listed with CSCI 315)

Wording change on page 78 of the catalog, in the first sentence of the second paragraph:

"Note that 500-level courses are cross-listed as 400-level courses ..." changed to "Note that 500-level courses are cross-listed as 400-level or 300-level courses ..."

Computational Operations Research

The following changes were approved on April 21, 2008.

COURSE DESCRIPTION CHANGES:

ADDITIONAL GRADUATE COURSES AND COURSE DESCRIPTIONS

Some departments at the College of William and Mary offer courses for graduate students even though these departments do not themselves offer a graduate degree. These courses are listed in this section.

MATH 501. Probability

Fall and Spring (3,3) Prerequisite: Consent of instructor.

Topics include: combinatorial analysis, discrete and continuous probability distributions and characteristics of distributions, sampling distributions.

MATH 508. Advanced Linear Algebra

Fall (3) Prerequisite: consent of instructor

Eigenvalues, singular values, matrix factorizations, canonical forms, vector and matrix norms; positive definite, hermitian, unitary and nonnegative matrices.

MATH 509. Probability and Statistics for Teachers

Summer (3) Prerequisite: consent of instructor

An introduction to probability, descriptive statistics, and data analysis; exploration of randomness, data representation and modeling. Descriptive statistics will include measures of central tendency, dispersion, distributions, and regression. Methods of reliable data gathering. First approaches to statistical inference. A basic course for preparation of K-8 Mathematics teachers.

MATH 510. Special Topics in Mathematics

Fall and Spring (1-3, 1-3)

A treatment of topics of interest not routinely covered by existing courses. Material may be chosen from topology, algebra, differential equations and various other areas of pure and applied mathematics. This course may be repeated for credit with permission of the instructor.

MATH 512. Introduction to Number Theory

Fall (3) Prerequisite: consent of instructor

An elementary course in the theory of integers, divisibility and prime numbers, a study of Diophantine equations, congruences, number-theoretic functions, decimal expansion of rational numbers and quadratic residues.

MATH 513. Introduction to Numerical Analysis I

Fall (3) Prerequisite: consent of instructor

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: roots of equations, systems of linear equations, interpolation and approximation, and numerical integration. Students planning to take 514 are strongly encouraged to take 513 first.

MATH 514. Introduction to Numerical Analysis II

Spring (3) Prerequisite: consent of instructor

A discussion of the mathematical theory underlying selected numerical methods and the application of those methods to solving problems of practical importance. Computer programs are used to facilitate calculations. The topics covered are: iterative methods for linear systems, eigenvalue computations and differential equations. Students planning to take 514 are strongly encouraged to take 513 first.

MATH 516. Geometry and Measurement for Teachers

Summer (3) Prerequisite: consent of instructor

Explorations of the foundations of informal measurement and geometry in one, two, and three dimensions. The van Hiele model for geometric learning is used as a framework for how children build their understanding of length, area, volume, angles, and geometric relationships. Visualization, spatial reasoning, and geometric modeling are stressed. As appropriate, transformational geometry, congruence, similarity, and geometric constructions will be discussed. A basic course for preparation of K-8 Mathematics teachers.

MATH 524. Operations Research – Stochastic Models

Spring (3) Prerequisite: Consent of instructor.

A survey of probabilistic operations research models and applications. Topics include stochastic processes, Markov chains, queuing theory and applications, Markovian decision processes, inventory theory and decision analysis.

MATH 535. Numbers and Number Sense*Prerequisite: consent of instructor*

Basic number strands in fractions and rational numbers, decimals and percents; ratios and proportions in the school curriculum. Interpretations, computations, and estimation with a coordinated program of activities that develop both rational number concepts and skills and proportional reasoning. A basic course for preparation of K-8 Mathematics teachers.

MATH 536. Functions and Algebra for Teachers*Summer (3) Prerequisite: consent of instructor*

Examination of representation and analysis of mathematical situations and structures using generalization and algebraic symbols and reasoning. Attention will be given to the transition from arithmetic to algebra, working with quantitative change, and the description of a prediction of change. A basic course for preparation of K-8 Mathematics teachers.

MATH 537. Rational Numbers and Proportional Reasoning*Summer (3) Prerequisite: consent of instructor*

In this class students explore the conceptual and procedural basis of rational numbers including fractions, percents, and decimals. The essential role that proportional reasoning plays in higher mathematics is discussed. The logic and interpretations of order, operations, and algorithms are investigated using visual and physical representations. A basic course for preparation of K-8 Mathematics teachers.

MATH 552. Mathematical Statistics*Spring (3) Prerequisite: Consent of instructor.*

The mathematical theory of statistical inference. Possible topics include: maximum likelihood, least squares, linear models, methods for estimation and hypothesis testing.

History

The following changes were approved on April 7, 2008.

COURSE NAME AND DESCRIPTION CHANGES:

715. Readings Seminars in Early American History to 1815.

Fall and Spring (3,3) Staff.

Readings seminars explore, primarily through secondary literature, specific areas or aspects of history. Course may be repeated for credit when topic differs. (Open only to candidates for advanced degrees.)

Topics frequently offered include:

France and the Atlantic World. Rushforth.

Native American History to 1763. Rushforth.

Nature and Culture in the Long Eighteenth Century. Brown.

America's Long Eighteenth Century: The Making of the Modern? Wulf.

Gender, Family, and Politics in the Early Modern Atlantic World. Wulf.

New Republic. Grasso.

Puritans and Puritanism. Brown.

Religion and American History to 1865. Grasso.

U.S. History, 18th-century Intellectual/Cultural. Grasso.

Readings in the American Revolution Era. Hoffman.

Readings in Early American History. Whittenburg, Mapp, Allegro.

African-American History to 1865. Ely.

Southern Society to 1861. Ely.

North American Slave Trades. La Fleur.

716. Reading Seminars in American History, 1815-present.

Fall and Spring (3,3) Staff.

Reading seminars explore, primarily through secondary literature, specific areas or aspects of history. Course may be repeated for credit when topic differs. (Open only to candidates for advanced degrees.)

Topics frequently offered include:

American Foreign Relations. Kitamura.
 American Popular Culture. McGovern.
 American West since 1890. Fisher.
 African-American History to 1865. Ely.
 Southern Society to 1861. Ely.
 Religion and American History to 1865. Grasso.
 Workers in American Life. Hahamovitch.
 19C. Social History. Sheriff.
 Civil War Era. Sheriff.
 Native American History since 1763. Fisher.
 U.S. Immigration History: Civil War to Present. Hahamovitch.
 History of Sexuality. Meyer.
 Women/Gender in the US. Meyer
 19C. American West. Sheriff, Fisher.
 Gilded Age. Nelson.
 African-American History since 1865. Phillips.
 Nation, Race and Citizenship in America. McGovern.
 Life and Death in the 19C. Brown.
 Regional Cultures of the South. Nelson.

720. Readings Seminars in Comparative or Transnational History.

Fall and Spring (3,3) Staff.

Readings seminars explore, primarily through secondary literature, specific areas or aspects of history. Topics change each semester. Course may be repeated for credit when topic differs. (Open only to candidates for advanced degrees.)

Topics frequently offered include:

Africans in the Atlantic World. La Fleur.
 Approaches to World History. Bossenga.
 Comparative Race Relations. Konefal.
 Comparative Revolutions. Corney.
 Comparative Slavery. Lane.
 Empires and Imperialism. Zutshi.
 Nations and Nationalism. Benes.
 Religious Violence. Homza.

The following changes were approved on April 28, 2008.

COURSE NAME AND DESCRIPTION CHANGE:

607. Introduction to Historical Archaeology & Material Culture

Summer (0 credit) Staff. Graded P or F. Course is repeatable. Prerequisite: permission of instructor.

Psychology

The following changes were approved by email vote on May 20, 2008.

COURSE NAME AND DESCRIPTION CHANGE:

695-696. Independent Research

Fall, Spring (v,v) Vishton

This course constitutes the research apprenticeship for all students in the first year of the M.A. Program. Students design and conduct research with a faculty advisor of their choice. (Previously numbered PSYC 625)

Public Policy

The following changes were approved on April 21, 2008.

NEW COURSE:

PUBP 550. Macroeconomics for Public Policy.

Fall (1 credit - pass/fail) Abegaz.

This mini course, pitched between Principles and Intermediate levels, provides a bird's-eye view of the aggregate open economy with a focus on the determination of output, employment, interest rates, exchange rates, and inflation. Much of the course will be devoted to reviewing the basic models and principles of macroeconomics as they apply to policies for short-run fluctuations in employment and prices (business cycles), but long-run growth will also be addressed.

The following changes were approved on November 17, 2008.

DEGREE REQUIREMENT CHANGES:

9 graduate-level credits will count for both BA/BS and MPP

NEW CATALOG SECTION:

Addition on page 127:

Accelerated Bachelor of Arts/Sciences and Master of Public Policy

W&M undergraduate students are able to earn both a Bachelor's degree and a Master of Public Policy in five years. Candidates interested in this accelerated degree path must apply to and gain acceptance in their junior year. Acceptance into the accelerated degree path includes the intention that the graduate committee will recommend regular admission to the graduate program when the baccalaureate degree has been conferred. With advance written permission from the program's graduate committee, up to nine graduate credits with a grade of C or higher taken by students in the BA/MPP accelerated degree path may be used to satisfy both graduate and undergraduate degree requirements. Students in the accelerated degree path may take additional graduate public policy classes during their fourth year; these classes will count exclusively toward the MPP degree requirements. Students may also earn up to 9 graduate credits through demonstrating competency in the following first year MPP classes: PUBP 601, 602 and 603. Competency will be demonstrated by passing the final exam of these courses with a grade of B or higher. Students who successfully demonstrate competency in these courses will receive course credit and a grade of P.

Graduate Regulations

The following changes were approved on February 11, 2008.

CATALOG CHANGE:

Addition to section IV. Financial Aid, page 9:

Approval from the Dean of Graduate Studies and Research for additional employment/appointment of a remunerative nature will be based on supporting written statements from the student's thesis/dissertation advisor and Director of Graduate Studies that the additional employment is not anticipated to adversely affect the student's progress towards the degree. Such approval does not imply exemption by the Internal Revenue Service from Social Security and Medicare taxes. To ensure that their IRS status as students is maintained, students should consult the appropriate IRS documents and/or a tax advisor. It is the responsibility of international students to understand their visa restrictions before accepting on-campus or off-campus employment.

The following changes were approved on April 7, 2008.

CATALOG CHANGE:

Continuous Enrollment

Addition to end of second paragraph, page 10:

If the deadline for degree completion has passed, registration for continuous enrollment is not sufficient to maintain good standing; the student must also request an extension (see section on Time Limits for Degrees and Extensions).

The following changes were approved on November 17, 2008.

CATALOG CHANGE:

Conversion of W&M Unclassified or Undergraduate Credit to Graduate Credit

Addition to page 7:

The credits must have been earned in courses appropriate to the student's graduate program at William and Mary and cannot have been used by the student to satisfy any undergraduate degree requirements unless the student has been admitted to an approved accelerated degree path (see page 127).

College Courses

The following change was approved on April 21, 2008.

COURSE NAME AND DESCRIPTION CHANGES:

COLL 508. Professional Communication: Preparing for the Job Market.

Fall (0 credit, P/F)

This course provides preparation for post-student professional life, with a focus on the corporate environment. Students will identify the characteristics of their ideal job and will assess strategies to obtain such a position. Students will gain experience with composing written introductions to a prospective employer via CVs, resumés, and cover letters. Students will practice the skills needed for job interviews. Appropriate on-the-job interactions and common business etiquette norms will be discussed.

Graduate Center Annual Report 2008

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 Barbara Monteith, English as a Second Language (ESL) Program Manager. The Center is housed in the Stetson House at 232 Jamestown Road.

In the spring, summer, and fall of 2008, four College faculty and staff 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 2004. Highlights from the spreadsheet include:

- *Course enrollments* for the calendar years were 87 in 2004, 59 in 2005, 80 in 2006, 86 in 2007, and 90 in 2008. The students enrolled in 2008 were a mix of domestic and international graduate students from A&S, Business, and Education.
- In March 2008, in conjunction with Swem Library, the Graduate Center organized and sponsored an International Dialogue focused on *Environmental Concerns in Latin America* as part of the Earth Visions / Visiones Terrestres event hosted by Latin American Studies. This International Dialogue included a student-led panel discussion, an exhibition of Latin dance by the W&M Ballroom Dancers, and food from La Tolteca.
- The Graduate Center coordinated with the W&M Career Center, the Virginia Institute of Marine Science, and the departments of Physics, Computer Science, and Biology to co-sponsor Dr. Peter Fiske's *workshop on career planning and job hunting for scientists*. Dr. Fiske is the author of *Put Your Science to Work: The Take-Charge Career Guide for Scientists*, published by the American Geophysical Union, and co-author of the biweekly column "Tooling Up" on the American Association for the Advancement of Science's career website NextWave. The 55 workshop participants received a copy of Dr. Fiske's 36-page guide on career strategies.
- In the Fall of 2008, the Graduate Center's *Conversation Partner Program (CPP)* paired 60 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 2008 Graduate Research Symposium, the Graduate Center sponsored two workshops 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 2008 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 seven annual graduate research symposia, with over 350 students, faculty, and guests in attendance. The symposium included presentations by fifty W&M graduate students (posters, talks, and general interest lectures). The symposium also attracted 33 graduate student presenters from fourteen regional institutions such as Duke, George Washington University, Johns Hopkins, and UNC Wilmington, as well as Virginia institutions such as the University of Virginia, Virginia Commonwealth University, and Old Dominion. Highlights of the symposium included advance workshops on

poster preparation techniques, awards in all disciplines to twelve students totaling \$4600, luncheon remarks by Provost Geoff Feiss and Vice Provost Dennis Manos, and a keynote lecture by Mitchell Reiss, Vice Provost for International Affairs at the College of William & Mary. The Graduate Studies Advisory Board provided funding to sponsor the symposium and Board members participated in the symposium by chairing oral sessions, serving on the judging panel, providing two corporate awards of \$1000 each, and offering recruitment and mentoring opportunities.

- 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 300 undergraduate and graduate students, faculty, and community members on October 1, 2008. On the revised W&M web site, the Raft Debate was featured in the summary of College traditions at <http://www.wm.edu/about/history/traditions/index.php>. In addition, an edited video of the 2008 Raft Debate was prepared by the University Relations office and posted on the "Campus Celebrations" page at <http://www.wm.edu/news/features/campuscelebrations/index.php>.
- The Graduate Center contributed to the planning, organization, and promotion of *International Education Week 2008*. Barbara Monteith was a member of the IEW organizing committee comprised of representatives from the Roy R. Charles Center, the Department of Modern Languages, the Reves Center for International Studies, and the Earl Gregg Swem Library. The committee planned several IEW events including:
 - a photo display in the Botetourt Gallery of undergraduate student pictures taken during their time studying abroad
 - an international menu at the Commons Dining Hall
 - an International Music & Dance Showcase at the Kimball Theatre featuring performances by student groups at W&M
 - Posters highlighting the international nature of research and collaboration conducted at W&M. These posters were displayed in the lobbies of Small and M-S Hall throughout *International Education Week 2008*.
 - a mini study-abroad fair
 - an international service opportunity brown bag information session
- Graduate Center *social events* for the spring and fall of 2008 included a potluck Appreciation Dinner for Conversation Partners in the spring of 2008, co-sponsored by the International Law Society (ILS) from the Marshall-Wythe School of Law which had 25 in attendance, a *Meet-and-Greet Reception* in August for the new international graduate students in A&S which had 18 in attendance, and a *Thanksgiving celebration* in November for international graduate students and their Conversation Partners which had 55 in attendance and was also co-sponsored by the International Law Society (ILS) from the Marshall-Wythe School of Law.
- Barbara Monteith spoke at both the international undergraduate and the international graduate student *Orientations* in August, and followed up her presentation with a Cultural workshop hosted by the Reves Center on September 5 with 11 students in attendance. Topics discussed included W&M traditions, the stages of homesickness, culture shock, and email etiquette.

Newsletter

The Graduate Center's electronic newsletter ***DID YOU KNOW THAT?*** is distributed by e-mail to A&S graduate students and to the School of Marine Science 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.

Change in COLL course approved by COGS

On April 21, 2008, COGS approved a name and description change for COLL Course 508. The new name and description will increase the course's appeal to both native and non-native English speakers.

COLL 508. Professional Communication: Preparing for the Job Market.

Fall (0 credit, P/F)

This course provides preparation for post-student professional life, with a focus on the corporate environment. Students will identify the characteristics of their ideal job and will assess strategies to obtain such a position. Students will gain experience with composing written introductions to a prospective employer via CVs, resumés, and cover letters. Students will practice the skills needed for job interviews. Appropriate on-the-job interactions and common business etiquette norms will be discussed.

A&S Graduate Ombudsperson Report for 2008

ELIZABETH BARNES, Associate Professor, American Studies Program and Department of English,
elbarn@wm.edu

Activities for January through December 2008:

Orientation session for new A&S graduate students, August 2008.

Orientation session for new A&S TAs and TFs – dealing with problem students, learning climate, August 2008.

6 inquiries or issues involving A&S graduate students between January-December 2008:

Issues included: potential misconduct by a TA, hostile work environment between graduate students, dispute over termination of a graduate student in a department or program, concern over working relationship with advisor, health care policy infraction by a graduate student, grade dispute.

4 issues led to further discussion with faculty, the Director of Graduate Studies, and/or the Dean of Students office.

5 issues resolved to the satisfaction of the parties involved.

1 issue possibly still to be resolved.

Committee on Graduate Studies Members, 2008-09

Laurie Sanderson, Chair
Charles McGovern, American Studies
Grey Gundaker, Anthropology
Mark Hinders, Applied Science
Lizabeth Allison, Biology
Chris Abelt, Chemistry
Evgenia Smirni, Computer Science
Rex Kincaid, Computational Operations Research
Leisa Meyer, History
Shiwei Zhang, Physics
Peter Vishton, Psychology (Master's program)
Janice Zeman, Psychology (PsyD program)
Elaine McBeth, Public Policy

APPENDICES

APPENDIX I

**GRADUATE CENTER PARTICIPATION
Fall 2004 thru Fall 2008**

Course	F 2004	Sp 2005	Su 2005	F 2005	S 2006	Su 2006	F 2006	S 2007	Su 2007	F 2007	S 2008	Su 2008	F 2008
COLL 501 001	12	5		6	10		12	13		20			15
COLL 501 002	10	3											
COLL 503											10		
COLL 505	3			6			7	8		8			15
COLL 508		10			7		8			4			
COLL 520		6		5	9			9			18	4	
COLL 525	7				10					9			12
COLL 530					5			8			5		
COLL 550											11		
COLL 620			9						7				
ISEP			9			12							
Course Subtotals	32	24	18	17	41	12	27	38	7	41	44	4	42
Workshops	F 2004	Sp 2005	Su 2005	F 2005	S 2006	Su 2006	F 2006	S 2007	Su 2007	F 2007	S 2008	Su 2008	F 2008
Beyond Google	7												
Cultural Workshop													11
French Refresher	7												
Graduate Student Survival 101		8											
Grant Proposals (Hum)	15				16								
Grant Proposals (Sci)		26											
International Dialogue	13	15		17	11			75			45		
Optimizing Productivity		9											
Poster Workshop								3			5		
Presenting Yourself	7						6						

APPENDIX I cont.

**GRADUATE CENTER PARTICIPATION
Fall 2004 thru Fall 2008**

Enhance Your Presentation								40					
R.A. In-service Training - Int'l Students										80			
Science Career Strategies											55		
Spanish Refresher								3					
Workshop Subtotals	49	58	0	17	27	0	6	121	0	80	105	0	11
Programs	F 2004	Sp 2005	Su 2005	F 2005	S 2006	Su 2006	F 2006	S 2007	Su 2007	F 2007	S 2008	Su 2008	F 2008
Conversation Partners	53			20			26			44	22		60
Graduate Symposium		144			190			240			350		
Raft Debate	228			325				180		165			300
World Café								43					
International Education Week:													
Int'l Research - UC Lobby										37			
Int'l Music & Dance Showcase										212			256
Program Subtotals	281	144	0	345	190	0	26	463	0	458	372	0	616
Social Events	F 2004	Sp 2005	Su 2005	F 2005	S 2006	Su 2006	F 2006	S 2007	Su 2007	F 2007	S 2008	Su 2008	F 2008
Meet and Greet	17			20			28			20			18
Int'l Thanksgiving	51			60			40			50			55
CPP Appreciation	15										25		
Social Event Subtotals	83	0	0	80	0	0	68	0	0	70	25	0	73
GRAND TOTAL	445	226	18	459	258	12	127	622	7	649	546	4	742

APPENDIX II

**Applied, Accepted and Enrolled
Fall 2004 - Fall 2008**

		Applied	Accepted		Enrolled		Avg UG ⁽³⁾	Avg GRE Scores ⁽³⁾	
			Total	Rate	Total	Rate	GPA	Verbal	Math
American Studies	2004	64	31	48%	9	29%	3.27	630	628
	2005	68	22	32%	9	41%	3.58	648	610
	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
Anthropology	2004	66	18	27%	10	56%	3.50	590	592
	2005	70	20	29%	10	50%	3.54	615	577
	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
Applied Science	2004	31	12	39%	8	67%	3.13	575	743
	2005	24	10	42%	5	50%	2.85	500	744
	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
Biology	2004	21	16	76%	8	50%	3.41	529	643
	2005	32	19	59%	9	47%	3.49	572	650
	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
Chemistry	2004	9	4	44%	4	100%	3.11	557	734
	2005	4	4	100%	3	75%	3.14	463	640
	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
Computer Science ⁽¹⁾	2004	106	63	59%	18	29%	3.33	557	734
	2005	66	38	58%	17	45%	3.46	509	721
	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
History	2004	159	26	16%	13	50%	3.68	658	628
	2005	137	32	23%	14	44%	3.63	599	594
	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
Physics	2004	72	11	15%	10	91%	3.62	487	734
	2005	71	11	15%	10	91%	3.55	504	731
	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

APPENDIX II cont.**Applied, Accepted and Enrolled
Fall 2004 - Fall 2008**

PsyD ⁽²⁾	2004	168	17	10%	10	59%	3.50	512	642
	2005	172	19	11%	10	53%	3.45	614	637
	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	2004	84	16	19%	7	44%	3.47	590	653
	2005	70	20	29%	7	35%	3.67	597	674
	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
Public Policy	2004	93	54	58%	25	46%	3.42	589	692
	2005	69	54	78%	19	35%	3.47	563	669
	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

⁽¹⁾ This includes students in the Computational Operations Research program.

⁽²⁾ The Psychology Doctoral program admits students through the VA Consortium Program in Clinical Psychology. Data is supplied by the Consortium.

⁽³⁾ Avg of UG transcripts and GRE scores submitted by enrolled students.

APPENDIX III**GRADUATE STUDENT ENROLLMENTS⁽¹⁾
Fall 2004 to Fall 2008**

Department	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
American Studies	55	49	81	82	89
Anthropology	30	26	43	46	46
Applied Science	36	35	33	32	32
Biology	24	18	27	31	30
Chemistry	7	10	6	7	8
PsyD ²	47	49	48	26	25
Computer Science ³	76	78	80	77	68
History	52	54	89	89	92
Physics	57	55	59	59	69
Psychology	15	14	16	15	16
Public Policy ⁴	46	43	39	43	44
TOTALS	445	431	521	481	519

Notes:

⁽¹⁾Totals include both full-time and part-time registration. Increase in enrollment in American Studies, Anthropology, and History in Fall 2006 due to implementation of Continuous Enrollment policy.

⁽²⁾Fall 2007-Fall 2008 enrollment reflects only students enrolled through W&M and does not include total consortium count.

⁽³⁾Includes Computational Operations Research.

⁽⁴⁾Fall 2006-Fall 2008 data include dual degree students in Law, Business, and Marine Science.

APPENDIX IV

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

DEPARTMENT	PROGRAM INITIATED	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	SINCE AUG. 98
American Studies	1982-MA	13	6	5	8	8	9	12	6	4	7	78
	1988-PhD	3	4	5	6	3	2	10	5	5	1	44
Anthropology	1979-MA	4	5	13	7	10	5	8	7	5	5	69
	2001-PhD	0	0	0	0	0	0	0	0	0	1	1
Applied Science	1970-MA/MS	11	4	4	5	6	6	8	5	5	4	58
	1990-PhD	6	6	4	3	4	5	6	4	3	8	49
Biology	1963-MA/MS	11	8	11	3	5	15	8	7	7	11	86
Chemistry	1964-MA/MS	4	6	5	1	2	4	3	6	2	3	36
Computer Science ¹	1984-MS	8	23	19	16	17	16	20	17	16	20	172
	1986-PhD	5	7	3	3	5	4	8	1	3	3	42
History	1955-MA	11	6	20	7	15	8	10	12	9	13	111
	1967-PhD	9	5	4	5	4	3	1	5	7	5	48
Physics	1959-MA/MS	6	7	12	4	11	9	9	11	12	11	92
	1964-PhD	9	7	7	3	4	7	5	9	9	6	66
PsyD	1978-PsyD	6	14	12	9	10	8	6	10	8	10	93
Psychology	1953-MA	7	6	10	5	7	9	5	9	7	6	71
Public Policy	1991-MPP	14	15	13	19	17	19	24	21	20	25	187
Totals	MA/MS/MPP	89	86	112	75	98	100	107	101	87	105	960
	PhD	32	29	23	20	20	21	30	24	27	24	250
	PsyD	6	14	12	9	10	8	6	10	8	10	93

¹ Includes Computational Operations Research.

November 10, 2008

Dear Members of the Planning Steering Committee,

The faculty members who are the Directors of Graduate Studies for the twelve graduate programs in Arts & Sciences compose the Committee on Graduate Studies (COGS). As faculty representatives for these graduate programs, we appreciate the opportunity to provide input to the Planning Steering Committee for the College's strategic planning efforts. Please feel free to contact us if you would like to request additional information.

Sincerely,

Chris Abelt, Chemistry
Lizabeth Allison, Biology
Grey Gundaker, Anthropology
Mark Hinders, Applied Science
Rex Kincaid, Mathematics (Computational Operations Research program)
Elaine McBeth, Public Policy
Charles McGovern, American Studies
Leisa Meyer, History
Evgenia Smirni, Computer Science
Peter Vishton, Psychology (Master's program)
Janice Zeman, Psychology (PsyD program)
Shiwei Zhang, Physics
Laurie Sanderson, COGS Chair, Dean of Graduate Studies & Research

STRATEGIC PLANNING DOCUMENT
A&S Committee on Graduate Studies, 11/10/08

Adequate resources in Arts & Sciences graduate programs are critical for sustaining the College of William & Mary's distinctiveness as a liberal arts research university. Without the current 500 A&S graduate students in twelve programs, our peer group would be redefined and William & Mary would be a liberal arts college but not a research university. 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, William & Mary awards A&S graduate degrees that are essential for leadership positions in a diversity of careers.

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 excellent graduate students. A&S graduate programs are the foundation for the Carnegie classification of the College as a Research University with high research activity. A&S graduate students are essential to the undergraduate curriculum as teaching assistants and role models in laboratory and discussion classes. The units with A&S graduate programs award 37% of the undergraduate A&S degrees, generate more than 85% of the F&A recovery in Arts & Sciences, involve more than one-third of the A&S faculty, and justify William & Mary's inclusion in a prestigious peer group of research institutions.

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. Insufficient support for graduate programs is a serious concern that has been stated repeatedly by A&S faculty members. Because our graduate student stipends are too small and too few, we have not been able to recruit graduate students to work with research-active faculty members who, as a result, have left the College. The departure of these faculty members represents a substantial pedagogical, intellectual, and financial loss to the College.

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 contingency and from the units' share of the F&A. The 2004-05 report of the Committee on Graduate Studies quantified a \$1.3 million stipend gap between Arts and Sciences per capita graduate stipends and the mean of our SCHEV peers. The actual 2008-09 stipend shortfall in A&S graduate stipends is much larger than \$1 million, because that figure assumes incorrectly that our peers have not increased their stipend aid at all since 2004-05.

“GRAND CHALLENGES”

Recognize that W&M is unique in placing high value on excellence in teaching/mentoring as well as excellence in research, and nurture this balance at both the undergraduate and graduate levels.

Cultivate a shared sense of mission among the College's students, parents, alumni, friends, development officers, staff, and faculty, to both enhance our mission and improve financial resources.

Achieve W&M's vision of a liberal arts and sciences university by investing in the research infrastructure and the graduate programs that identify us as a university.

Design a workable financial planning process and a sustainable financial model for the College that identifies and funds the College's highest priorities.

STRATEGIC PLANNING PRINCIPLES
A&S Committee on Graduate Studies, 11/10/08

Teaching and Research are Core Missions of W&M

- Who We Are: W&M has achieved distinction by blending a traditional liberal arts foundation with world-class research and select graduate and professional programs.
- Without A&S graduate programs, our peer group would be redefined and W&M would be unable to support the following College priorities:
 - (1) undergraduate research
 - (2) the SSRL program
 - (3) start-up funds for new faculty
 - (4) increased faculty salaries
 - (5) building renovation and construction for the sciences and the library

A&S Graduate Programs Define W&M as a Research University

- Without the current 500 A&S graduate students in twelve programs, W&M would be a liberal arts college rather than a research university.
- W&M has one of the lowest numbers of A&S graduate degree programs and one of the lowest ratios of graduate to undergraduate students, among our current peers.
- Sufficient support (stipends, tuition aid, health insurance subsidies) for sustaining strong A&S graduate programs is essential to maintaining W&M's status as a research university.

The College Has Reached a Tipping-Point for A&S Graduate Programs

- The College must either support existing A&S graduate programs at a level that is comparable to our peers, or redefine our peer group.
- Decreasing the number and size of A&S graduate programs would endanger our status as a research university, and would result in an exodus of mid-level and senior faculty in those programs.
- Increases in stipend and tuition funding are essential to grow A&S graduate programs that are at or below the critical mass of graduate students needed to sustain excellent programs..
- New graduate programs should be added only when sufficient stable funding has been secured for stipend, health insurance, and tuition.

November 30, 2008

Dear Members of the Planning Steering Committee,

As the faculty members who are the Directors of Graduate Studies for the twelve graduate programs in Arts & Sciences, we would like to comment on the Draft Vision Statement that is posted on the Strategic Planning web site. Rather than wordsmithing, we focus on three key components of the Draft Vision Statement that relate to the strategic planning document provided by us to the PSC on November 10.

- (1) The creation and dissemination of new knowledge is central to the College's mission of teaching and research. Therefore, **it is essential that any revision of the Draft Vision Statement continue to recognize that W&M is and must remain a research university.** The College Mission Statement states that the College's tradition of excellence combines "the best features of an undergraduate college with the opportunities afforded by a modern research university". The A&S units that award graduate degrees also award 37% of the undergraduate degrees and could not retain their current faculty and research programs without the participation of excellent graduate students. **We emphasize that the mentoring of graduate students IS teaching, that we integrate teaching and research at both the undergraduate and graduate levels, and that teaching and research are inseparable rather than conflicting priorities.**
- (2) As described in the College Mission Statement, undergraduate, graduate, and professional programs are at the core of William & Mary. In contrast, the Draft Vision Statement specifies that the undergraduate program is at our core and that select graduate and professional programs are complements to the core. This wording in the Draft Vision Statement implies a change in focus that is detrimental to W&M's mission of teaching and research. **We emphasize that W&M's undergraduate, graduate, and professional programs are integrated to enable W&M to achieve our unique balance of excellence in teaching and excellence in research.**
- (3) The Draft Vision Statement, as well as the Grand Challenges, must continue to recognize that W&M would not be a research university in the absence of A&S graduate programs. The College Mission Statement speaks clearly of the importance of select, high quality graduate and professional programs. Indeed, it is these programs that define us as a university rather than a liberal arts college. We are not suggesting that the College change direction and engage in wholesale expansion of such programs. Rather, **we emphasize that the College must make an explicit commitment to support graduate programs at the level necessary to sustain excellence.** Without adequate acknowledgement and increased financial support, our current A&S graduate programs cannot continue to succeed.

In this respect, we note that a recent draft PSC document has listed one of the draft Grant Challenges as being to “Position our professional programs to be nationally competitive and essential to the College’s reputation and prestige while functioning as full participants in the intellectual life of the College.” Given that both the College Mission Statement and the Draft Vision Statement refer to graduate as well as professional programs, it is essential that this draft Grand Challenge be revised to clarify that the challenge refers to graduate and professional programs.

We appreciate the inclusiveness of the strategic planning process and the opportunity to comment on the Draft Vision Statement. We feel strongly that the above points are of central importance to the future of the College of William & Mary.

Sincerely,

Chris Abelt, Chemistry

Lizabeth Allison, Biology

Grey Gundaker, Anthropology

Mark Hinders, Applied Science

Rex Kincaid, Mathematics (Computational Operations Research program)

Elaine McBeth, Public Policy

Charles McGovern, American Studies

Leisa Meyer, History

Evgenia Smirni, Computer Science

Peter Vishton, Psychology (Master's program)

Janice Zeman, Psychology (PsyD program)

Shiwei Zhang, Physics

Laurie Sanderson, COGS Chair, Dean of Graduate Studies & Research