

**Annual Activity Report  
2009-2010**

**submitted by  
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Vice President and Dean for Graduate Education**

***Goals for '09-'10 (from last year's annual activity report)***

1. Continue to enhance and expand TGE initiatives; continue to strengthen graduate community and GLC
2. Enhance office of Graduate Student Diversity Initiatives and efforts of inclusion
3. Focus efforts on quality graduate education including a positive culture for graduate education; review and revise surveys
4. Implement an action agenda for interdisciplinary graduate education at Virginia Tech
5. Further enhance global graduate education and graduate students as global citizens
6. Implement strategies which better serve the 21<sup>st</sup> century learner including the increased use of technology in support of graduate education
7. Assemble a new administrative team and work to enhance functionality and streamlined operations throughout the Graduate School
8. Implement recommendations for administrative structure and functionality in NCR & NVC in support of quality graduate education in the region

Progress was made on these goals as well as goals set by individual directors and managers in the Graduate School. The VT Graduate School continues to be a leader in quality and innovation in graduate education especially with the Transformative Graduate Education initiative, the unique Graduate Life Center, global perspectives program and technology advancements for graduate education.

***1a. Transformative Graduate Education (TGE)***

During '09-'10, we continued to offer the following graduate courses:

- GRAD 5104 (3) Preparing the Future Professoriate (Fall '09, Spring '10) including a section in the spring available to students in the National Capital Region (taught by DePauw),
- GRAD 5114 (3) Pedagogical Practices in Contemporary Contexts (2 sections Fall '09, 1 section Spring '010) (taught by Fowler)
- GRAD 5204 (3) Citizen Scholar Seminar (Spring '10) (co taught by DePauw & Blieszner),
- GRAD 5124 (2) Information Literacy (Fall '09 & Spring '10 (taught by Library staff), available as online course which different sections for selected disciplines
- GRAD 5004 (1) GTA Workshop (co-taught by McNabb and Rankin)
- GRAD 5974 Independent Study

- GRAD 5984 (3) Advanced Pedagogical Practices (Spring '10) taught by Fowler. This course will become a regular course offering.
- GRAD 5984 (3) Global Diversity and Inclusion (Fall '09) taught by M. Perez-Quinones. This course will be a regular course offering.
- GRAD 5954 Study Abroad (May 2010) PFP: Global Perspectives seminar at CESA. The course was taught by K. DePauw with 13 graduate students selected to participate. This was the 45<sup>th</sup> successful global perspectives experience which included the addition of a global graduate student seminar with University of Basel students at CESA and global graduate education presentations at the Swiss Embassy in Washington DC.

This year we continued to offer additional courses in conjunction with IGERT grants and interdisciplinary efforts which we will incorporate into our regular graduate offerings. Courses were submitted through the governance process to begin permanent graduate courses:

- GRAD 5314 (3) Preparing Scientist and Engineers for Industry (taught by R. Turner). This course will become a permanent part of TGE course offerings.
- GRAD 5134 (3) Interdisciplinary Graduate Education and Research (taught by EIGER IGERT faculty led by B. Winkel). This course will also become a permanent course offering with multiple sections and used for interdisciplinary graduate education. We will continue requesting course proposals in various disciplines.

Annually, nearly 1000 students enroll in these classes with very positive feedback and significant student credit hours generated. Approximately 10-12 students per year earn the graduate certificate in the Future Professoriate. Some of the GRAD courses are required for graduate certificates in academic departments (e.g., Eng Ed, English, Building Construction) and others have incorporated GRAD courses into their degree programs (e.g., Counselor Ed, ISE)

### ***1b. Graduate Life Center Plaza and Amphitheatre***

This year marks the 5<sup>th</sup> year of successful programs and events in the GLC and the fourth academic year operations of the GLC. This included activities/events including regularly scheduled events such as speakers' series, Graduate Scholars Society, career services, library classes on Info Literacy, Coordinators workshops, graduate courses (TGE and ITA training), GTA workshop, Graduate Education Week, new student orientations, social gatherings & receptions, Distinguished Lecture series, photo contests, and much more. In the spring, we added counseling services to the weekly offerings in the GLC. In addition, the Student Services office handled the reservations for the GLC rooms and space except the auditorium and multi-purpose room. We have continued and refined the GLC fellows program who organize and provide programs under the supervision of Monika Gibson, GSSO.

The GLC Plaza and Amphitheater was officially opened in October 2009. Since October, the Plaza had had daily activity including regular use of the space, spontaneous gatherings and planned events including performance, music and presentations.

## ***2. Enhance office of Graduate Student Diversity Initiatives and efforts of inclusion***

The Graduate School's commitment to diversity and inclusion is strong and we have adopted an integrated approach throughout all of the Graduate School activities (full report is available if desired). Thus, only a few are highlighted here:

- Hired Dannette Beane as the Assistant Director of the Office of Graduate Student Recruitment and Diversity Initiatives to work with Associate Dean Manuel Perez-Quinones
- Expanded programs to recruit and retain graduate students of diverse backgrounds including:
  - Preview Weekend
  - Numerous Open Houses
  - Graduate Women's Luncheon
  - American Indian Heritage Celebration luncheon
  - Black History Month Celebration
  - HBCU connect
  - Hispanic Latino Celebration Month
  - Jewish Awareness Month
- Incorporated diversity throughout the TGE graduate courses taught
- Sponsored or attended numerous graduate recruitment fairs and internal events
- Sponsored or coordinated outreach events such as Black alumni reunion, Gay in Appalachia, McNair undergraduate research conference, and VCCS Chancellor Fellowship program
- Served a speaker for the Hispanic commencement and participated in the Lavender Graduation for LGTB students
- Developed and taught first graduate course on global diversity and inclusion; will offer as a regular GRAD (TGE) course once a year
- Established strong collaborations with offices around campus such as Cranwell Center, McNair Scholars, VT-PREP and IMSD, REU programs and more
- Continue to value and employ a diverse staff in the Graduate School including females, African American, Hispanic/Latino, and individuals with disabilities

## ***3. Focus efforts on quality graduate education including a positive culture for graduate education***

- Established a task force on the Culture of Graduate Education; report submitted in January '10; specific tasks in progress
- Provided ongoing support for the Office of Graduate Student Ombudsperson. The office is highly successful and a welcome addition to the Graduate School services. Specific accomplishments include:
  - 300+ visits across all colleges and campuses

- Collaborations within the Graduate School and with university offices to address graduate students' concerns including Faculty Reconciliation Committee, Conflict Resolution, Women's Center, Cook Counseling, Residence Life, Schiffert Health Center, Insurance office, Registrar and more.
- Inclusion of veterans among the underserved populations at VT and assistance with external grants in service to Veterans (e.g., NSF planning grant)
- The GSSO and Ombudsperson office continued to collaborate on services to assist graduate students (e.g., workshops and events on mentoring, ethics, conflict resolution); Continued collaborations with faculty through funded grants on ethics
- GSSO efforts in Blacksburg and NCR including the following:
  - Programming and services for graduate students in the GLC including new programs such as expectant mothers' support group, counseling services, programs during breaks, virtual scholarship fair, conflict resolution, effective reading, etc.
  - Managing 3300 bookings of GLC rooms; high demand for GLC space and it is important to return the "temporarily assigned classrooms" to the Graduate School and the GLC
  - Continued and expanded workshops and opportunities for students in NCR including movie nights, research seminars, workshops, graduate education week and more
  - Publications and communication pieces include weekly listserv distribution, updates on website/facebook/twitter, GLC weekly blog, posters and displays, and on line Graduate Student Achievement brochure.
- Host visitors from universities (international, national) who wish to learn more about the operations of the GLC and graduate student services (e.g., UNC Charlotte, University of Kent, University of Basel, University of Georgia, West Virginia University)

#### ***4. Implement an action agenda for interdisciplinary graduate education at Virginia Tech***

As Graduate Dean, I continue to serve as "facilitator" for the NSF funded IGERT programs at VT and serve on advisory committee for EIGER IGERT grant, co-PI on MACRO, and serve or chair on advisory committee for multiple IGERT proposals.

Based upon his analysis following the mid term review of the University Strategic Plan, the Provost charged me "to explore how best to accelerate continued movement toward interdisciplinary graduate education" at Virginia Tech. The following summarizes the progress to date:

Activities (Spring and summer 2010):

- Worked with Dennis Dean and Tim Long to establish a VT Interdisciplinary Scholars in Life Sciences
  - Provided overview and "charge" at first meeting of group

- Reviewed report in July 2010
- Organized focused discussion groups for faculty and graduate students in April & May
  - Held approximately 5-6 hours of discussion with approximately 30+ faculty members across colleges
  - Held 3+ hours of discussion with graduate students
  - Received informal input (email, individual conversations) from administrators, faculty, graduate and undergraduate students
  - Summarized notes and shared through Scholar site
- Organized and facilitated Interdisciplinary Summit on July 15 in the GLC; 50+ faculty, administrators (heads, deans, associate deans, Institute directors), and graduate students attended
  - Created Scholar site to share information (Executive summary from '08 summit, notes from focused discussions, other resources, iGRAD report and recommendations, etc.)
  - Facilitated agenda and discussion
  - Drafted summary of consensus and preliminary recommendations; proposal to Provost
- Consensus areas and points of agreement
  - Support for interdisciplinary graduate education; agreement to endorse iGRAD concept
  - Resources needed for success – initial and ongoing funding; priorities include assistantships, recruitment, administrative support, “buyout” for faculty/departments, and clearinghouse/website development
  - Review of policy and procedures needed (University, Graduate School and Departments); communicate with SCHEV (and SACS)
  - Need to develop a culture for interdisciplinary graduate education, especially related to tenure/promotion, “buyout” for faculty, support for graduate students and more
  - Establish Academy of Interdisciplinary Scholars (advisory group for review of proposals, etc.)

The proposal submitted to the Provost on July 19<sup>th</sup> calls for a plan similar to the PhD2010 initiative and will involve the transition of some of the PhD2010 funding to the university priority tentatively titled Interdisciplinary Graduate Education initiative (IGE PhD). Funding is needed for '10-'11 to launch the program and additional resources to sustain it through the next decade. The Graduate School will facilitate and coordinate the program and draw upon faculty expertise in and existing programs of interdisciplinary graduate education and research. Several points should be emphasized here:

- Initial funding will be used to develop and sustain the Graduate School's efforts to enhance interdisciplinary graduate education
- Funding for year 2 and beyond will utilize existing resources (e.g., some PhD2010 assistantships, funding from Institutes) and new monies allocated for this specific purpose; Goal -100 - 125 IGE PhDs

- Developing new Interdisciplinary Graduate Education Programs (IGEP) will provide greater opportunities to secure multi-disciplinary and interdisciplinary grants and strengthen faculty collaborations within VT and with external partners.

**5. *Further enhance global graduate education and graduate students as global citizens***

- Continued and expanded the future professoriate global perspectives programs
- Continued the partnership with American University of Kuwait to employ graduate students during the summer
- Collaborated with J. Dooley in the office of Outreach and International Affairs on collaborative degree programs and clarifying definitions and procedures
- Reviewed proposals for inclusion on Institutional Plan for Graduate Degrees
- Visited VT MENA as part of the SACS external review team
- Participated in FISPE grant for the evaluation of double degrees (engineering)
- Through international graduate student office (ISSO), continued to enhance the positive experiences of international graduate students from immigration through graduation and OPT/CPT programs; provided workshops and training for international graduate students
- Through the graduate student service office (GSSO), provided an international perspective for all graduate students through activities/events such as workshops, seminars, social gatherings and photo contest with an international theme.

**6. *Implement strategies which better serve the 21<sup>st</sup> century learner including the increased use of technology in support of graduate education***

- Revised eCatalog effective for Fall '10
- Utilized technology efficiencies with GTA workshop, communication signage
- Continued to explore possibilities for enhanced use of technology in support of graduate education including:
  - Graduate School Blog to replace Monthly Memo
  - Use of Graduate School Wiki
  - Developed a Graduate School Face with nearly 1500 “fans”; updated weekly
  - Established a twitter feed
  - Electronic processes for scanning, sharing and saving documents; letters of completion; electronic filing of forms, etc.
  - iPhone app
  - Final examinations announcement on website

**7. *Assemble a new administrative team and work to enhance functionality and streamlined operations throughout the Graduate School***

- Hired two new .50 Associate Deans (Rosemary Blieszner, Janet Rankin)
- Hired assistant director of ORDI (change to director position next year)
- Staff departures (voluntary, budget cuts) have provided opportunity to analyze operations and revise accordingly

- Regularly examined processes and resigned as needed (e.g., letters to students, diploma mailings, records management)
- Facilitated ongoing individual and group discussions about operating principles for Graduate School
- Continued to review and update Graduate School policies and procedures (e.g., accelerated programs, doctoral residency requirements, dual degree programs); coordination with CGS&P and university governance as appropriate

***8. Implement recommendations for administrative structure and functionality in NCR & NVC in support of quality graduate education in the region***

- Conducted national search and hired Sherry Fontaine as Associate Dean and Director of the Northern Virginia Center
- Modified administrative structure and functionality of NVC and graduate school operations in NCR
- Increased and enhanced communications between NCR and Blacksburg; included interim Associate Dean/Director directly into the Graduate School staff meetings and ongoing discussions as well as with the leadership team in NCR
- Supported ongoing efforts - finalized space allocation process, continued discussions on three semester approach for graduate education in NCR, supported interdisciplinary collaboration in the region, joined discussions on housing for graduate students in the region
- Continued to address concerns and challenges in operations between NCR and Blacksburg

***Ongoing and additional administrative responsibilities***

- Facilitating the program for Post Docs at VT; hosting website
- Institutional Plan for Graduate Degrees (IPGD) was updated annually reflecting institutional priorities. Worked with new degree proposals.
- Enhanced university-wide graduate education (VT: National Capitol Region and Commonwealth campuses) education in Northern VA
- Continued annual Graduate Alumni Homecoming in October 2009 attended by 100+ alumni and celebrated the opening of the GLC Plaza and Amphitheatre
- Continued positive working relationship with the Commission for Graduate Studies & Policies (CGS&P) - GSC&P as governance body and “advisory” to the Dean of the Graduate School. Facilitated the second annual joint meeting of the undergraduate commission and the graduate commission to discuss common issues and concerns
- Continued very positive collaborations with Graduate Student Association (GSA). Served as Advisor to GSA. Met regularly with the Executive Committee, attend all Assembly meetings and interact frequently with GSA members. Assisted with the transition from current officers to new officers. Facilitated leadership workshop for executive committee.

- Established a solid working relationship with the Graduate Student Representative to the BOV. Met regularly with Laura French and provided access to Graduate School website for BoV graduate rep web page.
- Ongoing daily activities and operations of the Graduate school

Additional activities and efforts are commonplace in the Graduate School and include the following as examples (not an exhaustive list):

- Continue to work closely with the Provost on the academic agenda for the BOV especially for the Academic Affairs committee.
- Continue to serve on several committees for upcoming SACS visit and worked closely in preparation of documentation
- Continued efforts regarding the National Research Council Assessment of Doctoral Study
- AACIAC interdisciplinary scholars
- Continued efforts for Academic Analytics and VT's participation
- Continued efforts in Academic Program Review; worked with D. Wubah
- Increased international collaborations with partner universities (with J. Dooley)
- Expanded international opportunities for graduate students - Global perspectives graduate course and summer employment as instructors at Kuwait University (only available to VT graduate students).
- Continued to address fiscal challenges regarding the underfunding of PhD2010 program
- Continued public relations effort for Graduate School
- Worked with the Director of Development and Associate Vice President of Development to re-invigorate development effort
- Provided input into budget cuts and additional sources of income in support of graduate education



***Scorecard data:***

- Implemented fifth and final year of PhD2010 initiative; continued to increase PhD student enrollments beyond the goal 900 by 2010; Profile for 2012 has already been achieved – need to revise:
  - 2800 doctoral students (2600)
  - 4013 master’s students (3900)
- Number of doctoral degrees earned increased to 435 (NSF data)
- Enrollment data included the following (Fall ’09):
  - Total enrollment       6947
  - Doctoral students     2833
  - Master’s students     4114
- Demographic distribution of enrollment
  - Male                   58.8%       4,086
  - Female                 41.1%       2,853
  - Native American      .29%         20
  - Hispanic              2.5%        170
  - Asian/Pacific Islander 4.3%        301
  - Black                 5.95%       413
  - Bi or multi racial     .36%         25
  - International        25.92%      1,801
  - Caucasian            57.3%       4,176

***Priorities and goals for '10-11***

- Continue to implement TGE initiatives, especially the Preparing the Career Professional program; exploration of inclusion of ePortfolio.
- Refine plan for increasing and enhancing interdisciplinary graduate education at VT; implement first phase in Year 1 and prepare implementation for Year 2+
- Establish an assessment plan for graduate education including the following:
  - Revision of the entry, mid and exit surveys for graduate students
  - Effectiveness and value of the Transformative Graduate Education initiatives
  - PhD completion rates
  - AAU portfolio of graduate degrees
- Assist with the further development of university-wide “ethics and scholarly integrity” efforts but focusing on graduate students
- Enhance office of Graduate Student Diversity Initiatives and efforts of inclusion; implement a diversity scholars program
- Implement recommendations from the Culture of Graduate Education Task force to enhance quality graduate education including a positive culture for graduate education; continue to implement a strong academic community
- Continue to upgrade the use of technology in the Graduate School and for the graduate students especially Web 2.0 technology (e.g., website, Facebook, OpenSIM, iPhone)
- Continue work to enhance functionality and streamlined operations throughout the Graduate School

**Karen P. DePauw**  
**Professional & Academic Accomplishments**  
**2009-2010**

**Recent National & Regional Leadership Positions:**

- Member, Commission on the Future of Graduate Education (2009-2010)
- Chair, Board of Directors, Council of Graduate School (CGS), 2009; Past Chair 2010

**Invited Professional Presentations & Keynotes at Administrative Conferences:**

*Doctoral Education in Europe - Panelist*, European University Association (EUA) Council for Doctoral education (CDE) conference in Berlin, forthcoming, June 2010).

*The Future of Graduate Education and Challenges for Graduate Enrollment Management*. National Association for Graduate Admissions Professionals (NAGAP), 2010 Winter Institute, Scottsdale, AZ, January 2010.

*Work Family Policies: Data and Institutional Response (panel)*, CGS Annual Meeting, San Francisco CA, December 2009

*Web 2.0 and Graduate Education*, CGS Annual meeting, San Francisco CA, December 2009

*Building a Graduate Community for the Future*, invited speaker for the 50<sup>th</sup> anniversary of the Graduate School at Millersville University, October 2009

*Political Engagement (panel)*, CGS New Deans Institute, Quebec City, July 2009

*Hot Topics: Information Management*, CGS Summer workshop, Quebec City, 2009

*The Next Decade of Global Doctoral Study (panel invited by European University Association)*, NAFSA Annual Conference, Los Angeles, May 2009.

**Invited CGS Publications:**

DePauw (2010). National and regional perspectives on graduate international collaborations. Washington, DC: Council of Graduate Schools

DePauw, K.P. (2010). Development of academic staff and faculty. Washington, DC: Council of Graduate Schools.

DePauw, K.P. (2009). What role should national or international associations and Organizations play to facilitate international collaborations? *Global Perspectives on Research Ethics and Scholarly Integrity*. Washington, DC: Council of Graduate Schools

**Current Teaching Responsibilities:** (three-credit-hour, graded graduate seminars)

GRAD 5104 Preparing the Future Professoriate (Fall & Spring; 55+ students/sem)

GRAD 5124 Citizen Scholar Seminar (Spring, 20+)

GRAD 5954 Study Abroad - Preparing Future Professoriate: Global Perspectives (13)

**Graduate Student Research & Advising**

Virginia Tech: members 2 doctoral committees

**Awards/Honors: National/International Awards:**

Distinguished Alumna award, Texas Woman's University, April 2010

2010 OUTstanding Virginian from Equality Virginia

**Distinguished Lectures:**

Delphine Hanna lecture, NAKPEHE, Scottsdale, Arizona, January 2010

Disability Studies Scholar Lecture Series, Longwood University, 2009

### **Scholarly Activity/Publications:**

#### **Articles – Refereed**

- DePauw, K.P. (2010). A journey of many dimensions: Reflections on change and possibility. *Quest*, forthcoming.
- DePauw, K.P. (2009). Ethics, professional expectations & graduate education: Advancing research in kinesiology, *Quest*, 61, 52-59.

#### **Chapters in Books/Proceedings**

- Vickerman, P. & DePauw, K.P. (2010). Physical Literacy and Individuals with a Disability. In Whitehead, M. (Ed). *Physical Literacy and Physical Education: Learning to Move and Moving to Learn*.
- Vickerman, P. & DePauw, K.P. (2010). Physical Literacy and Issues of Diversity. In Whitehead, M. (Ed). *Physical Literacy and Physical Education: Learning to Move and Moving to Learn*.
- DePauw, K.P. (2009). Disability sport: Historical context. In Fitzgerald, H. (ed). *Disability and Youth Sport*. London: Rutledge.

#### **Selected Invited Keynote and Major Presentations (Academic):**

- A journey of many dimensions*. Delphine Hanna Lecture for NAKPEHE, January 2010.
- Body, (dis)Ability and APA*, ISAPA '09, July 2009, Gavle, Sweden