

2010-2011 Annual Report of the Graduate School

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Priorities and goals for '10-11

1. Continue to implement TGE initiatives, especially the Preparing the Career Professional program; exploration of inclusion of Professional Development ePortfolio (PDeP)
2. Refine plan for increasing and enhancing interdisciplinary graduate education at VT; implement first phase in Year 1 and prepare implementation for Year 2+
3. Establish an assessment plan for graduate education including the following:
 - a. Revision of the entry, mid and exit surveys for graduate students
 - b. Effectiveness and value of the Transformative Graduate Education initiatives
 - c. PhD completion rates
 - d. AAU portfolio of graduate degrees
4. Assist with the further development of university-wide “ethics and scholarly integrity” efforts but focusing on graduate students
5. Enhance office of Graduate Student Diversity Initiatives and efforts of inclusion; implement a diversity scholars program
6. 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
7. Continue to upgrade the use of technology in the Graduate School and for the graduate students especially Web 2.0 technology (e.g., website, Face Book, Open SIM, iPhone)
8. Continue work to enhance functionality and streamlined operations throughout the Graduate School

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 (TGE) initiative, the unique and now nationally award winning Graduate Life Center, global perspectives program and technology advancements for graduate education. Additional narrative and information is included in the individual Annual Activity Report and my updated vita submitted previously.

1. Continue to implement TGE initiatives, especially the Preparing the Career Professional program; exploration of inclusion of ePortfolio.

During '10-'11, we continued to offer the following graduate courses:

- o GRAD 5104 (3) Preparing the Future Professoriate (Fall & Spring) (taught by DePauw) annual enrollment = 110+
- o GRAD 5114 (3) Pedagogical Practices in Contemporary Contexts (Fall & Spring) (taught by Fowler) annual enrollment = 110+

- GRAD 5204 (3) Citizen Scholar Seminar (Fall) (taught by Blieszner)
annual enrollment = 20+
- GRAD 5124 (2) Information Literacy (Fall & Spring) (taught by Library staff),
available as online course which different sections for selected disciplines
- GRAD 5004 (1) GTA Workshop (taught by Rankin)
annual enrollment = 600+
- GRAD 5304 (3) Preparing the Career Professional (Spring) (co-taught by
DePauw and Rankin) annual enrollment = 20+
- GRAD 5974 Independent Study (sections available for DePauw and Fowler)
annual enrollment < 10
- GRAD 5984 (2) Advanced Pedagogical Practices (Spring) taught by Fowler and
Sparrow. This course will become a regular course offering.
annual enrollment 10-15
- GRAD 5984 (3) Global Diversity and Inclusion (Spring) taught by M. Perez-
Quinones. This course will be a regular course offering.
annual enrollment 10-15
- GRAD 5954 Study Abroad (May 2011) PFP: Global Perspectives seminar at
CESA. The course was taught by K. DePauw with 14 graduate students selected
to participate. This was the 6th successful global perspectives experience which
included the addition of global graduate student seminars with University of Basel
students at UniBasel and CESA, UniBasel visit to the U.S. and global graduate
education conference 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 (Fall and spring sections taught by Y. Beliveau). This course has become a permanent course offering with multiple sections and used by interdisciplinary graduate programs (IGEPs and others).

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

2. Refine plan for increasing and enhancing interdisciplinary graduate education

The Graduate School plays an important role in facilitating/coordinating the NSF funded IGERT programs at VT and as Graduate Dean, I serve on advisory committee for EIGER IGERT grant, and serve or chair on advisory committee for multiple IGERT proposals.

A proposal for funding Interdisciplinary Graduate Education Programs (IGEP) was submitted to the Provost on July 19, 2010 which included a plan similar to the PhD2010 initiative and involves the transition of some of the PhD2010 funding to the university priority tentatively titled Interdisciplinary Graduate Education initiative (IGE PhD). The proposal was funded and we launched the program with the first call for proposals in spring '11.

The purpose of the IGEPs is to promote and sustain interdisciplinary graduate education and research at Virginia Tech. Each IGEP addresses a major fundamental problem or complex societal issue requiring an interdisciplinary team of scholars. Each new IGEP is awarded four GRA positions from the Graduate School. In addition, each IGEP receives funding for recruitment, operations, and a shared staff person (one staff person for two or three IGEPs). On its first year, seventeen IGEP proposals were submitted with participation from 183 faculty, 7 colleges, and 56 departments. Initially, three IGEPs were to be funded but thanks to the generous support of Fralin Life Sciences Institute, four IGEPs are funded. The funded IGEPs include the following:

- Multi-Scale Transport in Environmental and Physiological Systems
- Translational Plant Science
- Water INTERface: Interdisciplinary Research Transcending Boundaries of Engineering, Science, and Human Health
- Sustainable Nanotechnology

Two existing programs: GBCB and MACR are being incorporated into the IGEP initiative. The initiative calls for three additional IGEPs to be funded each year of the next two years. The 2nd call for IGEP proposals (Fall 2012) was announced in late March 2011 with a deadline for mid Fall 2011. The final call will be issued in Spring 2012 for Fall '13 start.

In addition to the development of the IGEP program and the hiring of the Director for the IGEP, the graduate students developed and officially launched the first national honorary Interdisciplinary Research Society (IDR). The IDR group has already sponsored an Interdisciplinary Research Day and initiation ceremony. I serve as their advisor.

**3. *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***

Some progress was made toward a plan for assessment for many of the Graduate School initiatives and evaluation of graduate student experiences. We have started the process of revising the entry, mid and exit surveys for graduate students. Feedback from students who have participated in the TGE initiatives tends to be more anecdotal, qualitative and very individual given the variety of programs offered. This will continue to be a focus of efforts this upcoming year.

The PhD completion rates in the last five years have held very steady – approximately 4.8 years (4.82, 4.64, 4.90, 5.08, 4.82).

The Graduate School has been successful in moving toward a portfolio of degrees similar to an AAU university. Currently, VT offers 56 Graduate Certificates which includes both degree or non-degree seeking students. We offer master’s and doctoral degrees in 75 academic and interdisciplinary fields of study – the degrees include the following:

- PhD and EdD
- EdS
- MA and MS
- MACIS, MEng, MArch, MBA, MFA, MAEd, MPIA, MPA, MPH, MLA, MIT, MEA, MNR, MURPL, MF

In the last 6 years, VT has established 7 new PhD programs (2 in CAUS, 2 in CLAHS, 1 in Engineering, 1 in CNRE, and 1 in CALS) and 8 new master’s programs (3 in CLAHS, 2 in CALS, 1 in Science, 1 in Engineering, 1 in Veterinary Medicine).

4. Assist with the further development of university-wide “ethics and scholarly integrity” efforts but focusing on graduate students

As a result of the efforts this year, the Center for Ethics and Scholarly Integrity was officially attached to ISCE under the leadership of Karen Roberto. The Graduate School continues to conduct workshops and offer programs designed to educate the graduate students about ethics and scholarly integrity.

5. Enhance office of Graduate Student Diversity Initiatives and efforts of inclusion; implement a diversity scholars program

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:

- Dannette Beane initially was hired as the Assistant Director of the Office of Graduate Student Recruitment and Diversity Initiatives to work with Associate Dean Manuel Perez-Quinones. Since Dr. Perez-Quinones return to faculty, Dannette has been named the Director of the Office of Recruitment and Diversity Initiatives (ORDI).
- Continued the expansion of 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
- 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
- Revived the Coordinated School Visits Program with visits to 16 campuses and visits from 4
- 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
- Continued support for the Hispanic commencement, Lavender Graduation for LGBT students, Ebony Affair, and Donning of the Kente
- Participated in international recruitment to China for the first time
- Continue to value and employ a diverse staff in the Graduate School including females, African American, Hispanic/Latino, and individuals with disabilities

The Diversity Scholars program was conceptualized and is ready for implementation this upcoming year.

6. 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

One specific recommendation of the Task Force was to revise the Expectations for Graduate Study document became the focus of the efforts this year. A committee chaired by faculty member Madeline Schreiber reviewed and revised the original document. The revised document was shared with the Commission on Graduate Study and Policies (CGS&P) in the spring. The document has been finalized and has been posted on the Graduate School website. The document is now entitled Expectations for Graduate Education and can be accessed at <http://www.expectations.graduateschool.vt.edu/>.

As one of its themes, the Graduate School actively seeks ways and provides programs and opportunities to implement a strong academic community. These include 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, photo contests, and much more. In the spring, we added counseling services to the weekly offerings in the GLC. We have continued and refined the GLC fellows program who organize and provide programs under the supervision of Monika Gibson, GSSO. The Office of Graduate Student Ombudsperson, the Office of Recruitment and Diversity Initiatives, and the Graduate Student Services Office regularly collaborate with programs and opportunities for building academic community.

7. 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)

- Continued efforts to electronic processes for scanning, sharing and saving documents; letters of completion; electronic filing of forms, etc.
- Initiated the virtual GLC (vGLC) through a partnership with Innovation Space
- Facilitated the development of the scholarly collaboratory/ETD repository with Learning Technologies.
- Enhanced communication with the graduate community via social media:
 - Graduate School Blog
 - Use of Graduate School Wiki
 - Graduate School Face with 2000+ “fans”
 - Established a twitter feed
 - iPhone app for recruitment
 - Final examinations announcement on website

The VT Graduate School is seen as a leader in technology among the graduate schools nationally and as such, we are frequently asked to provide sessions at regional and national conferences (e.g., CGS) (please see list of the presentations for more detailed information).

Although recognized for our efforts, I have been quite frustrated with internal politics regarding the development of the “digital” signature. The implementation date was set for August 2010 and is now delayed to August 2011 (or longer) but I’m hopeful that implementation will result mid Fall. As desired, more information can be shared.

8. Continue work to enhance functionality and streamlined operations throughout the Graduate School

This is an ongoing challenge but things have steadily improved with the assistance of the Associate Deans (2 in Blacksburg, 1 in NVC). Collectively, we continue 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

Communication between Blacksburg and NCR has been enhanced. Although improved, problems occasionally arise about the lines of authority and decision-making in NCR and the NVC.

Communication and collaboration have increased among the directors but still with room for improvement. Graduate School staff have been asked to examine processes and recommend changes.

Ongoing and additional administrative responsibilities

- Transitioned the program for Post Docs at VT to Office of Research
- 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)
- Continued annual Graduate Alumni Homecoming in October 2009 attended by 100+ alumni
- 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.
- Established a solid working relationship with the Graduate Student Representative to the BOV. Tried to meet regularly with Deepu George 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 with the Provost on the academic agenda for the BOV especially for the Academic Affairs committee.
- Finalized efforts regarding the National Research Council Assessment of Doctoral Study
- Continued efforts for Academic Analytics and VT’s participation
- Increased international collaborations with partner universities (with J. Dooley)
- Continued to address fiscal challenges regarding the underfunding of PhD2010 program
- Continued public relations effort for Graduate School
- Worked with the Associate Vice President of Development to re-invigorate development effort and hire a new Director of Development
- Extramural grants as PI or co-PI (e.g., Veterans, Evaluate-E supplement)
- National and international recognition for Graduate School initiatives and programs
- Publications and presentations on graduate education (state, regional, national and international)

Scorecard data:

- Continue to implement PhD2010 initiative; continued to increase PhD student enrollments beyond the goal 900 by 2010; Profile for 2012 has already been achieved – need to revise:
 - 2889 doctoral students (2600)
 - 4054 master’s students (3900)
- Number of doctoral degrees earned increased to 403 (goal of 350)
- Enrollment data included the following (Fall ’10):
 - Total enrollment 6943
 - Doctoral students 2889
 - Master’s students 4054
- Demographic distribution of enrollment
 - Male 58.0% 4,017
 - Female 42.0% 2,913
 - Native American .2% 10
 - Asian American 5.7% 291
 - Pacific Islander 0.5% 3
 - Black 7.7% 393
 - Bi or multi racial 4.3% 220
 - International 26.0% 1,816
 - Caucasian 79.0% 4,054
 - Hispanic (any race) 3.1% 160

Publications, Presentations, Grants and Awards

Publications

- Culver, S.M.; Puri, I.K., Spinelli, G., DePauw, K.P., & Dooley, J.E. (2011). Collaborative Dual-degree Programs and Value Added for Students: Lessons learned through the Evaluate-E project. *Journal of Studies in International Education*. (forthcoming, 2011).
- DePauw, K. P. (June 2011, 12, 4-5). Preparing Global Scholars, *EUA-CDE-NEWS*, Brussels, Belgium, European University Association.
- DePauw, K.P. (2011). Interdisciplinary Programs. *Global Perspectives on Measuring Quality*, Washington DC: Council of Graduate Schools.
- DePauw, K.P. (2010). National and regional perspectives on graduate international collaborations. *Global Perspectives on Graduate International Collaborations*, Washington, DC: Council of Graduate Schools
- DePauw, K.P. (2010). Development of academic staff and faculty. *Global Perspectives on Graduate International Collaborations*, Washington, DC: Council of Graduate Schools

Presentations

- Preparing the Future Professoriate: U.S. - Swiss Collaboration* (DePauw, K.P.; Thaler, E.; Frank, T. E., & Kesselring, R.) Poster presented at NAFSA in May 2011, Vancouver, BC.
- Securing Access to Talent (discussant)* Global Strategic Forum on Doctoral Education, EUA-CDE meeting, Aarhus, Denmark, April, 2011
- Future of Graduate Education: Perspective from a Southern Graduate Dean* Annual Meeting of the Conference of Southern Graduate Schools, Huntsville, AL, February 2011
- Challenges and opportunities of Academic Partnership with International Institutions (with Bishop, Larick)* Annual Meeting of the Conference of Southern Graduate Schools, Huntsville, AL, February 2011
- Up Close and Personal with Technology: Case Study of Virginia Tech (with Fowler, Gomez-Beane, Gibson, Perez-Quinones, Sparrow, & Sippel)* CGS Annual Meeting, Washington DC, December 2010.
- Technology Tools for Graduate Education (with Andrew Comrie and JoRae Wright)* CGS Annual Meeting, Washington DC, December 2010.
- The Path Forward: The future of graduate education in the U.S.* Tennessee Conference of Graduate Schools, Nashville, TN, October 2010
- Political Engagement* CGS Summer Workshop, July 2010, Puerto Rico
- Interdisciplinary programs* Strategic Leaders Global Summit on Graduate Education: Global Perspectives on Measuring Quality, Brisbane, Australia, September 2010
- The Salzburg Principles in Perspective* European University Association (EUA) Council for Doctoral education (CDE) conference in Berlin, June 2010.

Grants

- EVALUATE: Examining VALUE Added in Transatlantic Education Supplemental Grant Proposal for Atlantis Project P116J090083: EVALUATE-E. I.K.Puri, S.M. Culver, K.P. DePauw, J.E. Dooley, and G.Spinelli
- Veterans@VT: Implementation Plan for facilitating success of veterans in graduate school and beyond. M.E. Kasarda (PI), EF. Brown, M Pierson, and KP. DePauw. NSF

Awards

- Outstanding Innovative Program Award for the Graduate Life Center from the American College Personnel Association/College Student Educators International (ACPA), 2011

Priorities and goals for '11-12 (general goals, units have identified specific goals as well)

- Continue to implement and enhance TGE initiatives; expand the global perspectives program
- Enhance interdisciplinary graduate education at VT (e.g., IGEP)
- Review graduate education programs (degrees, certificates) portfolio especially NCR and international partnerships
- Implement an assessment plan for graduate education including the following:
 - Revision of the entry, mid and exit surveys for graduate students
 - Consider development of feedback from faculty and staff
 - Effectiveness and value of the Transformative Graduate Education initiatives
- Continue active support for office of Graduate Student Diversity Initiatives and efforts of inclusion; implement a diversity scholars program
- Continue to implement a strong academic community and reconsider ways to provide programs and opportunities for graduate students
- Continue to upgrade the use of technology in the Graduate School and for the graduate students especially Web 2.0 technology; evaluate use of vGLC, website, Face Book, iPhone app, and twitter
- Redesign Graduate School website – enhance functionality, useability, and information available through the website
- Re-envision the organization of the Graduate School and redefine roles and responsibilities of GS staff

These priorities and goals will assist the Graduate School in positioning graduate education for the next university strategic plan and help us achieve the Vision for the VT Graduate School in 2020 (adapted from the Ten Minutes on the Next Ten Years presentation):

- Strong disciplinary and interdisciplinary graduate education programs (AAU-like portfolio)
- Relevant and innovative graduate programs in NCR, throughout the commonwealth and at regional (int'l) locations
- Culture of civility, ethics and academic integrity
- Inclusive and globally diverse graduate community
- Integration of transformative graduate education (knowledge, scholarly inquiry, leadership, social responsibility) with emphasis on diversity, global perspectives, and technology
- High tech and high touch