

2011-2012 Annual Report of the Graduate School

submitted by

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Priorities and goals for '11-12 (as identified in '10-'11 Annual Report)

1. Continue to implement and enhance TGE initiatives; expand the global perspectives program (GPP)
2. Enhance interdisciplinary graduate education at VT (e.g., IGEP)
3. Review graduate education programs (degrees, certificates) portfolio especially NCR and international partnerships
4. Implement an assessment plan for graduate education including the following:
5. Continue active support for office of Graduate Student Diversity Initiatives and efforts of inclusion; implement a diversity scholars program
6. Continue to implement a strong academic community and reconsider ways to provide programs and opportunities for graduate students
7. 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
8. Redesign Graduate School website – enhance functionality, usability, and information available through the website
9. Re-envision the organization of the Graduate School and redefine roles and responsibilities of GS staff

Progress has been made on these goals as well as goals set by Associate Deans and Directors (Admissions & Academic Progress, Recruitment & Diversity Initiatives, Student Services) in the Graduate School. The accomplishments of the Graduate School reflect collective efforts of Graduate School employees especially the Directors and Associate Deans. The reports are available if you wish to see them. Due to personnel changes at the NVC, no official report was received from the Director & Associate Dean but some of the efforts are captured here.

As requested in the June 15, 2012 memo, the “progress against the metric in the university scorecard” are reported later in the annual report. The Diversity-related accomplishments are articulated primarily under priority #5. I’ve attached a copy of the report from WEAVEonline regarding Administrative Quality and Improvement (AdQI). I find WEAVEonline to be cumbersome but have entered some information regarding the goals, objectives, measures and findings. These are similar to what is contained in this report.

The VT Graduate School continues to be a leader in 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. Our efforts have been recognized by the Council of Graduate Schools (CGS), graduate deans around the U.S and internationally through the European University Association (EUA). Additional narrative and information is included in my individual Annual Activity Report and my updated vita submitted previously.

1. Continue to implement and enhance TGE initiatives; expand the global perspectives program

During '11-'12, we continued to offer a full complement of GRAD courses and added some new GRAD courses as articulated below:

- GRAD 5104 (3) Preparing the Future Professoriate (Fall & Spring) (taught by DePauw) annual enrollment = 110+
- 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 = 630+
- GRAD 5304 (3) Preparing the Career Professional (Spring) (taught by Rankin) annual enrollment = 20+
- GRAD 5314 (3) Preparing Scientist and Engineers for Industry (taught by R. Turner). annual enrollment = 15
- GRAD 5984 Communicating Science (Spring) (taught by Patty Raun) This will become a permanent course offering annual enrollment = 16
- GRAD 5984 (2) Cognition & Learning (Spring) taught by Fowler and Campbell. This course will become a permanent course annual enrollment 10-15
- GRAD 5214 (3) Global Diversity and Inclusion (Spring) taught by M. Perez-Quinones. 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 7th year for this 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.

Annually, ~1000 students enroll in these classes with very positive feedback and significant student credit hours generated. Enrollment comes from all 8 colleges. Approximately 10-12 students per year “apply” for the graduate certificate in the Future Professoriate. Some 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). These courses are included in grant proposals (e.g., NSF IGERT, GANNN).

A new emphasis initiated this year was Communicating Science, a program

developed by Alan Alda at SUNY - Stony Brook. The Graduate School and CLAHS have joined forces to become a Communicating Science university. Patty Raun has

agreed to lead this effort.

2. Enhance interdisciplinary graduate education at VT (e.g., IGEP)

The Graduate School plays an important role in facilitating/coordinating the NSF funded IGERT programs at VT and as Graduate Dean, I serve as a “liaison” among the IGERT grants and am asked to serve or chair on advisory committee for the proposals submitted to NSF/IGERT.

The purpose of the Interdisciplinary Graduate Education Program (IGEP) is to promote and sustain interdisciplinary graduate education and research at Virginia Tech. Funding was secured during the first year of the IGEP initiative. 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 through the Graduate School. In addition, each IGEP receives funding for recruitment, operations, administrative support to the PIs, and support for team teaching GRAD 5134 as scheduled. A shared staff person (one staff person for two or three IGEPs was not funded nor was the GA for technological support. The Graduate School funded the GA separately. One time support for the IGEP Director position was received.

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 were funded. The funded IGEPs included 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 were incorporated into the IGEP initiative.

The initiative called for three additional IGEPs to be funded each year of the next two years. The call for the second cohort of IGEP proposals (Fall 2012) was announced in late March 2011 with a deadline for mid Fall 2011. Decisions were announced in Spring '12 and plans began for implementation starting July 1, 2012. Four additional IGEP proposals were selected – three to be funded by the Provost Office and 1 from funds provided by ICTAS. The following are the newly awarded IGEPs:

- Translational Obesity Research
- Regenerative Medicine
- Remote Sensing
- Computational Tissue Engineering

Given the budget constraints, the Graduate School received funding for 2 additional IGEPs plus the funding from ICTAS leaving one IGEP unfunded. Commitments were already made and graduate assistantships offered so that internal funds from the Graduate School would need to be reallocated to cover these expenses. The call for the third cohort was issued in spring '12 with the anticipation that funding for year 2 and year 3 would be forthcoming.

A new emphasis initiated this year was Communicating Science, a program The graduate students developed and officially launched the first national honorary Interdisciplinary Research Society (IDR) with two primary events: Interdisciplinary Research Day and initiation ceremony. These events were highly successful and the society is strong.

In the Spring, under the leadership of Maura Borrego (Associate Professor in Engineering Education) the Graduate School hosted the first Interdisciplinary Graduate Education workshop for graduate deans. The workshop was held at VT facility in Ballston. As a result of its success, a second workshop is planned for Fall '12. Once again, the VT Graduate School has demonstrated strong leadership in graduate education.

3. Review graduate education programs (degrees, certificates) portfolio especially NCR and international partnerships

The Institutional Plan for Graduate Degrees (IPGD) is updated annually and incorporates new degrees, existing degrees to be extended to another location, new graduate certificates, and collaborative degrees with U.S. and International partner universities. A copy of the IPGD is shared in the spring with senior academic leadership.

In addition to the IPGD, the task of examining the portfolio of graduate degrees and certificates for the NCR was assigned to Dr. Fontaine but her departure from VT stopped all activity in this area. Dr. Wong, the interim Director and Associate Dean in NCR has assumed the responsibility.

4. Establish an assessment plan for graduate education

Data management is an important component at VT and the Graduate School is in the process of revisiting some of our initial assessment efforts (e.g., student surveys) and developing different ways to evaluate ongoing efforts and outcomes of graduate education at VT. The revision of surveys (entrance, mid and exit surveys) has been delayed due to time limitations of key personnel. These staff members were involved in the assessment initiative of the university using Weave-Online and other data analysis thus delaying much activity on the survey. Data from these annual reports were also captured via Weave Online with progress noted.

A priority for '11-'12 was the assignment of a staff member to gather data regarding graduate students and prepare them to presentation on the Graduate School website. The data would be made available for potential students as well as academic units and the Graduate School for understanding trends in graduate education at VT. Examples of the data include the following: applications, admits and enrollments by department, college, campus and university; time to degree; assistantships; graduation rates; international & domestic students; part-time & full time enrollments; demographic distributions; and more. The initial steps of the project were completed. Phase two of the project will be completed in '12-'13.

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. A plan was begun to assess the impact of the global perspectives program.

efforts of inclusion; implement a diversity scholars program

The Graduate School's commitment to diversity and inclusion is strong. We continue to value and employ a diverse staff in the Graduate School including females, African American, Hispanic/Latino, and individuals with disabilities. We have adopted an integrated approach throughout all of the Graduate School activities (full report is appended). Thus, only a few are highlighted here:

- Continued the expansion of programs to recruit and retain graduate students of diverse backgrounds including:
 - Preview Weekend (32 nominations, 16 attendees)
 - Twelve Open Houses (double from last year)
 - Graduate Women's Luncheon
 - American Indian Heritage Celebration luncheon
 - Black History Month Celebration
 - HBCU connect
 - Hispanic Latino Celebration Month
 - Jewish Awareness Month
 - Summer REU pizza gatherings
- 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 20 campuses and visits from 4
- Assisted with the graduate course on global diversity and inclusion
- 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

This inaugural year of the Diversity Scholars program was a success. ORDI received 36 nominations and selected 16 Scholars to participate the first year; 13 were able to complete the program. As a group, the Scholars accomplished the goal of increasing the awareness of diversity issues around campus and had their work highlighted on the Graduate School website and the VT News pages.

6. Continue to implement a strong academic community and reconsider ways to provide programs and opportunities for graduate students

As one of its themes, the Graduate School actively seeks ways and provides programs and opportunities to implement a strong academic community. These programs and services apply to domestic and international students. These include activities/events including regularly scheduled events such as speakers' series, Graduate Scholars Society, career services, counseling services, immigration services and workshops, coordinators

5. Continue active support for office of Graduate Student Diversity Initiatives and workshops, Graduate Education Week, new student orientations, social gatherings & receptions, photo contests, and much more. We have continued and refined the GLC fellows program through which we organize and provide programs under the supervision of Monika Gibson, GSSO. Examples of these programs are highlighted below:

- GLC café weekly in Reading Room
- Availability of LISA (statistics advising service) in GLC
- Availability of Writing Center services
- New workshops for graduate students such as \$tart \$mart salary negotiation workshop for women
- Grad Scholars Society reinvented to include tours to campus locations and roundtable/panel discussions on timely topics
- Mentoring seminars (in conjunction with grad ombudsperson)
- Potluck for 100+ students during Thanksgiving and Spring breaks is now a tradition

The Graduate School participated in several Open Houses this year – specifically the university-wide open house and the 5-year anniversary of the opening of the GLC that was celebrated with a GLC Open House. We have captured the history of the GLC/Donaldson Brown through a visual display

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, vGLC, Twitter, Blogs using WordPress)

8. Redesign Graduate School website – enhance functionality, usability, and information available through the website

These two priorities are interrelated and thus have been combined for the purposes of the annual report of the Graduate School. The use of technology and upgrades to the website and general web presence are ongoing priorities in support of graduate education at VT. Most of the changes to the website are behind the scenes providing easier access and narrative included on the site.

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, VCGS, CSGS). Some of the uses of technology are highlighted below:

- Use of WordPress blogging tool with Global Perspectives program (e.g., Chile, Switzerland)
- Initiated the virtual GLC (vGLC)
- Enhanced communication with the graduate community via social media:
 - Graduate School Blog
 - Use of Graduate School Wiki
 - Graduate School Face Book with 2500+ “fans”
 - Established a twitter feed

verification for use in Graduate School processes. The first applications are the final examination scheduling form and ETD submission process. The process was launched as a pilot for spring and summer 2012 with full implementation in the Fall.

9. Re-envision the organization of the Graduate School and redefine roles and responsibilities of GS staff

In August 2011, I shared my reflections of the progress of the VT Graduate School from 1.0 through 2.0, 2.5 and on the way to 3.0. This was the initial first step for re-envisioning the Graduate School (3.0) and setting a tone for positive change. Graduate School employees were invited to share “doodles” (creative thinking suggestions) and gather with me for small group conversations. Shortly thereafter, five of the directors (G5) were empowered to convene and suggest modifications and changes. This group met regularly, offered workshop for staff development and information sharing within the Graduate School, solicited input and suggestions for improving the physical space as well as the operations, and more. Many of their suggestions were acted upon immediately (modifications of staff lounge, information sharing sessions) and some are still underway (e.g., restructure of space to offer a Welcome Center, staff to assume the role of “Graduate School advisors”). I have already seen greater communication among the staff, a stronger sense of shared community within the Graduate School, and positive interactions with the broader university community. Efforts will continue throughout the '12-'13 year.

Personnel changes during '11-'12 and planned for '12-'13

The Graduate School (Graduate School 1.0) has achieved much in the last 10 years, especially the last 5 years in the GLC (2.0) and we are moving toward a 3.0 operational structure for the Graduate School. Toward this end, we hired a receptionist to serve in the Welcome Center, retitled Admissions & Academic Progress staff as advisors, and are physically changing the main entrance to the Graduate School to be more user-friendly and efficient.

During Spring '12, Janice Austin was appointed interim and then Director of Admissions and Academic Progress replacing Jacqueline Nottingham. Jacqueline assumed a temporary appointment as Director, Data Management. This position will end at the end of the '12-'13 academic year. We are currently searching for a Manager of Fiscal and Administrative operations to replace Roberto Mayorga who will be leaving the Graduate School at the end of the '12-'13 academic year.

Sherry Fontaine, Associate Dean and Director of the Northern Virginia Center, resigned the position to accept a new position in the Midwest. Kenneth Wong was appointed interim Director of the NVC and Associate Dean of the Graduate School in May 2012. In addition, a new position of Assistant Director was created and filled by Phil Skomra who was currently serving as Director, Information Technology. The IT position will not need to be filled. A decision about the NVC Director/Associate Dean's position will be determined during the Fall 2012 semester.

Finally after 6 years of efforts, we were able to finalize the electronic signature
Ongoing and additional administrative responsibilities of Graduate School Dean, Associate Deans, Directors, staff (representative and not exhaustive)

- Ongoing daily activities and operations of the Graduate School (recruitment, admissions, academic progress through alumni, international graduate students, development and fund raising, student support services, etc.)
- Immigration services and advice for international graduate students
- Institutional Plan for Graduate Degrees (IPGD) was updated annually reflecting institutional priorities.
- Ultimate responsibility for university-wide graduate education (VT: National Capitol Region and Commonwealth campuses)
- Continued annual 2011 Graduate Alumni Homecoming attended by 100+ alumni
- Continued positive working relationship with the Commission for Graduate Studies & Policies (CGS&P)
- Worked closely with other Commissions and university governance
- Continued positive collaborations with Graduate Student Association (GSA). Served as Advisor to GSA (DePauw). Regularly assist with the transition from current officers to new officers and other leadership activities
- Established a solid working relationship with the Graduate Student Representative to the BOV.
- Served as advisor to Interdisciplinary Research Society (IDR) and Alpha Epsilon Lambda (AEL) (DePauw); advisor to Graduate Honor system (Gibson)
- Increased international collaborations with partner universities (with J. Dooley)
- 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; new Director of Development was hired in Spring 2012
- National and international recognition for Graduate School initiatives and programs
- Publications and presentations on graduate education (state, regional, national and international)
- Presentations regarding VT graduate education for international and national visitors as well as to various constituency groups within VT (AdvanceVT, Commissions, Committees, Department Heads council, CARS/CAGS, etc.)
- Serving as PI, Co-PI and consultant to externally funded grants (e.g., NSF AGEP, IGERT)
- Serving on search committees – Graduate School, college and university

Graduate School at a glance

- For '11-'12, the Graduate School received and processed 11,757 online applications. The total number of applicants accepted was 2957. We awarded 2283 degrees, over 400+ were doctoral candidates.
- For Fall 2011, we admitted 825 international students (10% increase from F'10). We issued 424 immigration forms and 327 (increase of 1%) of these individuals were enrolled at VT.
- Graduate Certificates – 50+ official
- Master's and Doctoral degrees in 75 academic fields including interdisciplinary programs; 56 official graduate certificates. Degrees include PhD and EdD, EdS, MA and MS in multiple departments, and numerous professional degrees including MACIS, MEng, MArch, MBA, MFA, MAEd, MPIA, MPA, MPH, MLA, MIT, MEA, MNR, MURPL, and MF.
- Total graduate students university-wide: 64% in Blacksburg, 29% part time/full time students at extended campuses, 40% doctoral students, 26% international graduate students representing 100+ countries, and 22% of total university enrollment are graduate students and 17% in Blacksburg

Scorecard data:

- Number of doctoral degrees earned increased to 403 (goal of 350)
- Enrollment data included the following (Fall '11):
 - Total enrollment 6864
 - Doctoral students 3006
 - Master's students 3858
- Demographic distribution of enrollment (incl professional) (F'10)
 - Male 56.0% 4,088 (4,017)
 - Female 43.0% 3,140 (2,913)
 - Native American .1% 9 (10)
 - Asian American/ Pacific Islander 4.5% 318 (291)
 - Black 5.4 % 385 (393)
 - Bi or multi racial 1.2% 82
 - International 26.0% 1,751 (1,816)
 - Caucasian 79.0% 4,325 (4,054)
 - Hispanic (any race) 2.4% 174 (160)

Priorities and goals for '12-'13 (general goals, units have identified specific goals as well)

The Graduate School will assume a leadership position toward helping the university achieve the goals and aspirations for graduate education articulated in the *Plan for a New Horizon 2012-2018*. Efforts will be focused on:

- Increasing graduate enrollment,
- Developing new innovative and globally relevant graduate programs,
- Maintaining the quality of existing graduate degree programs,
- Continuing to enhance and expand graduate education with professional development courses and activities,
- Supporting and encouraging interdisciplinary and collaborative opportunities,
- Enhancing a strong, diverse and globally inclusive graduate community
- Improving efficient and effective operations, and
- Embracing a “can do” attitude and approach to graduate education.

In addition, the Graduate School has identified some specific priorities and goals for '12-'13 which are in concert with the overall goals of the *Plan for a New Horizon*. These include:

1. Continue to implement and enhance TGE initiatives
2. Enhance interdisciplinary graduate education at VT (e.g., IGEP)
3. Review and revise graduate education programs (degrees, certificates) portfolio especially for NCR and international partnerships
4. Implement an assessment plan for graduate education
5. Continue active support for office of Recruitment and Diversity Initiatives (ODRI) and achieving an inclusive and globally diverse graduate community
6. Continue to implement a strong academic community and reconsider ways to provide programs and opportunities for graduate students
7. Continue to upgrade the use of technology in the Graduate School and for the graduate students
8. Re-envision the organization of the Graduate School and redefine roles and responsibilities of GS staff