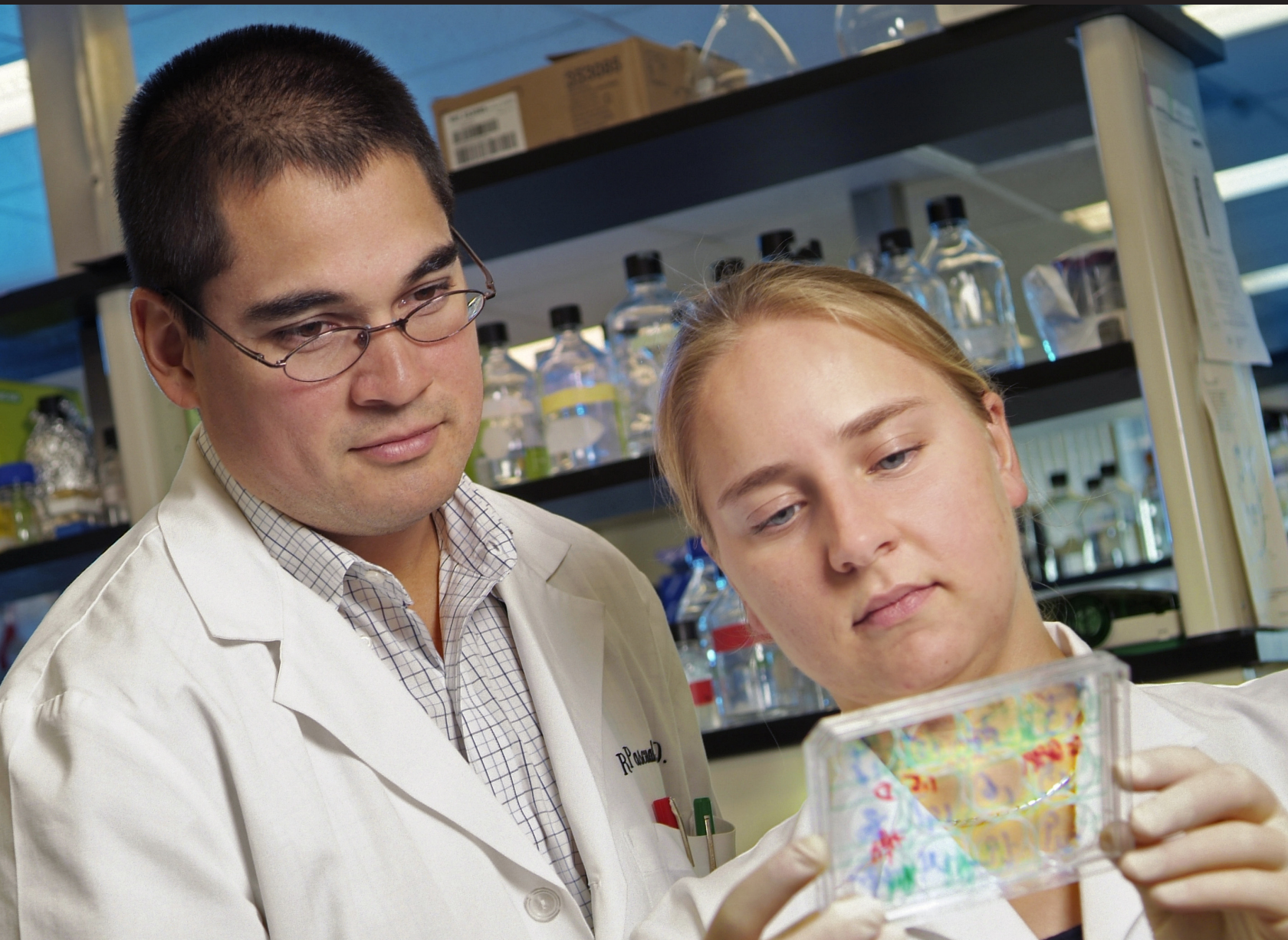


The Graduate School of Arts and Sciences 2008-2009



WAKE FOREST
UNIVERSITY

GRADUATE SCHOOL of
ARTS & SCIENCES

Annual Report



WAKE FOREST
UNIVERSITY

GRADUATE SCHOOL *of*
ARTS & SCIENCES

Annual Report
2008-2009

TABLE OF CONTENTS

	Page
1. Introduction.....	4
2. Summary of Faculty Achievements in Teaching, Scholarly Activities, and Service	4
a. Highlights of Degree Programs	4
b. Highlights of Joint Degree Programs.....	9
c. Highlights of the Graduate Student and Postdoctoral Associations	10
3. Overall Strengths and Weaknesses of the Graduate School in Teaching, Research, and Service.....	11
4. School's Goals and Objectives	13
a. Key Goals for 2008-2009 as Laid Out in the Strategic Plan.....	13
b. Actions Initiated Over the Past Year to Achieve These Goals and Outcomes Achieved	13
c. Key Goals for 2009-2010 and Plans for the Coming Year Aimed at Achieving These Goals.....	20
5. How Can Other Offices and Services of the University be Improved to Assist Faculty and Staff in Achieving the Graduate School's Strategic Goals?	23
6. Summary of Learning Outcome Goals and Relevant Assessment Activities Resulting from the Institutional Effectiveness Processes Required by SACS.....	25
7. Efforts to Make the Graduate School More Inclusive	26
8. Comments Regarding Tabular Material.....	27
9. Tabular Material.....	29
a. Table 1. Graduate Degree Programs at Wake Forest University, 2008-2009	29
b. Table 2. Application Statistics by Program, Fall 2008: Numbers Received, Accepted, and Matriculated	30
c. Table 3A. Profiles by Program with Respect to Gender, Race, and Ethnicity for Applicants, Fall 2008	31

d.	Table 3B. Profiles by Program with Respect to Gender, Race, and Ethnicity for Accepted Students, Fall 2008.....	32
e.	Table 3C. Profiles by Program with Respect to Gender, Race, and Ethnicity for Matriculants, Fall 2008	33
f.	Table 4A. Profiles by Program with Respect to State of Permanent Residence for Applicants, Fall 2008	34
g.	Table 4B. Profiles by Program with Respect to State of Permanent Residence for Matriculants, Fall 2008	35
h.	Table 5A. Applicant Standardized Test Scores and Grade Point Averages (GPA), Fall 2008.....	36
i.	Table 5B. Accepted Students Standardized Test Scores and Grade Point Averages (GPA), Fall 2008.....	37
j.	Table 5C. Matriculated Students Standardized Test Scores and Grade Point Averages (GPA), Fall 2008.....	38
k.	Table 6. Student Enrollment by Program and Degree, Fall 2008.....	39
l.	Table 7. Degree-Seeking Student Profile by Program, Race and Ethnicity, International Status, Fall 2008	40
m.	Table 8. Profile of International Students by Country, Continuing or New Status, and Program, Fall 2008	42
n.	Table 9. Degrees Awarded by Program and Degree, 2008-2009 AY	43
o.	Table 10. Time to PhD Degree by Program, 2008-2009	44
p.	Table 11. Placement by Program, Undergraduate Institution, Degree, and Plans.....	45
q.	Table 12. Financial Aid Amount by Program, 2008-2009 AY.....	50
r.	Table 13. Sources of Financial Aid by Program and Type of Support, 2008-2009 AY	51

1. Introduction

This year has been a time of great change for the Graduate School of Arts & Sciences at Wake Forest University (WFU) with the addition of two new Associate or Assistant Deans, remodeling of our offices at both main campuses, opening of the Office of Postdoctoral Affairs, expansion of our recruitment and professional development efforts, and initiation of a processes for all WFU graduate-program planning. It has also been a time of great change in other sectors of the University with the appointment of a new College Dean and a new CEO for Wake Forest University Health Sciences (WFUHS).

Our over-arching objective is to move from a “Good” to “Great” academic institution for masters, PhD and postdoctoral-level training. Being comprised of faculty from all schools and colleges, we see our role as an intrinsically cross-campus facilitator dedicated to expanding the frontiers of knowledge and educating our students to become the next generation of leaders in their fields. In so doing we help simultaneously to advance our institutional ambitions of being the nation’s leading collegiate university and a premier academic medical center. As described below, our key means for achieving this over-arching objective are to:

- Promote a culture of collaboration among talented faculty who are passionate about graduate education;
- Attract talented, diverse students and build exceptional leaders; and
- Strengthen connections within WFU, and to communities beyond campus.

We have undertaken a broad range of activities to advance these goals in the past year, and plan an even more ambitious agenda for the coming one. We are pleased at the successes achieved to date. For the first time, fundamental issues pertaining to the purpose, organizational structure, financial resources, and operations of our programs are being discussed on a comprehensive, cross-campus scale and new initiatives are being undertaken to increase diversity as well as to provide opportunities for graduate student and postdoctoral professional development. Below we highlight the achievements of our faculty and students within individual programs, shared accomplishments, and our planned ways to achieve even greater success in the year ahead.

2. Summary of Faculty Achievements in Teaching, Scholarly Activities, and Service

Faculty and student achievements are concentrated in their a) degree and b) joint degree programs, as well as those of c) the graduate student and postdoctoral associations.

a. Highlights of Degree Programs

A total of 68 students received the Master’s of Science in **Accountancy** in 2008-09, comprising the last set of students with degrees awarded through the Graduate School of Arts and Sciences. Established in 1995, this productive partnership is being transformed as the Calloway School of Business and Accountancy increases its collaboration with the Babcock School of Management. Last year’s graduates again had the highest CPA pass rate in the country, with one student receiving the Elijah Watts Sells award for one of the 10 highest scores nationally and one winning the national Federated Schools of Accountancy award.

New **Bioethics** master's and certificate programs have been getting ready to enroll students in the Fall 2009, with incoming numbers expected to exceed enrollment targets. The students bring rich, practical experiences from their prior work or volunteer activities. Several have existing degrees in business, law, medicine, nursing, psychology, or public health. Joint programs with the Schools of Law and Medicine have recently been approved and will begin in the Fall 2010.

Biochemistry and Molecular Biology graduated nine (9) students that collectively received 17 national or local awards -- including the "Best Basic Science" poster at WFU's Grad Research Day -- and are moving on to postdoctoral or other positions at prestigious institutions. New interdisciplinary "Drug Discovery" courses involved faculty and students from Biochemistry, Cancer Biology, Chemistry, Neuroscience, Physics, and Physiology/ Pharmacology, and funding from the Dreyfus Foundation and the North Carolina Biotechnology Center. Biochemistry faculty received recognition with election to the Presidency of the Federation of American Societies of Experimental Biology (FASEB), the NIH National Advisory Research Resources Council, and a chair for a Gordon Research Conference.

The **Biology** program had a productive year, hiring a new faculty member in ecology, receiving \$1M in annualized external funding, publishing 39 papers and making 17 professional presentations, almost all of which involved graduate or undergraduate students. Faculty members were active in several interdisciplinary collaborations, new research center proposals or grants, and planning for a major conference on "Energy Entrepreneurship and Sustainability." Four (4) students completed their PhDs, with Nikky Hughes winning the Gordon Melson Outstanding Doctoral Student Award. The yield among students accepted to the MS and PhD programs rose for the Fall 2009, likely the result of new recruiting practices.

Biomedical Engineering completed its seventh year in the joint Virginia Tech - WFU School of Biomedical Engineering and Sciences. The WFU component currently houses 21 students with seven (7) new ones expected in the fall. Five (5) students graduated with PhD degrees and two (2) with MS degrees, one of whom is continuing in the PhD program. Students received five (5) national poster or presentation awards, including the best student presentation at the 5th Annual Injury Biomechanics Symposium held in Columbus, OH in May.

Cancer Biology continued its strong multidisciplinary and translational training program, aided by a NIH training grant in its tenth year. Five (5) students completed their PhDs and will go on to prestigious postdoctoral positions. Student fellowships were received from the Department of Defense, Glaxo Smith Kline and other sponsors, with numerous travel and poster awards received as well. A new two-session grant writing workshop was well received. The Department strengthened its postdoctoral training, increasing the number of trainees to 12.

Chemistry faculty and graduate students presented 57 posters or seminars, and coauthored 30 publications. This high level of research productivity contributed to 39 grant proposals and receipt of more than \$450k in external support. Faculty excellence was demonstrated by the receipt of 11 awards for teaching, research or professional activities. Visibility for departmental programs was enhanced by hosting visiting faculty, regional meetings, social events, and beginning a monthly newsletter.

Clinical and Population Translational Sciences' first class of students began in the fall, supplementing the 22 students completing the Health Sciences Research Program (HSRP). Both provide masters training in clinical research but CPTS has replaced HSRP in an effort to emphasize the translation of research findings into clinical practice and community settings. Across both programs, three (3) students presented their research at national meetings, one (1) had an independent peer-reviewed publication accepted, and one (1) received a competitive fellowship. New courses in translational sciences, approaches for ensuring responsible conduct of research in community settings, and a track emphasizing genetic epidemiology were developed.

The **Communication** department began the year by welcoming eight (8) new students and ended by graduating all seven (7) members of last year's class. A larger class of 15 students will enter in the fall. All 1st and most 2nd year students participated in national conferences, with two (2) winning research awards and others Richter, Hearst or alumni travel awards. Faculty together with students generated an increased number of peer-reviewed articles, conference presentations, and external or internal grant applications, and participated in national conferences hosted at Wake (i.e., "Bioethics", "Juicy Ethics", and the "National Developmental Conference on Debate"). The Department welcomes new opportunities for graduate study in association with the Bioethics and planned Documentary Film MA programs.

The MS Program in **Comparative Medicine** is intended for veterinarians seeking to augment their clinical skills with research training. Currently it houses one (1) student, with another matriculant expected in the Fall 2009. Students are supported with a NIH training grant currently in its 49th year or through long-standing collaborations in Indonesia or other locales. Planned is closer integration with the Translational Science Institute's educational programs so as to acknowledge a shift in emphasis and to provide broader opportunities for coursework, social interactions, and research mentors.

Computer Science faculty and students generated 17 refereed publications, contributed to ~ 20 funded research programs, participated in several grant submissions, and hosted a local workshop on "High Performance Computing". The first two (2) textbooks were published by department faculty, and two (2) faculty were promoted to Full Professor. Its faculty served as advisors for four (4) masters students in Computer Science plus several PhD candidates in Physics or Biomedical Engineering. To increase departmental visibility, a kiosk was developed for publicizing seminars and faculty/student accomplishments, and the departmental website is undergoing improvement. Completion of a feasibility study regarding a PhD program and a joint search with Physics for a computational biophysicist is anticipated in the fall.

The **Counseling** program experienced a banner year with its faculty publishing four (4) books and nine (9) peer-reviewed articles or book chapters, and making 24 presentations at national meetings or other universities. Faculty provided service on editorial boards or in elected capacities for professional organizations and within the University. Faculty and students were engaged in research projects in India, Turkey, and Malaysia as well as with the WFUBMC Trauma Center. The department received the national award for having the Outstanding Chapter of the Chi Sigma Iota honor society, whose members participated in a number of local charity events. All 14 members of last year's class graduated this year, with one receiving a

Ross Trust Scholarship for school counseling and another beginning a PhD program. The 19 students entering in the fall include three (3) in the new dual MA/MDiv program and four (4) Hearst fellows.

The **Education** Department had one of its largest classes complete their intensive one-year masters program, with 34 students completing degrees in August 2009. The Department sponsored several professional development seminars for area K-12 teachers and administrators. In addition to teaching internships, all students tutored at local high-need schools and many presented at state-level professional educator meetings. Having undergone multiple accreditation reviews last year, the Department is presently complying with state-level re-visioning requirements.

In the **English** program, four (4) MA students received Graduate School Alumni Travel Awards for making presentations at regional or national meetings, one (1) won a summer 2009 Richter Award and another was recognized with the department's Drake Outstanding Graduate Student Award. Departmental forums were held to discuss doctoral education in English and the writing of masters theses. Five (5) students graduated in May, with one entering a PhD program at the University of Minnesota. A record number (56) applications was received, with nine (9) expected to begin in the Fall 2009.

The **Health and Exercise Science** program continued to be active with four (4) students presenting their research at regional or national meetings. The faculty advised on average one (1) graduate and two (2) undergraduate students, published a total of 37 peer-reviewed articles and two (2) book chapters, made 54 presentations at professional meetings, and generated \$1.76M of extramural funding. Faculty served on numerous University and national committees and, together with students, provided Healthy Exercise and Lifestyle Programs (HELPS) to over 250 persons per week in the community, many of whom are WFU faculty or staff. The department is broadly collaborative, with active research or educational partnerships with 24 Reynolda or Bowman Gray campus units.

The interdisciplinary Master of Arts in **Liberal Studies** program welcomed its first full-time students in the Fall 2008. A new lecture series in liberal studies was initiated for creating a richer sense of community. Planning has been underway for re-visioning the program into a professional arts masters program with a focus on preparing students in translating their knowledge of the humanities into a broad range of jobs. Its eight (8) graduates bring the total number of degree recipients since program inception in 1986 to 198. Per credit hour tuition was raised 20% for the fall 2009. New recruitment tools, such as Facebook and visits to local schools, were successful in increasing the number of incoming students.

The masters program in **Mathematics** is integral to the department's teaching and scholarship activities. Two students received "best poster" awards at Grad Research Day and one student, R. Tommy Guy, was recognized with the Gordon Melson Outstanding Masters Student Award. A particularly successful introduction was the postdoc teacher-scholar program in which three (3) postdocs combined their teaching and scholarly activities to infuse new research energy and innovative ideas into the department. One faculty member received a NSF grant and additional recognition as one of two WFU recipients (out of 118 applicants nationally) of an Oak Ridge

Associated Universities Ralph E. Powe Junior Faculty Achievement Award. Two new faculty members were hired who will spend 2009-2010 as postdoc teacher-scholars. A NSF grant was submitted to identify and mentor promising students to be successful in top-tier PhD programs. New partnerships with minority-serving institutions are planned to foster diversity.

The graduate program in **Microbiology and Immunology** benefited from departmental workshops on careers in industry and patent law for biomedical inventions. Department faculty participated in the Graduate Forum regarding career pathways. Five (5) PhD students graduated, with particular success being achieved by one whose research was featured in an editorial and highlighted for its contributions to understanding autoimmune disorders. An emerging focus on biofilms was bolstered with the receipt of two research awards that include support for continuing students. A new faculty member and a strong group of incoming students join the program in the fall, with the majority being under-represented minorities.

Molecular Pathology changed its name from “Molecular and Cellular Pathobiology” to align with other programs nationally. Curricular reforms were instituted by revamping the content and reducing the credit hours for its signature atherosclerosis course. Students received accolades at national conferences, giving a plenary presentation and receiving travel or poster awards. Seven (7) outside speakers, including several National Academy of Science members, took part in program seminars.

The interdisciplinary **Molecular Genetics and Genomics** program includes 72 faculty members from nine (9) Bowman Gray basic science, six (6) clinical, and three (3) Reynolda departments and 24 graduate students. Three (3) graduated with the PhD and two (2) with the MS degree. All are moving on to positions at top-ranked programs at the NIH and the Joslin Diabetes Center at the University of Maryland. A new track with an emphasis on genetic analysis is planned.

The **Molecular Medicine and Translational Science** program draws on faculty from a broad range of departments to integrate basic science training with clinical applications. Among this year’s seven (7) PhD graduates, four (4) will continue in MD programs, and three (3) have accepted postdoctoral positions at prestigious institutions. Incoming students comprise persons with MD or masters degrees from a broad range of USA and international institutions. Program faculty obtained or sustained 11 grants; produced 37 publications; and received an institutional research excellence award, a distinguished chair position, a lifetime achievement award from the American Heart Association, nominations to journal editorial boards, and an honorary degree.

Neurobiology and Anatomy students received travel awards to present at the American Pain Society and the 12th Annual World Pain Congress, and a highly-competitive fellowship for a Neuroinformatics summer course. The department hosted several distinguished-seminar speakers and its faculty received 12 new grants.

The **Neuroscience** program involves faculty from the Hawthorne, Piedmont Triad Research Park, Friedberg Primate Center, and Reynolda campus programs. Following a comparative review, the curriculum committee concluded that a reduction in the number of required 2nd year courses was desirable. Attendees at February’s PhD weekend were particularly impressed with the camaraderie and enthusiasm among its students and faculty. Among several hundred

applicants nationally, the first-ever WFU student was accepted and attended the July 2009 Lindau Meeting of Nobel Laureates. Seminars featured speakers from neighboring or international universities. A full complement of incoming students is expected in the fall.

Physics faculty continued to attract major funding, receiving over \$2M in research grants this year. Faculty and students published 49 articles, gave 100 invited presentations, and submitted several patents. The faculty received further distinction with the receipt of a WFU Faculty Excellence Research Award, a MacArthur Award, a Ralph E. Powe Junior Faculty Award, a Most Influential People in the Triad Award, and the Harbert Family Distinguished Chair for Excellence in Teaching and Scholarship. Students were successful in obtaining predoctoral fellowships from the American Heart Association and the NSF. Students and faculty were active in organizing and participating in five (5) conferences including the NC Nanotechnology, NC Biophysics Symposium, a PIRA, a Renewable Energy, and a Scanning Conference.

Physiology and Pharmacology introduced a well-received Neuropharmacology seminar. Five (5) students completed their PhDs and are moving to postdoctoral positions in this country or abroad. Two (2) students received awards from the department's endowed Sundberg Outstanding Graduate Student fund. Its students together with those in the Neuroscience program participated in record numbers in outreach efforts for K-12 substance abuse programs.

The **Psychology** program completed its 45th year, advancing its goal of preparing MA students for quality PhD programs. Accomplishments included a new rotating-topics seminar and having seven (7) graduate students present at national research conferences. Of this year's 10 graduates, eight (8) will join PhD programs in the fall. An incoming class of 11 is anticipated, coming from a broad range of public and private institutions across the country.

The **Religion** program continues to manifest signs of positive change. The year started with 13 students (5 new, 8 continuing). One (1) continuing student will join the new MA/JD program and six (6) new students are expected in the fall. Seven (7) students defended their theses and graduated in May, one of whom has been accepted into the PhD program at Florida State University with a full scholarship. Students attended the Southeastern Commission for the Study of Religion and other professional meetings, and led an effort to create a website focusing on the examination of images that promote hatred against religious groups. Recent curricular improvements have been well received with the department remaining committed to offering at least two 700-level courses per semester. Faculty were appointed to the Directorship of the new Center for Religion and Public Engagement and received recognition with the receipt of fellowships, acceptance into workshops, and publications.

b. Highlights of Joint Degree Programs

The **MD/PhD program** provides translational research training for matriculating MD students who are passionate, compassionate, perspicacious and dedicated to a career combining care and discovery. Joining the program in the fall will be a graduate from Case Western University, bringing the total to 23 students in the program, with four (4) nearing the completion of their final, residency phase. Two (2) students attended national scientific meetings, one (1) of whom also received a NIH NRSA fellowship. Changes were made to the curriculum that will enable students

to remain with their medical school class for three (3) months early in their 3rd year, and then to retain their clinical skills with periodic rotations in out-patient clinics during their graduate-school phase. This will enable the students increased flexibility in returning to medical school upon completion of the graduate degree.

The **MA Counseling/MDiv** program begins in the Fall 2009 with the matriculation of three (3) incoming students.

The **MA Religion/JD** program was approved in 2008-09, and will enroll its first students in the Fall 2009.

The **PhD/MBA** program began in 2000 as the nation's first and has since graduated six (6) students within the desired duration of a PhD program (5 yr). Three (3) students are currently in the program, having entered it upon completion of their discipline-related coursework. Alumni are active in the pharmaceutical and biomedical device industries as well as in traditional academic careers. Program growth is anticipated as PhD students seek careers in industry, government and technology management.

c. Highlights of the Graduate Student and Postdoctoral Associations

The **Graduate Student Association** (GSA) includes students from all programs, with representatives elected from each departmental or interdisciplinary unit. Christine Carlisle (Physics) and Gena Dobson (Microbiology and Immunology) served as co-chairs this year, assisted by Katie Martucci (Neurobiology & Anatomy) as Secretary and Meghna Ostasiewski (Biology) as Treasurer. The GSA continued its tradition of active community service and science-related events by hosting Happy Hours, volunteering for Campus Kitchen, judging at Science Fairs, fundraising at "Wake Vegas", organizing the Graduate School Student Forum, and participating as regular members of Graduate Council and other University committees.

The **Postdoctoral Association** (PDA) is open to all postdocs and was led by Toni Garcia-Espinosa and Cynthia Van Horn (co-chairs), Nichole Allred (secretary), Liliya Yamaleyeva (treasurer), and Sarah Lindsey (summer picnic committee). The group provided social events, hosted meetings, and acted as an advocate for postdoctoral concerns. Members participated in several conferences and workshops held in conjunction with the Office of Postdoctoral Affairs.

The **Black Graduate Student Association** (BGSA) assisted with new student orientation on both main campuses and played key roles in recruitment-related efforts. President Stacy Reeves (Molecular Genetics), Vice-President Cheraton Love and Secretary Latoya Mitchell (both Microbiology/Immunology) attended several recruiting events or fairs at North Carolina minority-serving universities. BGSA members also assisted with several activities on PhD Weekend and other occasions, and held several social events in the Fall and Spring.

The **Brain Awareness Council** (BAC) organized monthly school visits and special events at the Science Café, the Children's Museum, and SciWorks. Headed by Scott Dobrin (chair), Katie Martucci (materials management chair), Walter Wiggins (website chair), Carson Dobrin (secretary), Elizabeth Burnette (volunteer school visit chair), Tamara Spence (public relations

chair), Gena Dolson (presentation development chair), and Stephanie Willard (financial chair), its 68 members reached over 1500 K-12 students and 1000 others with a Brain Art Contest for K-5 children, a public seminar on “Music, Perception and Learning: Your Brain on Music”, a joint seminar conducted with the Counseling program, and other drug abuse or neurological disorder presentations.

The **Chinese Graduate Student Association** (CGSA) serves WFU Chinese students and enhances communication between the Chinese community and other groups. Donghui Chen (Math) served as president, Xiao Xu (Physics) as vice-president, Zi Wang (Medical School) as vice-president for publicity, and Zhaoli Zhou (Chemistry) as vice-president for finance. Its newsletter helped students keep up to date with reconstruction efforts in Wenchuan County, Sichuan Province and the 2008 summer Olympics. The Moon Festival was held in the Green Room on the Reynolda Campus on September 20th, attracting nearly 300 people who enjoyed the traditional moon cakes and performances. People from the surrounding communities sampled traditional food and participated in the games and dances at the Spring Festival.

3. Overall Strengths and Weaknesses of the Graduate School in Teaching, Research and Service

Our **teaching** strengths are:

- The dedication of our over 500 faculty to educate our students to become the next generation of leaders in their fields.
- The wide array of disciplines, student and faculty backgrounds, and achievements realized as noted above.
- The development of a comprehensive plan for expanding graduate student professional development with Responsible Conduct of Research courses, Teaching Assistant workshops and other planned activities.
- The opening of the Office of Postdoctoral Affairs and creation of broader opportunities for postdocs to participate in teaching and research activities at WFU.
- Discussions within the recently-convened masters and doctoral task forces regarding new models for building collaboration across disciplines, broadening our revenue streams for supporting students and programs, and developing new ways to put our scholarship into practice for improving societal well-being.
- The high efficiency of graduate-school operations whereby a small staff serves a great many students and faculty.

Our areas of relative weakness are that:

- We cross-list courses extensively at the Reynolda campus between undergraduate (3xx) and graduate (6xx) level offerings, but infrequently between departments or across campuses. This limits the range of courses available to graduate students.
- Our resources are drawn from a relatively narrow base, being comprised largely of institutional and faculty research grant-derived funds. While stipends paid to Reynolda campus graduate students pay for services that would otherwise need to be purchased, the

relative lack of grant, philanthropic or self-pay sources at Reynolda limits budgetary flexibility. Likewise at Bowman Gray, heavy reliance on faculty grants makes it difficult to engage in longer-term budgetary planning.

- Our tuition is based largely on the hourly rate paid by undergraduates, yet graduate students take fewer courses. A realistic tuition policy and how such funds should be balanced between institutional, grant, self-pay, and other (including philanthropic) sources is needed.
- Graduate students seek training in developing their teaching skills yet have limited teaching opportunities in some fields. The planned TA workshop and related activities will help address this need in the coming year.
- Our past efforts to attract more applications from under-represented minorities have not been as successful as we would like, given that the percent minority figures among our applicants (and matriculants) for next year remain essentially unchanged. We will therefore change our strategy for the coming year by limiting our attendance to the most productive recruiting events and working with each graduate program to implement a recruiting plan geared to that program's specific contacts and needs.

In terms of **research**, our strengths can be summarized as:

- A focus on masters as well as doctoral student participation in research.
- A high degree of research collaboration between faculty, students, and postdocs.
- A rise in the number of grant submissions by faculty and students at both main campuses.
- A growing number of graduate students being supported with Research Assistantships in Reynolda departments.

Our weaknesses in terms of research are as follows:

- Additional support for and recognition of the key role played by PhD programs is required to realize the potential of the research centers emerging on the Reynolda campus and to become a top academic medical center as articulated in the emerging WFUHS strategic plan.
- Our PhD programs are exclusively in the life or physical sciences. Greater representation in the social sciences and other fields is needed, which in turn requires a broader revenue base, more cross-campus collaborations, and greater grant support.
- Our current models emphasize research apprenticeship but broader training in research pedagogy, formulation of study design, and strategies for implementation of study finding is also required.

In terms of **service**, our strengths derive from:

- The strong service ethic embedded in our motto "Pro Humanitate".
- The exemplary service rendered to the community by faculty in Counseling, Education, Health and Exercise Sciences, Neuroscience and other programs.

- The outreach activities of our graduate students to K-12 schools, Campus Kitchens, Toys for Tots, recruiting events, and other groups.
- Strong faculty participation in the masters and doctoral task forces, and many other university committees.

Weaknesses in the service arena stem from:

- Uneven support for graduate program directors among departments.
- The lack of coordination between schools/colleges and campuses in areas of shared interest such as information technology, student records, and health insurance benefits.

4. School's Goals and Objectives

a. Key Goals for 2008-2009 as Laid Out in the Strategic Plan

The Graduate School's goals and objectives closely parallel those of the WFU strategic plan.

Table 1. Key Goals for 2008-2009		
Graduate School Goals	WFU Goals	Graduate School Strategies
1. Promote a culture of collaboration among talented faculty who are passionate about graduate education at WFU.	Build academic programs of nationally recognized excellence.	Increase the visibility, clarity of purpose, and financial support for our graduate programs.
2. Attract talented, diverse students and build exceptional leaders.	Open doors for educational opportunity.	Create a staged plan for augmenting the quality and diversity of applicants and matriculants.
	Develop the whole person.	Create a graduate-student professional development program.
3. Strengthen connections within WFU, and to communities beyond campus.	Reinforce the connections between the liberal arts and the professions.	Develop joint programs. Promote outreach activities. Create an Office of Postdoctoral Affairs.

We have rearranged our goals here from those provided in our 2007-08 Annual Report to demonstrate the close alignment between the institutional and Graduate School goals, and the central role of graduate programs for realizing our strategic plans for becoming the national's leading collegiate university and a top academic medical center.

b. Actions Initiated Over the Past Year to Achieve These Goals and Outcomes Achieved

The Division of Graduate Studies was established in 1961, although the first graduate degrees were granted as far back as 1866. Throughout our history, graduate programs have had important, collaborative education and research-related outcomes. As shown in Table 2, our **first goal** is to reinforce this rich history by promoting a culture of collaboration among talented faculty who are passionate about graduate education at WFU.

To increase our visibility, we improved our website by creating a more attractive home page and increasing its coverage of news and events. We upgraded our listing from "free" to "fee" status at GradSchools.com, probably the website most frequently used by prospective students, and expanded our web functions with the creation of a federated, password-protected "Scholar Commons" site accessible to Reynolda or Bowman Gray faculty and students with their campus

id and password. We remodeled our administrative offices on both campuses to increase usable space and make them more attractive. With the help of the Provost and the Library Dean, we created the Johnson Graduate Student Lounge at the Z Smith Reynolds Library to provide students a protected place to gather and study.

Table 2. Actions Initiated and Outcomes Achieved in 2008-09 in Relation to Graduate School Goals		
Grad School Goals	Grad School Strategies	Grad School 2008-09 Activities
1. Promote a culture of collaboration among talented faculty who are passionate about graduate education at WFU.	Increase visibility.	a. Improve website, web functions.
		b. Remodel administrative offices, Graduate Student Lounge.
		c. Help develop new programs, increase faculty participation.
		d. Expand events.
	Clarify purpose.	e. Improve graduate-program operations.
		f. Examine various organizational models for graduate programs.
		g. Form task forces.
	Increase financial support.	h. Improve health insurance benefits.
		i. Improve stipends.
		j. Promote grants, other sources of tuition revenue.
2. Attract talented, diverse students and build exceptional leaders.	Augment student quality and diversity.	a. Set diversity targets.
		b. Establish key contacts, student prospect databases.
		c. Create HBCU grant partnerships.
		d. Promote use of Hearst awards.
		e. Strengthen summer research opportunity programs.
		f. Improve online application process.
	Promote graduate student professional development.	g. Appoint an Associate Dean, form an advisory committee.
		h. Plan RCR training.
		i. Develop internship, workshops.
		j. Advise Graduate Student Association.
		k. Coordinate other student services.
3. Strengthen connections within WFU, and to communities beyond campus.	Develop joint programs	a. Assist with developing joint degree and certificate programs.
		b. Assist with interdisciplinary programs and efforts to reach communities beyond campus.
	Create an Office of Postdoctoral Affairs.	c. Appoint an Assistant Dean, staff person, steering committee.
		d. Create a Handbook, statement of best practices, an individual development plan, website.
		e. Begin postdoc participation in Research Day.
		f. Offer workshops.
		g. Increase grant funding for postdocs.

We broadened faculty participation in graduate programs by helping with grant initiatives in education, medical translation, molecular signaling, neuroscience; planning for the new Bioethics MA program; and discussion of new degree programs in applied humanities, documentary film, and new joint degree programs.

We hosted a campus event nearly each month. In September we partnered with Law to host Constitution Day with a well-attended presentation by Shannon Gilreath on “Gender Rights and the 1st Amendment”. In October, we hosted the Fall HOT TOPICS community forum on “Career Paths in Clinical and Population Translational Science (CPTS)”. We sponsored a campus visit by Brian Noe in November, former Graduate School Dean at Emory University and current Dean at the University of Alabama-Birmingham, to discuss the benefits of interdisciplinary graduate programs. In January, we worked with the GSA to host the “Graduate

Forum". In February we held "PhD Weekend" and partnered with the College at "Founder's Day" to make the Reynolda Campus' Faculty Excellence in Research Awards to Martin Guthold (Physics) and Christian Miller (Philosophy). In March, we again worked with the College to host the Poteat Lecture given by Professor Paul Escott (History) on "The Lincoln Icon: thinking about myth and reality in our history". Graduate Student Research Day in April had a record number of posters (116) and faculty judges. Postdocs were included as presenters and judges for the first time. We combined this event with a HOT TOPICS community forum on "From Small Molecules to Giant Stars" to feature the broad span of research in the Physics Department. In May, we hosted Lieutenant General and Dr. Eric B. Schoomaker, 42nd US Army Surgeon General and Commanding General of the U.S. Army Medical Command, as our distinguished speaker at the Hooding and Awards Ceremony. Dr. Schoomaker was also awarded an honorary degree at Commencement, the first such recipient nominated by the Graduate School. In June, the Graduate School sponsored a very successful "Twilight Tour of Old Salem" social event for the 170 students participating in the College's URECA and the various Graduate and Medical School summer research programs, and which was attended by Calloway faculty as well.

For clarifying the purpose of our graduate programs and following discussions with department chairs and the campus administrations, masters and doctoral task forces were formed for recommending improvements in the organizational structure, financial support, and operations of our programs. This effort was aided by Dean Noe's presentation that showed how conversion from departmental to interdisciplinary doctoral programs was paralleled by a regular increase in applicant numbers, qualifications and receipt of fellowships or training grants. The Graduate School assembled written materials from the Council of Graduate Schools, the Carnegie Foundation, the National Academy of Sciences and internal documents for the task forces' use. This is the first time that detailed graduate-program planning has been undertaken in a bicampus fashion. Chairs have been elected and each task force is actively meeting, with their written recommendations due by December 1, 2009.

We improved program operations with regular meetings of graduate program directors and department chairs to discuss recruiting practices, budgetary issues, and the coordination of administrative services for interdisciplinary programs. We created a "Handbook for Graduate Program Directors" to provide a compendium of best practices for admissions, recruiting, registration, graduate-program administration; and for dealing with student issues. Graduate Council, an elected group of six (6) persons from each campus and the Graduate Student Association co-chairs, reviewed curricular changes for 79 courses, 16 new Graduate Faculty nominations, and several new-program proposals. Policies were developed for graduation fees, certificate programs, and appointment of graduate program directors. A recredentialing process was undertaken by David Ornelles and members of the Credentials Committee for the several hundred faculty requiring such review as stipulated in our Bylaws.

With respect to increasing financial support, PhD students at Reynolda were provided health insurance benefits in amounts equivalent to those at Bowman Gray, and the health insurance plan offered masters students at Reynolda improved following recommendations from student groups. A mandatory Student Health Services fee was instituted at Reynolda, and information circulated regarding services provided. Stipends were raised for Bowman Gray students from \$20,772 to

\$22,181. A process was begun at Reynolda for raising stipends and increasing the numbers of assistantships by tabulating the rolling three-year average for tuition monies collected from faculty grants and by conducting a “Graduate Student Audit.” This report showed that 78% of Reynolda Campus graduate students received stipends for teaching (TAs), research (RAs), other forms of graduate assistance (GAs), or as fellows for a total of nearly \$2.6M. Graduate students provided an impressive range of services. TAs provided class demonstrations, oversaw laboratory exercises, graded lab reports, maintained specialized laboratory facilities, taught selected courses, led discussion groups, and ran tutorials. GAs worked in the Writing, Learning Assistance, and Math Centers; helped in various university offices; and served as debate coaches. These activities are integral to the College’s instructional programs, generating some 5% of total student credit hours and providing essential services for undergraduates as well as for the conduct of the faculty and student research programs. We estimated the value of such services as \$11.6M or \$9.4M in tuition monies generated by the TA’s instructional activities plus the \$2.2M in savings from not having to hire support staff or other personnel. Interestingly this is ~\$2.2M greater than the ~\$9.4M cost of graduate programs (\$2.6M in stipends + \$6.8M for tuition scholarships). Thus, fiscal considerations reinforce the justification for increasing support for graduate programs and underscore the benefits accrued in terms of enabling our students and faculty to work interactively in ways that increase their understanding of core ideas and current controversies, helping to recruit top faculty, generating funding opportunities, providing community service, and most importantly educating students to become the next generation of leaders in their fields.

Several new initiatives were undertaken to broaden the range of resources for supporting our programs. WFU Biology faculty members submitted a NIH R25 grant in collaboration with colleagues at Winston-Salem State University (WSSU) to attract and prepare minority students for entering neuroscience graduate programs. Education faculty submitted a NSF grant to enhance teacher training in STEM fields. A Physics student received a NSF graduate fellowship and a Biology faculty member was invited to submit a full IGERT NSF training-grant proposal. Math faculty submitted a NSF grant for mentoring promising students for admission to top-tier PhD programs. A student in the interdisciplinary Neuroscience program won an Oak Ridge Associated Universities award to attend the Lindau meeting of Nobel Laureates. The numbers of tuition-paying students will increase in the fall with the advent of new, tuition-paying programs and new policies regarding “partial” tuition scholarships.

Our **second** goal was to increase student quality and diversity, as well as to expand graduate student professional development programs. Regarding student quality and diversity, our analysis of minority application, admission, and enrollment data over the past five years revealed that overall our percent minority figures approximated the national average of 13% for African Americans and 6% for Asian/Pacific Islanders, but were below national figures for Hispanics and American Indians. The figures for students in Bowman Gray programs were consistently above national averages for African Americans and Asian/Pacific Islanders but consistently below national averages at Reynolda. We set diversity targets for bringing our values to or above national averages for African Americans and Asian/Pacific Islanders, and at least to national average for Native Americans and Hispanics over the next five years.

We pursued four kinds of activities to advance such goals:

- We increased our attendance at recruiting events; specifically, Associate Dean McPhail or other faculty and graduate students attended the regional North Carolina Alliance to Create Opportunity through Education Day (OPT-ED), the national Annual Biomedical Research Conference for Minority Students (ABRCMS) meeting, and four regional fairs (NC A&T, Fayetteville State Univ, WSSU, and East Carolina Univ). Additionally, we helped host a group of biology majors from NC A&T and gave a talk to MARC U*STAR undergraduates at WSSU about how to apply to graduate school. These activities permitted us to assemble a “key contacts” list of minority-serving program directors or other persons, and a “student prospect” database using contact information supplied by students met at these events. Out of 204 students identifying an interest in Bowman Gray (n=95) or Reynolda (n=109) WFU programs, there were 80 seniors of which seven (7) applied for Fall 09 admission, one (1) was accepted and will matriculate, and one (1) will enter the NIH-Postbaccalaureate Research Education Program (PREP) in the biomedical sciences at WFU in the Fall 2009. Among 21 sophomores, two (2) applied to our summer research programs and one (1) was accepted. The remaining 124 will be contacted during the coming year and encouraged to apply to relevant programs. Graduate Program Directors were also sent the list of McNair scholars and top 100 institutions with minority graduates. In sum, while the numbers of minority applicants to our programs was smaller than desired, our attendance at these fairs was essential for identifying which were the most useful and for identifying the need for programs to develop recruiting plans geared to their specific contacts and opportunities.
- To develop partnerships with historically black colleges and universities (HBCUs), we helped Cancer Biology revise a NIH BRIDGE grant proposal with NC Central, Biology faculty to develop a NIH R25 grant proposal with WSSU, and Math to submit a NSF grant in collaboration with faculty at Howard and other institutions.
- We raised the Hearst awards from \$2000 to \$4000 and urged Reynolda programs to offer Hearst awards to qualified minority applicants, rather than to award these funds to students who had already accepted as was done in the past.
- We improved the operation of our Summer Research Opportunities Program (SROP) by extending it to Reynolda programs, linking it more closely with our recruiting efforts, and increasing the total size of the summer programs by creating a “federation” among Reynolda and Bowman Gray summer research programs¹. A common application form, review process and program format was adopted for including all 170 students in social events and special seminars on topics such as translational science, ethics, how to prepare a scientific talk, and technology commercialization. We increased the number of students interested specifically in Graduate School from 33 to 42 (27%) and the percent minority or international students from 64% to 69%. For the first time, both Reynolda and Bowman Gray campus faculty and students participated. The increased numbers,

¹ In addition to SROP, these are the NIH-funded Excellence in Cardiovascular Science program for undergraduate minorities (EICS, Debra Diz, PI), Translational Science Institute Scholars (TSIS, Debra Diz, director), Undergraduate Research and Creative Activities (URECA Rebecca Alexander and Shannon Mihalko, directors), Wake Forest Institute for Regenerative Medicine summer research for undergraduates and medical students (WFIRM, Justin Saul, director), and the summer research program for medical students (Paul Laurienti, director).

diversity, and range of programs were singled out as the Graduate School's example of a successful strategy for creating a more inclusive climate during the 2008-09 AY.

We improved our online application process by bringing Reynolda applications fully online through consolidating all applications into Peoplesoft. We also expanded the racial, ethnic and other classifications to fit new federal guidelines. The existence of an online system has greatly facilitated our ability to track diversity and to make admission decisions in a timely manner.

Expanding our efforts to promote graduate student professional development has long been a goal of the Graduate School. After an internal search, Randall Rogan was appointed to the position of Associate Dean for Professional Development effective July 1, 2008. In addition to becoming familiar with Graduate School operations, campus resources, Graduate Program Directors, and a faculty survey conducted by Associate Dean Solano last year, Associate Dean Rogan surveyed graduate students as to their perceived needs and interests. He also formed a Professional Development Advisory Committee (PDAC) composed of 12 faculty, staff, and students from both campuses (plus the Associate Dean) and chaired by a faculty member. Statements of purpose for the PDAC and regarding mentoring relationships between faculty and students were also developed and posted at our website.

The PDAC generated plans to consolidate the existing six (6) Responsible Conduct of Research (RCR) courses at Bowman Gray into three (3) for the coming AY, and to coordinate these with a single course at Reynolda. A Scholar Commons website was developed to allow faculty and students from both main campuses to access these course materials. The Reynolda course will be offered in two formats; a 1-credit hour course for all incoming doctoral students and a two-hour session for continuing doctoral students in cooperation with the Compliance Office. These experiences will be used for revising the Reynolda course(s) for future years and for developing masters-program RCR training. Two RCR-related proposals were submitted; a SIGNAL grant to the Council of Graduate Schools in July 2008 and an Ethics Education in Science and Engineering (EESE) grant to the NSF in March 2009. While the SIGNAL grant was not funded WFU was selected as an affiliate, allowing us rapid access to best practices in RCR training.

Other activities involved coordinating Graduate School activities with those of the libraries and Career Services in offering classes on the electronic submission of theses and dissertations, the planning of TA-training workshops, and creating internship opportunities with the Office of Technology Asset Management (OTAM), Targacept and other firms. We worked with the Graduate Student Association to offer the Graduate Forum in January on alternate career paths and to plan a workshop about postdoctoral opportunities. We coordinated and oversaw the judging of the student poster awards at Graduate Student Research Day, making the following "best poster" and "runners-up" awards: Analytical Sciences -- R. Thomas Guy (Math), Sebastian Berisha (Computer Science), and Nathan Vish (Math); Basic Sciences -- Travis Riedel (Biochemistry), Chelsie Armbruster (Microbiology & Immunology), Leo Ding (Physics); Integrative Sciences -- Doris Molina (Neurobiology & Anatomy), Bethany Brookshire (Physiology/Pharmacology), Stephanie Willard (Neuroscience); Social Sciences -- Juliette McNamara (Psychology), Ashley Muddiman (Communication), Mark Stone (Business & Accountancy); and Translational Sciences -- Mayur Choudhary (Cancer Biology), Katherine Cook (Molecular Medicine & Translational Science), Mitchell Ladd (Biomedical Engineering).

Our third goal, strengthening connections within WFU as well as with the communities beyond campus, is integral to our operations. We are unique in sharing all our faculty with other WFU schools or colleges. Thus we truly embody the UNiversity and operate as a place where disciplines and fields of knowledge intersect, generate synergy, and thereby benefit the entire university. Some concrete ways in which we advanced this goal were helping to implement the new interdisciplinary Bioethics MA, joint MA (Religion)/JD, and joint MA (Counseling)/MDiv programs for the fall 2009. Other new joint-degree proposals were approved by Graduate Council and the Graduate Faculty for joint Bioethics degree and certificate programs with the Schools of Law and Medicine, and for a joint MMS (physician assistant)/PhD program analogous to the MD/PhD program in which the PhD can be sought in any field. Importantly, masters and doctoral task forces were formed to make recommendations concerning the relationships among College, Medical School and other professional school programs.

To assist communities beyond campus, the Graduate School deans helped create the “BioConnect” group for promoting connections between postdocs, graduate students, faculty and persons in the biotechnology industry. We facilitated a reception for faculty and students at the Center for Design Innovation, participated in a Sigma Xi in Research Triangle Park initiative to explore professional development and leadership opportunities, and co-sponsored the cross-campus “Creativity: Worlds in the Making” symposium.

Another key initiative this year was the creation of an Office of Postdoctoral Affairs (OPA). Postdocs historically have received little attention at WFU or WFUHS but increasingly are recognized as occupying a pivotal role in both individual career development and the conduct of the University’s research and teaching missions. With the formulation of a Postdoc Teacher-Scholar component in the Reynolda campus strategic plan, an opportunity was created to serve Reynolda as well as Bowman Gray campus needs with the opening of this office. After an internal search, Dwayne Godwin was appointed as Assistant Dean and Director of the OPA effective July 2008, and a half-time staff person recruited and hired in the Fall. The OPA’s mission is to enhance, support, and promote postdoctoral training and thus to serve postdoctoral scholars, faculty, and staff in all disciplines, schools, and colleges at WFU. Specifically, it advocates for the best possible benefits and stipends; has structured career counseling and professional development opportunities, seminars and symposia; and supports the efforts of the WFU Postdoctoral Association as well as those of faculty to establish and improve postdoctoral training in accordance with national standards. Toward these ends, Assistant Dean Godwin appointed a steering committee composed of faculty leaders from exceptional postdoctoral training programs, postdoctoral scholars throughout WFU, and the officers of the Postdoctoral Association that meets monthly to advise the Director on implementation of policies and procedures as well as to assist in new initiatives. A mechanism has been created for generating a monthly postdoc census and email updates. At present there are about 150 postdocs, with ~140 at Bowman Gray and the remainder at Reynolda.

To date, the OPA has created a “Postdoctoral Scholars Handbook” to serve as a comprehensive manual for addressing issues confronting new and current postdoctoral trainees, a “Statement of Best Practices in the Postdoctoral Mentor/Trainee Relationship”, and a “Postdoctoral Individual Development Plan”. An up-to-date web page serves new and current postdoctoral scholars by

providing links to professional and career development sites, contacts, OPA documents, and (under development) a list of positions available at all WFU campuses.

As a means for honoring and promoting the research accomplishments of postdoctoral fellows, postdocs were formally incorporated into Grad Student Research Day, with this event now called Grad Student/Postdoc Research Day. Drs. Hung Jen Wang, Keith Barlow and John Johnson were the winners of the postdoctoral “best poster” and “runners-up” awards. Workshops were conducted in conjunction with Associate Dean Rogan to inform graduate students and postdocs about postdoctoral fellowship opportunities at St Jude’s Hospital and the NIH. The first annual “Postdoctoral Development Workshop - Bringing RCR Home” was offered in April, with funds provided by a grant from the National Postdoctoral Association (Dr. David Lyons in the Office of Research, PI) and support from the OPA. The workshop was co-organized by Dr. Ann Peiffer, a postdoctoral fellow, and showcased methods of case-based teaching of RCR topics. Another workshop was given in May on “Grantsmanship for Postdocs: What You Need to Know about K awards and NRSAs” in conjunction with the Office of Research. Both workshops had 30 - 40 participants and were favorably reviewed. Assistance with grant applications in support of postdoctoral training was also provided by facilitating a Salisbury Veteran’s Administration grant that will fund two new postdoctoral and two post-residency fellows per year in behavioral health, and for grant applications submitted by Dr. Jed Macosko (Physics), Dr. Wayne Silver (Biology), Dr. Gloria Muday (Biology), and Dr. Allyn Howlett (Physiology/Pharmacology).

c. Key Goals for 2009-2010 and Plans for the Coming Year Aimed at Achieving These Goals

Our goals and strategies remain the same as in the current year, but new and even broader activities are planned as summarized in Table 3.

Toward our **first goal**, we will continue to enhance the visibility of and accessibility to our graduate programs via improvements in our website and web functions. We have engaged the services of a web designer to bring our website in line with the new WFU guidelines and to create a cleaner, easier to navigate look. We will continue to provide items for the “What’s new at WFU” newsletter but expand our efforts by working with the public relations offices to coordinate our “brand” with that of the College, the Medical School and the other professional schools. We have recently revamped our news page and will remind faculty and students on a monthly basis to send us items. We will promote opportunities to increase faculty, graduate student and postdoc interaction via recruiting events, RCR courses, TA workshops, and other activities. For example we will help develop common spaces, encourage more cross-listing of courses between departments and campuses, and begin discussion of a cross-campus teaching program analogous to the cross-campus research program. We will also continue to help develop new programs in areas such as documentary film, applied humanities, and a certificate in “Bio-business”. Together with other members of the North Carolina Council of Graduate Schools, we will propose that the Governor declare the first week in April as “Graduate Education Week” and help hold a kick-off session at the state capital involving a display of graduate student research with statewide economic and societal relevance.

In relation to clarifying the purpose(s) of our graduate programs, we will facilitate task force operations by providing materials, arranging for persons to provide input on selected matters, and discussing recommendations with the campus administrations, chairs and faculty at large via

Table 3. Key Graduate School goals for 2009-2010 and Plans for Realizing Them		
Grad School Goals	Grad School Strategies	Grad School 2009-2010 Planned Activities
1. Promote a culture of collaboration among talented faculty who are passionate about graduate education at WFU.	Increase visibility.	a. Further improve website, web functions
		b. Promote a North Carolina Graduate Education Week.
		c. Promote faculty-student-postdoc interaction.
		d. Help develop new programs in areas where we have faculty expertise and student demand.
	Clarify purpose.	e. Facilitate task force operations and discussion of recommendations.
		f. Improve graduate program operations, performance.
	Increase financial support.	g. Increase number and support for TA, GA, RA positions.
		h. Use task force recommendations to create coherent tuition policies.
		i. Work with the development offices to increase fund raising.
2. Attract talented, diverse students and build exceptional leaders.	Augment student quality and diversity.	a. Work with each graduate program to develop a recruiting plan geared to their contacts and needs; help with recruiting events at WFU for prospective students.
		b. Attend selected recruiting fairs.
		c. Maintain student prospect database and contact with prospective students via Facebook and other means.
		d. Improve the online application process.
		e. Introduce ETS' new Personal Potential Index to aid programs for evaluating applicant's potential for success.
	Promote graduate student professional development.	f. Oversee revised RCR curriculum at Bowman Gray and new RCR training for Reynolda PhD students, plan RCR masters training.
		g. Pilot TA workshop for Reynolda programs, plan future workshops.
		h. Develop internships, workshops, graduate program opportunities at WFU Nicaragua facility
		i. Advise the Graduate Student Association.
3. Strengthen connections within WFU, and to communities beyond campus.	Develop joint programs	a. Help develop joint degree and certificate graduate programs.
		b. Expand participation of Reynolda postdoctoral teacher-scholars in OPA activities and other events.
	Develop the Office of Postdoctoral Affairs.	c. Establish a sustainable model for expansion of OPA operations.
		d. Encourage international postdoctoral trainee recruitment by establishing relationships with foreign universities.
		e. Develop programs that enhance career success inside and outside of academia as indicated by current data on actual career trajectories.
		f. Encourage grant development for improving postdoc support.

Graduate Council, town hall, and Graduate Faculty meetings. We will help coordinate administrative services to make them more student-centered and streamlined, especially with respect to recruitment and educational activities, while being attentive to the need to ensure faculty and departmental oversight. We will work toward developing better metrics for monitoring productivity using measures such as recruitment success, meeting learning-objectives, program retention, degree obtained, time to degree completion (for masters as well as PhD programs), and numbers and kinds of papers published or awards received. Under consideration is subscribing to *Academic Analytics*, a firm that mines performance metrics from a wide range of databases for all doctoral programs nationally, so that programs can select their appropriate peer group and compare various metrics for assessing program productivity. We will

continue to meet regularly with graduate program directors and departmental chairs and to oversee curricular, faculty and program review at Graduate Council and Graduate Faculty meetings.

Regarding financial support, we will work with faculty, department chairs, and campus administrations to increase the number of and stipends for TA, GA, RA positions and fellowships from training grants, individual fellowships, and other revenue streams. The task-force recommendations for creating coherent tuition and other policies affecting student support will be especially useful in this regard. We will work with the development offices on both campuses to improve communication with alumni; expand networking, internship, and other career-related opportunities; and increase fund-raising for named student fellowships, endowed chairs, and student travel to national meetings.

For our **second goal** of attracting talented, diverse students, we will target our efforts to increase applicant quality and diversity. A major emphasis will be to work with each graduate program for developing a recruiting plan geared to that program's specific contacts and needs. Partnerships with minority-serving institutions or programs will be especially encouraged. While we currently facilitate a PhD recruiting event in February, under consideration will be whether masters programs wish to draw from regional minority-serving institutions for a recruiting event(s) in fall. We plan to develop group Facebook pages and other means for providing periodic updates to prospective students identified from summer programs, recruiting fairs, and campus visits. We will continue attending the most productive recruiting events, which were the NC OPT-Ed Alliance Day and national meetings focusing on under-represented minorities. Since we attended ABRCMS last year, we will go to SACNAS this year, a group whose focus is on Hispanic and Native Americans in all fields of inquiry. We will advertise our programs in at least one minority-serving magazine and pursue a broader marketing plan for promoting the strengths of our programs as places where discoveries are made and students are prepared for a range of career opportunities both inside and outside of academia. We will develop a webpage for our summer programs to increase their potential for promoting opportunities for minority students to pursue graduate programs, as well as to streamline the application and selection process.

We will continue to improve our online application process by including new features such as payment of application fees by credit card, electronic submission of letters of recommendation, and status updates for applicants. Educational Testing Service (ETS) has created a new "Personal Potential Index" that we will offer to programs to see if they find it useful in evaluating applicant's potential for success. We will also work with the campus administrations to improve procedures for entering data in Banner and Peoplesoft so as to enable better tracking of performance metrics as required for training grants and other forms of student support.

For building exceptional leaders, we will pilot new RCR programs for incoming and continuing PhD students at Reynolda, offer the revised RCR curriculum at Bowman Gray, and work with the Compliance Office to develop RCR training for masters programs. A second major pilot program will offer a TA workshop on August 20, 2009 that will be open to all Reynolda campus programs. This one-day workshop, organized with the assistance of the Education Department, is expected to attract ~ 60 students. It will provide a general overview of teaching

as a scholarly and professional activity as well as more detailed, practical tips. The workshop will also serve as foundational support for department-based training and seminars offered by the Teaching and Learning Center throughout the academic year. Other activities are planned for providing students with credit for serving as TAs and participating in university teaching-related seminars. Although these TA training programs will initially target Reynolda students, it is intended that they will become available for Bowman Gray students in future years in order to permit further integration of the two campus' professional development courses and to provide students with additional opportunities for gaining knowledge and experience in teaching.

We will continue to provide assistance for coordinating internships as well as applications for fellowships and awards. Input from the PDAC will be sought for new workshops on topics such as faculty-student mentoring, research pedagogy, leadership and life-skills development. We will continue to work with the Graduate Student Association to allow it greater voice in vetting new student groups and funding allocation. Finally, we will participate in the planned August trip to Nicaragua to consider international graduate-program opportunities.

We will continue to pursue our **third goal** of strengthening connections within WFU and to communities beyond campus by developing new degree, joint degree and certificate programs. Implementation is anticipated for new Bioethics degree and certificate programs together with the Schools of Law and Medicine, and the joint MMS (physician assistant)/PhD program. Proposals for new programs in Documentary Film, Applied Humanities, and others are expected.

With the establishment of the Office of Postdoctoral Affairs, the stage is now set to continue to build its infrastructure and develop a sustainable model for its operations. A process for formalizing the appointments of new recruits has been developed with the inclusion of a model appointment letter in the "Postdoctoral Scholar's Handbook." A major emphasis in the coming year will be to expand the participation of Reynolda campus programs via informational presentations for Physics, Biology, Psychology and other departments and regular office hours in our newly-renovated office space. The OPA will continue to provide career services and professional development programs and explore potential collaborations with the WFU Writing Center, Counseling Center, Career Services Office, Professional Development Center, and the Z Smith Reynolda and Coy C Carpenter Libraries. We will improve and refine the existing RCR and Grantsmanship workshops and extend these to new topics such as networking and a more extensive grant-related course. In order to create a greater sense of community, we will develop a newsletter and possibly a weekly "links" email in collaboration with other Graduate School units. We will encourage international trainee recruitment by drawing on WFU's many international collaborations. Given current data on actual career trajectories, we will help develop novel programs to prepare our postdoctoral scholars for career paths in industry or government, in addition to academia. We will also continue to encourage grant development for improving the support for postdoctoral teachers and scholars.

5. How Can Other Offices and Services of the University be Improved to Assist Faculty and Staff in Achieving the Graduate School's Strategic Goals?

The Graduate School gratefully acknowledges the support provided from Provost Jill Tiefenthaler and the Medical School Dean / President of Health Affairs Bill Applegate. This

support has made it possible to fund the health insurance benefits for Reynolda PhD students, increases in stipends, remodeling of our Reynolda Hall and Watlington Hall offices, opening the new Office of Postdoctoral Affairs, and for providing the personnel as well as operating budgets for the Graduate School offices on both campuses. Additional assistance from the Z Smith Reynolds Library Dean Lynn Sutton and Associate VP Facilities & Campus Services Jim Alty is especially appreciated for help in creating the Johnson Graduate Student Lounge.

The assistance of the Dean of the College, Jacque Fetrow, and Interim Dean Paul Ribisl is also gratefully acknowledged for helping to support the Faculty Excellence Award, the Publication Fund, the Poteat Lecture, and the many forms of program support provided through the departments. Also deeply appreciated is the assistance provided by the departments and the College and Medical School Dean's offices for other forms of assistance provided to our graduate programs, including the nomination of task force members.

Help from the Academic Computing Center at Bowman Gray aided greatly in improving our website, as did assistance from Reynolda's Information Services for helping to move our website to the Reynolda server. Support from Sally Webb and Bill Barker of the Peoplesoft unit at Bowman Gray enabled our Reynolda programs to have access to an online application system for the first time. We especially appreciate the willingness of the Reynolda campus and Medical School administrations to facilitate graduate-student access to services provided at Career Services, the Counseling Center or by Carenet, the Learning Assistance Center, Professional Development Center, Teaching and Learning Center, and the Writing Center. Help from the Information Service and Academic Computing units at the two campuses permitted us to create the Scholar Commons website, which in turn enabled faculty and students from both campuses to access task force, RCR, or other materials behind a security firewall.

Special thanks are extended to the Graduate Program Directors and recruiters for their assistance with the many aspects of our operations, as well as to the many faculty serving on student committees. Faculty helped in extraordinary ways through their service on Graduate Council, as Faculty and Student Grievance Liaisons, and as members of the Honor Code and Grievance panels. Students serving as officers of the Graduate Student Association, other student groups and panel members also enabled our programs to function at their intended, high level. We thank all these persons profoundly.

We especially wish to thank the superb Graduate School staff – listed by name in the appendix of this report – for their support and willingness to engage in the many new initiatives launched this past year, while continuing to support our core functions. These core functions include the processing of applications, monitoring progress to degree completion, meeting institutional reporting requirements, overseeing student support, coordinating Graduate Council and the many other kinds of meetings and special events sponsored by the Graduate School.

A key request for the coming year is closer cooperation between Information Services at Reynolda and Academic Computing at Bowman Gray so as to permit the student information obtained in Peoplesoft to be fed into Banner, without staff having to enter the data manually. We also ask for greater assistance from the development offices and alumni organizations at both campuses to enable the Graduate School to expand its fund raising. Assistance from the Offices

of Research and Sponsored Programs, as well as from departments and the central administrations is requested to subscribe to *Academic Analytics*. Clarification from the Comptroller and Legal Offices is needed in order to arrive at consistent policies regarding taxation of student benefits. Continued cooperation with the Career Services office will also enable expansion of graduate student and postdoctoral professional development activities.

6. Summary of Learning Outcome Goals and Relevant Assessment Activities Resulting from the Institutional Effectiveness Processes Required by SACS

The learning-outcome goals for our students are to:

- a. Demonstrate mastery of the core concepts and methods of the discipline or interdisciplinary area,
- b. Show the ability to implement the knowledge acquired in an effort to improve societal well-being, and
- c. Meet other, more immediate goals as established at the unit level.

Assessment activities were carried out during the past year at departmental, programmatic and Graduate School levels. Departmental review was carried out for two units with graduate programs (Biology, Religion) as well as others housing graduate faculty (Art, Political Science, Theater and Dance). The Biology Department review recommended more TA positions to accommodate their increased undergraduate enrollment, and a rise in the stipend level to be closer to that of peer institutions. Both requests were met with the assistance of the Provost and College offices. An indication of the success of such changes came from the increased percentage of Biology students offered admission who will matriculate at WFU in the fall 09. Results of the Religion Department's review have not yet been received.

Assessment at the Graduate School level occurs when the program is proposed, during the regular accreditation-related review, by means of exit surveys, and via recommendations for changes stemming from the Graduate School's Annual Report. When a new program is proposed, it is sent for review to the Graduate Council and, if approved, to the Graduate Faculty as a whole, the Graduate School Dean, the Provost or Dean of the School of Medicine/President of Health Affairs as appropriate, and finally the Board of Trustees. The description of materials required for proposing new degrees was extended to certificate programs this past year. For both, the proposal must describe the program's objectives and justification; marketing and recruiting plans; a detailed description that includes the plan of study, standards for retention, candidacy, and graduation; the process for tracking and evaluating success; the plans for implementing improvements; and a detailed budget.

The regular accreditation-related review at Reynolda results in a jointly-constructed memorandum of understanding (MOU) that specifies the actions to be taken and is signed by the Dean of the College, Graduate School Dean, Provost, and departmental chair. Finalization of the MOUs for Communication and Counseling has been completed and is in progress for Biology, Computer Science, Education and Religion. These assessment activities have led to the dissolution of some programs, creation or renaming of others, and revision of administrative procedures. This accreditation-related review process will be suspended for the coming year in

order to permit consideration of how it can be made more effective. On the Bowman Gray campus, the biomedical graduate programs are reviewed as a whole every seven years via a self-study and internal and external reviews. The last review was conducted in 2005. At both campuses, additional means include the exit survey conducted by each student at the time of his/her graduation for evaluating both the operations of the Graduate School and of the program. Most programs also conduct additional surveys following graduation. Changes have been made as a result of these surveys such as the revision of the professional development courses on the Bowman Gray campus and extension of this training to Reynolda. Plans are underway for more systematic and efficient processes for course evaluations as well as for tracking measures of program productivity such as retention and of student success. Evaluation of graduate school operations has led to engaging the services of Dixie Ross, an employee of Financial and Accounting Services, to create a “budgetary shell” for tracking expenditures in relation to our various activities.

7. Efforts to Make the Graduate School More Inclusive

We have undertaken several efforts to make the Graduate School more inclusive. As discussed above for the past and coming years under Goal #2, these include:

- Increasing attendance of Graduate School Deans and graduate students at recruiting events.
- Creating a “key contacts” and “student prospect” databases to track recruitment success.
- Expanding the number of and diversity in summer research programs. In summer 2009, 27% more students and a record-number of minorities participated, including students being placed in Reynolda labs for the first time and several new cross-campus activities.
- Beginning a new NIH-funded one-year “PREP” program that will enable 12 minority students to take graduate-level courses and strengthen their credentials for entering biomedical science related programs.
- Implementing a WFU-wide professional development program to enable the conduct of RCR training for Reynolda PhD students for the first time, consolidate Bowman Gray courses, expand TA training and create other new programs.
- Opening the first Graduate Student Lounge in the Z Smith Reynolda Library to support students from all programs, and to allow for greater student interaction.
- Helping to develop a NIH grant for creating a collaborative undergraduate neuroscience program with WSSU that is intended, in turn, to increase the number of minority applicants to graduate programs.
- Opening the Office of Postdoctoral Affairs with a broad array of services for Bowman Gray and Reynolda campus postdocs.

Despite these efforts, the numbers of minority-student applicants and matriculants into our graduate programs did not increase to the extent desired for the coming year. We therefore expect that the turn-around in numbers of minority applicants and matriculants will require more targeted, program-specific efforts. Thus next year we will focus our efforts by working with program directors and faculty to create and implement partnerships with minority-serving institutions. Such partnerships can be strengthened by shared interests, relationships with

colleagues and former students at these institutions, and opportunities to create innovative new programs such as Math's CEGMenT proposal to the NSF.

8. Comments Regarding Tabular Material

Table 1 lists the graduate programs alphabetically, comprising our 15 masters and three (3) PhD programs housed chiefly on the Reynolda Campus; as well as our four (4) masters, ten (10) PhD, and two (2) joint PhD programs housed primarily on the Bowman Gray Campus. In addition, there are two certificate programs – medieval studies and structural/computational biophysics – that enroll students participating in other degree programs. In the Fall 2009, one (1) new masters program (Bioethics) and two (2) new joint masters programs (Religion/JD and Counseling/MDiv) will join the Graduate School of Arts and Sciences and one, the MSA in Accountancy, will leave.

Table 2 provides the total numbers of applications for Fall 2008 admission by program and campus. Compared with last year, 117 or 22% more students applied to our Bowman Gray programs. There was a modest decrease of 23 (-2%) in Reynolda applicants. On average, 29% of applicants are accepted and of these 71% enroll. These percentages were the same as in previous years, being somewhat higher for Reynolda than Bowman Gray programs.

Table 3A-C show application, acceptance, and matriculation profiles for each program by gender, race or ethnicity, and international status. Females outnumber males on both campuses. At Bowman Gray, 4% of applicants were Black, 2% Hispanic and 5% Asian. For acceptances and matriculants, the corresponding percentages were 5% Black, 2% Hispanic and 7% Asian; and 3% Black, 3% Hispanic and 11% Asian respectively. Compared with national averages, Blacks, Hispanics and American Indians but not Asians are under-represented, with the under-representation of matriculants being proportional to their under-representation among applicants. At Reynolda, 6% of applicants were Black, 2% Hispanic, and 2% Asian. For acceptances, the corresponding percentages were 4% Black, 1% Hispanic, and 1% Asian; and 7% Black, 3% Hispanic and 3% Asian for matriculants. Thus at Reynolda all three groups, as well as American Indians, are under-represented but again, the under-representation among matriculants is proportional to their under-representation among applicants. Overall and as in past years, the percentages for under-represented groups are lower at Reynolda than Bowman Gray. Concerning international students, there is a high proportion among applicants (42% at Bowman Gray and 20% at Reynolda) but lower percentages (6% and 10% respectively) among matriculants, reflecting the highly competitive nature of our programs. The key need is to increase minority applicants at both, but especially the Reynolda, campuses.

Tables 4A-B provide the state of permanent residence for students applying to and matriculating in Bowman Gray programs. The largest numbers of students came from North Carolina and surrounding states. In the past, this information has not been collected at Reynolda but will be for next year's report.

Tables 5A-C provide test scores by program and by campus. GREs are approximately the same between the campuses for verbal scores but quantitative scores are somewhat higher at Bowman Gray, consistent with the heavy concentration of PhD programs in the biomedical sciences.

Grade point averages (GPAs) are the same at the two campuses. As expected, test scores and GPAs are somewhat higher for acceptances and matriculants than applicants.

Table 6 shows the distribution of all students enrolled by program and degree. Compared with last year, total numbers are slightly higher at Reynolda (8%) and lower at Bowman Gray (-2%) but overall changed little (-4%). When degree-seeking students are broken down by race (Table 7), campus differences again appear with the percent of Blacks, Hispanics, Asians and Native Americans combined averaging 14.3% at Bowman Gray vs. 9.7% at Reynolda. Last year, these corresponding percentages were 16.5% at Bowman Gray vs. 6.5% for Reynolda, reflecting successful program completion of many minority students at Bowman Gray and increases in minority admissions at Reynolda.

Table 8 presents profiles for international students by country, new vs. continuing status, and program. China and India remain the countries from which our international students most commonly come.

Table 9 lists the degrees awarded by program and degree. The total number of PhDs was somewhat greater in 2008-09 than in 2007-08, with the increase being due to more PhD graduates from Reynolda (11 vs. 2). About the same numbers of masters degrees were awarded.

Table 10 presents the years-to-PhD-degree completion by program. Across all programs, the average is a very impressive 5.2 yrs, much lower than the national average, and similar among individual programs.

Placement by program shows that most PhD graduates move to postdoctoral fellowships, although some enter teaching positions. A high proportion of masters recipients in Accountancy, Biomedical Engineering, Counseling, Education, Health and Exercise Sciences, and MALS enter applied fields. Masters recipients in Biology, Chemistry, Communication, Computer Science, English, Math, Psychology and Religion generally enter PhD or other professional degree programs.

Table 12 shows financial aid by program, reflecting the 3% rise in tuition scholarships. Stipends were raised \$1400 at Bowman Gray. At Reynolda, annualized amounts for Biology and Physics were higher than last year as the result of including the summer stipends within this annualized figure so as to report PhD stipends in a uniform fashion. Table 13 shows that the preponderance of support is from assistantships at Reynolda and research grants at Bowman Gray.

**TABLE 1. GRADUATE DEGREE PROGRAMS
AT WAKE FOREST UNIVERSITY, 2008 - 2009**

Program	Degree(s)	Combined Programs
Accountancy (ACC)	MSA	With the Wayne Calloway School of Business and Accountancy
Biochemistry and Molecular Biology (BAMB)	PhD	
Biology (BIO)	PhD, MS	
Biomedical Engineering (BMES)	PhD, MS	
Cancer Biology (CABI)	PhD	
Chemistry (CHM)	PhD, MS	
Clinical and Population Translational Sciences (CPTS)	MS	
Communication (COM)	MA	
Comparative Medicine (COMD)	MS	
Computer Science (CSC)	MS	
Counseling (CNS)	MA	
MDiv/MA and Counseling (CNS M/Div)	MA	With the School of Divinity
Education - Teaching (EDU)	MAEd	
Visiting International Faculty (VIF)*		
English (ENG)	MA	
Health and Exercise Science (HES)	MS	
Liberal Studies (MLS)	MALS	
Mathematics (MTH)	MA	
MD/PhD		With the WFU School of Medicine
Microbiology and Immunology (MICR)	PhD	
Molecular and Cellular Pathobiology (MCPA)	PhD	
Molecular Medicine and Translational Science (MMTS)	PhD, MS	
Molecular Genetics and Genomics (MOGN)	PhD	
Neurobiology and Anatomy (NBAT)	PhD	
Neuroscience (NUSC)	PhD	
PhD/MBA		With the WFU Babcock Graduate School of Management
Physics (PHY)	PhD, MS	
Physiology and Pharmacology (PSPR)	PhD	
Psychology (PSY)	MA	
Religion (REL)	MA	

*Summer Only Program

**TABLE 2. APPLICATION STATISTICS BY PROGRAM, FALL 2008: NUMBERS
RECEIVED, ACCEPTED, AND MATRICULATED**

	Applications	Accepted	Matriculated
ACC	94	70 (74%)	69 (99%)
BAMB*	56	7 (13%)	4 (57%)
BIO	50	15 (30%)	9 (60%)
BMES*	121	37 (31%)	24 (65%)
CABI*	117	19 (16%)	7 (37%)
CHM*	61	13 (21%)	4 (31%)
CNS	158	16 (10%)	16 (100%)
CNS M/Div	2	2 (100%)	2 (100%)
COM	43	10 (23%)	9 (90%)
COMD	2	1 (50%)	1 (50%)
CPTS	13	9 (69%)	6 (67%)
CSC	22	13 (59%)	8 (62%)
EDU	69	38 (55%)	34 (89%)
ENG	19	15 (79%)	7 (47%)
HES	23	7 (30%)	7 (100%)
MCPA*	26	8 (31%)	4 (50%)
MICR*	80	5 (6%)	3 (60%)
MLS	15	14 (93%)	13 (93%)
MMTS*	54	19 (35%)	7 (37%)
MOGN*	43	6 (14%)	3 (50%)
MTH	25	10 (40%)	9 (90%)
NBAT*	23	3 (13%)	2 (67%)
NUSC*	66	12 (18%)	7 (58%)
PHY	46	15 (33%)	10 (67%)
PSPR*	34	10 (29%)	4 (40%)
PSY	121	19 (16%)	12 (63%)
REL	21	9 (43%)	5 (56%)
VIF	18	8 (44%)	7 (88%)
Bowman Gray	635	136 (21%)	72 (53%)
Reynolda	787	274 (35%)	221 (81%)
TOTALS	1422	410 (29%)	293 (71%)
MD/PhD	54	6 (11%)	2 (33%)

*Includes MD/PhD Applicants

**TABLE 3A. PROFILES BY PROGRAM WITH RESPECT TO GENDER, RACE, AND ETHNICITY
FOR APPLICANTS, FALL 2008**

	Male	Female	Unk	TOTAL	White	Black	Hispanic	Asian	Am Ind	Intern	Unk
ACC	48	46	0	94	69	7	1	0	0	15	2
BAMB*	30	24	2	56	18	1	0	1	0	33	3
BIO	19	30	1	50	21	1	2	4	0	21	1
BMES*	57	60	4	121	54	2	3	7	0	45	10
CABI*	44	72	1	117	38	2	2	2	1	60	12
CHM*	33	28	0	61	28	0	1	0	0	29	3
CNS	23	135	0	158	126	14	4	5	1	1	7
CNS M/Div	1	1	0	2	1	1	0	0	0	0	0
COM	15	28	0	43	20	3	1	3	0	16	0
COMD	0	2	0	2	2	0	0	0	0	0	0
CPTS	9	4	0	13	5	1	0	4	0	2	1
CSC	18	4	0	22	6	0	0	0	0	14	2
EDU	24	45	0	69	54	8	2	2	0	0	3
ENG	5	13	1	19	16	0	1	0	0	1	1
HES	7	16	0	23	17	0	1	0	0	5	0
MCPA*	11	15	0	26	8	1	0	1	0	14	2
MICR*	32	47	1	80	36	7	3	5	0	27	2
MLS	6	9	0	15	10	3	0	0	0	0	2
MMTS*	19	35	0	54	23	5	0	3	0	21	2
MOGN*	18	23	2	43	15	3	0	0	0	18	7
MTH	15	10	0	25	20	1	0	0	0	3	1
NBAT*	13	9	1	23	5	0	1	2	0	13	2
NUSC*	29	36	1	66	32	2	3	4	0	17	8
PHY	36	10	0	46	16	0	0	0	0	29	1
PSPR*	16	18	0	34	14	2	0	1	0	16	1
PSY	30	90	1	121	93	5	4	3	0	10	6
REL	14	7	0	21	16	2	0	0	0	0	3
VIF	5	13	0	18	0	0	0	0	0	18	0
BG	278	345	12	635	250	26	12	30	1	266	50
REY	299	485	3	787	513	45	17	17	1	162	32
TOTALS	577	830	15	1422	763	71	29	47	2	428	82
MD/PhD	29	25	0	54	34	3	3	3	0	2	9

*Includes MD/PhD Applicants

Intern: Non-US address, ethnicity not checked

Applicants: Number of completed applications received

**TABLE 3B. PROFILES BY PROGRAM WITH RESPECT TO GENDER, RACE, AND ETHNICITY
FOR ACCEPTED STUDENTS, FALL 2008**

	Male	Female	Unk	TOTAL	White	Black	Hispanic	Asian	Am Ind	Intern	Unk
ACC	42	28	0	70	65	3	0	0	0	2	0
BAMB	3	4	0	7	5	0	0	0	0	1	1
BIO	7	8	0	15	12	0	0	1	0	2	0
BMES	15	20	2	37	33	1	1	2	0	0	0
CABI*	8	11	0	19	17	0	0	1	0	0	1
CHM	3	10	0	13	7	0	0	0	0	5	1
CNS	5	11	0	16	14	2	0	0	0	0	0
CNS M/Div	1	1	0	2	1	1	0	0	0	0	0
COM	6	4	0	10	8	1	1	0	0	0	0
COMD	0	1	0	1	1	0	0	0	0	0	0
CPTS	6	3	0	9	5	0	0	3	0	0	1
CSC	12	1	0	13	5	0	0	0	0	6	2
EDU	10	28	0	38	32	2	1	1	0	0	2
ENG	4	10	1	15	13	0	1	0	0	0	1
HES	3	4	0	7	5	0	0	0	0	2	0
MCPA	3	5	0	8	4	1	0	1	0	2	0
MICR	0	5	0	5	4	0	1	0	0	0	0
MLS	5	9	0	14	13	1	0	0	0	0	0
MMTS*	8	11	0	19	10	3	0	2	0	3	1
MOGN*	2	3	1	6	3	0	0	0	0	1	2
MTH	5	5	0	10	8	0	0	0	0	1	1
NBAT	1	2	0	3	1	0	0	1	0	1	0
NUSC*	5	7	0	12	8	0	1	0	0	1	2
PHY	11	4	0	15	8	0	0	0	0	7	0
PSPR*	5	5	0	10	8	2	0	0	0	0	0
PSY	4	15	0	19	18	0	1	0	0	0	0
REL	6	3	0	9	7	0	0	0	0	0	2
VIF	2	6	0	8	0	0	0	0	0	8	0
BG	56	77	3	136	99	7	3	10	0	9	8
REY	126	147	1	274	216	10	4	2	0	33	9
TOTALS	182	224	4	410	315	17	7	12	0	42	17
MD/PhD	3	3	0	6	4	0	0	0	0	0	2

*Includes MD/PhD Accepted

Intern: Non-US address, ethnicity not checked

Accepted: Students to whom offers of admission were made

**TABLE 3C. PROFILES BY PROGRAM WITH RESPECT TO GENDER, RACE, AND ETHNICITY
FOR MATRICULANTS, FALL 2008**

	Male	Female	Unk	TOTAL	White	Black	Hispanic	Asian	Am Ind	Intern	Unk
ACC	40	29	0	69	55	7	0	4	0	3	0
BAMB	2	2	0	4	3	0	0	0	0	1	0
BIO	6	3	0	9	7	0	0	0	0	2	0
BMES	9	14	1	24	20	1	1	2	0	0	0
CABI	3	4	0	7	6	0	0	1	0	0	0
CHM	1	3	0	4	1	0	0	1	0	2	0
CNS	5	11	0	16	14	2	0	0	0	0	0
CNS M/Div	1	1	0	2	1	1	0	0	0	0	0
COM	6	3	0	9	6	2	1	0	0	0	0
COMD	0	1	0	1	1	0	0	0	0	0	0
CPTS	4	2	0	6	3	0	0	3	0	0	0
CSC	8	0	0	8	5	0	0	0	0	3	0
EDU	9	25	0	34	30	2	1	1	0	0	0
ENG	2	5	0	7	6	0	1	0	0	0	0
HES	3	4	0	7	5	0	0	0	0	2	0
MCPA	1	3	0	4	2	0	0	0	0	2	0
MICR	0	3	0	3	2	0	1	0	0	0	0
MLS	3	10	0	13	10	2	1	0	0	0	0
MMTS*	2	5	0	7	4	1	0	2	0	0	0
MOGN	2	1	0	3	2	0	0	0	0	0	1
MTH	4	5	0	9	8	0	1	0	0	0	0
NBAT	1	1	0	2	1	0	0	0	0	1	0
NUSC	3	4	0	7	7	0	0	0	0	0	0
PHY	8	2	0	10	6	0	0	0	0	4	0
PSPR	1	3	0	4	4	0	0	0	0	0	0
PSY	3	9	0	12	11	0	1	0	0	0	0
REL	4	1	0	5	5	0	0	0	0	0	0
VIF	1	6	0	7	0	0	0	0	0	7	0
BG	28	43	1	72	55	2	2	8	0	4	1
REY	104	117	0	221	170	16	6	6	0	23	0
TOTALS	132	160	1	293	225	18	8	14	0	27	1
MD/PhD	1	0	0	1	1	0	0	0	0	0	0

*Includes MD/PhD Matriculants

Intern: Non-US address, ethnicity not checked

Matriculants: Students who enrolled

**TABLE 4A. PROFILES BY PROGRAM WITH RESPECT TO STATE OF PERMANENT RESIDENCE
FOR APPLICANTS, FALL 2008**

	AL	CA	FL	GA	MD	NC	NJ	NY	OH	PA	SC	TN	TX	VA	Other States	International	TOTALS
ACC																	
BAMB*	0	0	0	1	1	8	0	0	1	1	1	0	1	1	8	33	56
BIO																	
BMES*	0	2	3	4	4	14	2	5	1	6	2	3	4	13	13	45	121
CABI*	0	4	2	1	4	14	1	4	0	5	0	1	2	1	18	60	117
CHM																	
CNS																	
CNS M/Div																	
COM																	
COMD	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	2
CPTS	0	0	0	0	0	9	0	0	0	0	0	0	2	0	0	2	13
CSC																	
EDU																	
ENG																	
HES																	
MCPA*	0	2	0	0	0	4	0	0	1	1	0	0	1	0	3	14	26
MICR*	0	1	2	4	2	21	2	3	0	1	0	1	2	5	9	27	80
MLS																	
MMTS*	0	0	2	0	1	15	0	1	0	3	1	0	0	2	8	21	54
MOGN*	1	0	1	1	0	12	0	2	0	2	0	0	0	3	3	18	43
MTH																	
NBAT*	1	1	2	0	0	2	0	0	0	1	0	1	0	0	2	13	23
NUSC*	0	4	2	4	0	6	2	0	1	3	1	3	3	3	17	17	66
PHY																	
PSPR*	0	0	0	1	0	10	0	0	0	2	0	0	2	0	3	16	34
PSY																	
REL																	
VIF																	
TOTALS	2	14	14	16	12	116	7	15	4	25	5	9	17	28	85	266	635
MD/PhD	1	2	2	3	3	5	3	1	1	5	2	3	1	2	16	2	52

*Includes MD/PhD Applicants

Information not available for Reynolda programs

**TABLE 4B. PROFILES BY PROGRAM WITH RESPECT TO STATE OF PERMANENT RESIDENCE
FOR MATRICULANTS, FALL 2008**

	AL	CA	FL	GA	MD	NC	NJ	NY	OH	PA	SC	TN	TX	VA	Other States	International	TOTALS
ACC																	
BAMB	0	0	0	0	0	2	0	0	1	0	0	0	0	0	0	1	4
BIO																	
BMES	0	0	0	1	1	6	1	2	0	4	0	1	1	4	3	0	24
CABI	0	1	0	0	0	4	0	1	0	1	0	0	0	0	0	0	7
CHM																	
CNS																	
CNS M/Div																	
COM																	
COMD	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
CPTS	0	0	0	0	0	4	0	0	0	0	0	0	2	0	0	0	6
CSC																	
EDU																	
ENG																	
HES																	
MCPA	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	4
MICR	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	3
MLS																	
MMTS	0	0	0	0	0	6	0	0	0	1	0	0	0	0	0	0	7
MOGN	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	3
MTH																	
NBAT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
NUSC	0	2	0	0	0	0	0	0	0	0	0	2	0	1	2	0	7
PHY																	
PSPR	0	0	0	0	0	2	0	0	0	1	0	0	1	0	0	0	4
PSY																	
REL																	
VIF																	
TOTALS	0	3	0	2	1	31	1	3	1	7	1	3	4	5	6	4	72
MD/PhD	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1

*Includes MD/PhD Accepted

Information not available for Reynolda programs

**TABLE 5A. APPLICANT STANDARDIZED TEST SCORES AND GRADE POINT AVERAGES (GPA),
FALL 2008**

	GRE Verbal	GRE Quantitative	(V+Q)	GRE Analytical	GPA	TOEFL	GMAT	MCAT
ACC					3.3		612	
BAMB*	510	713	1223	4.0	3.4	131		27
BIO	516	689	1205	4.2	3.5	97		
BMES*	512	735	1247	4.3	3.4	124		34
CABI*	491	697	1188	4.1	3.4	135		32
CHM*	465	708	1173	3.9	3.4	105		36
CNS	507	563	1070	4.4	3.5			
CNS M/Div	545	635	1180	4.8	3.6			
COM	522	623	1145	4.4	3.4	100		
COMD	440	600	1040		1.7			
CPTS	477	628	1105	4.0	3.6	218		
CSC	457	761	1218	4.0	3.0	96		
EDU	545	646	1191	4.8	3.4			
ENG	603	583	1186	4.6	3.7			
HES	473	609	1082	4.3	3.5	108		
MCPA*	518	740	1258	3.8	3.3	126		31
MD/PhD					3.9			33
MICR*	504	677	1181	4.1	3.4	125		32
MLS					3.0			
MMTS*	527	708	1235	4.0	3.4	129		34
MOGN*	499	707	1206	4.2	3.3	109		33
MTH	534	741	1275	4.3	3.5	103		
NBAT*	504	706	1210	3.8	3.4	144		35
NUSC*	522	685	1207	4.3	3.5	155		32
PHY	481	743	1224	4.0	3.3	92		
PSPR*	506	701	1207	3.9	3.4	176		33
PSY	532	639	1171	4.7	3.5	107		
REL	556	552	1108	4.8	3.3			
VIF	359	412	771					
BG	501	691	1192	4.1	3.3	143		32
REY	507	636	1143	4.1	3.4	101	612	36
AVERAGE	504	664	1168	4.1	3.4	122	612	34

*Includes MD/PhD Applicants

TOEFL data reported as computer-based test results

**TABLE 5B. ACCEPTED STUDENTS STANDARDIZED TEST SCORES AND GRADE POINT
AVERAGES (GPA), FALL 2008**

	GRE Verbal	GRE Quantitative	(V+Q)	GRE Analytical	GPA	TOEFL	GMAT	MCAT
ACC					3.4		629	
BAMB	537	720	1257	4.3	3.6			
BIO	511	676	1187	4.5	3.5			
BMES	543	720	1263	4.6	3.5			
CABI*	541	688	1229	4.7	3.4			32
CHM	455	700	1155	4.0	3.6			
CNS	538	606	1144	4.8	3.5			
CNS M/Div	545	635	1180	4.8	3.6			
COM	570	614	1184	4.7	3.4			
COMD	440	600	1040					
CPTS	540	590	1130	4.3	3.6	283		
CSC	508	762	1270	4.2	3.0			
EDU	569	658	1227	4.9	3.6			
ENG	611	593	1204	4.7	3.7			
HES	494	599	1093	4.3	3.4			
MCPA	549	704	1253	4.2	3.4	191		
MD/PhD								33
MICR	578	668	1246	4.5	3.7			
MLS					3.1			
MMTS*	557	692	1249	3.8	3.5	97		31
MOGN*	604	708	1312	4.4	3.5	114		33
MTH	578	761	1339	4.8	3.7			
NBAT	550	750	1300	4.5	3.3	104		
NUSC*	574	693	1267	4.4	3.5	104		34
PHY	537	740	1277	4.3	3.5			
PSPR*	504	651	1155	4.4	3.4			33
PSY	594	709	1303	4.9	3.7			
REL	592	626	1218	4.8	3.5			
VIF	409	495	904	3.7				
BG	543	682	1225	4.4	3.5	149	0	33
REY	537	655	1192	4.5	3.5	0	629	0
AVERAGE	540	669	1209	4.5	3.5	149	629	33

*Includes MD/PhD Accepted

TOEFL data reported as computer-based test results

**TABLE 5C. MATRICULATED STUDENTS STANDARDIZED TEST SCORES AND GRADE POINT
AVERAGES (GPA), FALL 2008**

	GRE Verbal	GRE Quantitative (V+Q)	GRE Analytical	GPA	TOEFL	GMAT	MCAT Scores			
							Verb	Phys	Biol	Total
ACC				3.3		629				
BAMB	558	710	1268	4.5						
BIO	472	689	1161	4.4	89					
BMES	546	708	1254	4.6						
CABI	517	677	1194	4.3						
CHM	415	668	1083	3.3	93					
CNS	538	606	1144	4.8						
CNS M/Div	545	635	1180	4.8						
COM	563	623	1186	4.6						
COMD	440	600	1040							
CPTS	525	585	1110	3.5						
CSC	528	746	1274	4.1	99					
EDU	571	652	1223	4.9						
ENG	583	594	1177	4.8						
HES	494	599	1093	4.3						
MCPA	563	740	1303	4.5	191					
MD/PhD				3.8			11	10	10	31
MICR	583	677	1260	4.5						
MLS				3.1						
MMTS*	508	632	1140	4.0			11	10	10	31
MOGN	593	687	1280	4.0						
MTH	577	757	1334	4.7						
NBAT	540	770	1310	4.0	104					
NUSC	553	693	1246	4.4						
PHY	554	743	1297	4.3	96					
PSPR	495	630	1125	4.4						
PSY	608	679	1287	4.8						
REL	602	594	1196	4.8						
VIF	417	507	924	3.7						
BG	535	676	1211	4.3	148	0				
REY	533	649	1182	4.5	94	629				
AVERAGE	534	663	1180	4.4	121	629				

*Includes MD/PhD Matriculants

TOEFL data are reported as computer-based test results

TABLE 6. STUDENT ENROLLMENT BY PROGRAM AND DEGREE, FALL 2008

	PhD Programs			Masters Programs	Unclassified	TOTAL
	PhD	MS	MD/PhD			
ACC				87		87
BAMB	27					27
BIO	22			17		39
BMES - WFU*	19		1	4		24
BMES - VT	34			10		44
CABI	22					22
CHM	31			3		34
CNS				31		31
CNS M/Div				2		2
COM				18		18
COMD				1		1
CPTS				24		24
CSC				16		16
EDU				34		34
ENG				17		17
HES				14		14
MCPA	19					19
MICR	24	1	1			26
MLS				62		62
MMTS*	27		4	1		32
MOGN	21	2	1			24
MTH				17		17
NBAT*	10	1	1			12
NUSC*	28		1			29
PHY	26			2		28
PSPR*	24					24
PSY				22		22
REL				14		14
VIF				18		18
UNCL-BG					25	25
UNCL-REY					14	14
BG	255	4	9	40	25	333
REY	79	0	0	374	14	467
TOTAL	334	4	9	414	39	800

TABLE 7. DEGREE-SEEKING STUDENT PROFILE BY PROGRAM, RACE AND ETHNICITY, INTERNATIONAL STATUS, FALL 2008

	White		Black		Hispanic		Asian		Am Ind		International		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
ACC	42	25	5	6	0	0	3	1	0	0	1	4	87
BAMB	10	11	0	2	0	0	0	0	0	0	1	3	27
BIO	14	19	0	0	0	0	0	1	0	0	1	4	39
BMES*	18	30	2	0	1	0	2	2	0	0	8	5	68
CABI	5	8	0	1	0	0	1	1	0	0	3	3	22
CHM	6	10	0	1	0	0	0	1	0	0	9	7	34
CNS	7	20	0	3	0	0	0	1	0	0	0	0	31
CNS M/Div	1	0	0	1	0	0	0	0	0	0	0	0	2
COM	5	6	2	0	1	0	0	0	0	0	0	4	18
COMD	0	1	0	0	0	0	0	0	0	0	0	0	1
CPTS	7	5	2	2	0	0	4	0	0	0	2	2	24
CSC	8	0	0	0	0	0	1	0	0	0	6	1	16
EDU	7	23	1	1	0	1	1	0	0	0	0	0	34
ENG	5	11	0	0	0	1	0	0	0	0	0	0	17
HES	4	8	0	0	0	0	0	0	0	0	2	0	14
MCPA	4	7	0	0	0	0	0	1	0	0	3	4	19
MD/PhD§	4	4	0	0	0	0	1	0	0	0	0	0	9
MICR*	4	15	1	2	0	1	0	0	0	0	1	2	26
MLS	22	30	1	8	0	1	0	0	0	0	0	0	62
MMTS*	5	15	1	4	0	0	0	2	0	0	1	4	32
MOGN*	6	7	1	0	1	0	0	1	0	0	1	7	24
MTH	9	7	0	0	1	0	0	0	0	0	0	0	17
NBAT*	1	2	0	1	0	0	1	1	0	0	2	4	12
NUSC*	12	15	0	0	2	0	0	0	0	0	0	0	29
PHY	17	3	0	0	0	0	0	0	0	0	7	1	28
PSPR	10	8	2	2	0	0	0	0	0	0	1	1	24

TABLE 7. DEGREE-SEEKING STUDENT PROFILE BY PROGRAM, RACE AND ETHNICITY, INTERNATIONAL STATUS, FALL 2008

	White		Black		Hispanic		Asian		Am Ind		International		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	TOTAL
PSY	8	13	0	0	0	1	0	0	0	0	0	0	22
REL	7	6	0	0	0	0	0	0	0	0	0	1	14
VIF	0	0	0	0	0	0	0	0	0	0	3	15	18
BG	82	124	9	14	4	1	8	8	0	0	23	35	308
	66.9%		14.3%								18.8%		
REY	162	181	9	20	2	4	5	4	0	0	29	37	453
	76%		9.7%								14.6%		
TOTALS	244	305	18	34	6	5	13	12	0	0	52	72	761

§Not included in totals - already counted in programs of study

*Includes MD/PhD Matriculants

International - Non-US address, ethnicity not checked

TABLE 8. PROFILE OF INTERNATIONAL STUDENTS BY COUNTRY, CONTINUING OR NEW STATUS, AND PROGRAM, FALL 2008

Country of Origin	Continuing Students	New Students	Programs of Study (# of Students)	
			Continuing	New
Argentina	2		NBAT (1); VIF (1)	
Australia		1		HES (1)
Austria	1		BIO (1)	
Belarus	1		PSPR (1)	
Benin		1		ACC (1)
Brazil	1	2	CHM (1)	VIF (2)
Canada	2		CABI (1); MMTS (1)	
China	29	8	ACC (2); BMES (5); CABI (2); CHM (6); COM (2); MCPA (5); MICR (1); MOGN (2); NBAT (1); PHY (3)	ACC (1); CSC (2); MCPA (2); PHY (3)
Columbia	5	3	BIO (1); BMES (1); VIF (3)	BIO (1); VIF (2)
Dominican Republic	1		NBAT (1)	
Egypt	1		CHM (1)	
France	1	1	CSC (1)	ACC (1)
Germany	1		MMTS (1)	
Ghana	1		MICR (1)	
Guyana		1		BAMB (1)
India	26	3	BAMB (2); BIO (1); BMES (4); CABI (2); CHM (4); COM (1); CPTS (2); CSC (1); MICR (1); MMTS (1); MOGN (4); NBAT (1); PHY (1); REL (1)	CHM (2); MMTS (1)
Indonesia	1	1	CHM (1)	CSC (1)
Italy		1		NBAT (1)
Jamaica	6	1	VIF (6)	VIF (1)
Japan	2		COM (1); CPTS (1)	
Jordan	1		BAMB (1)	
Korea	3		BMES (3)	
Mexico	1		CHM (1)	
Norway	1		NBAT (1)	
Panama	1		CSC (1)	
Peru		1		BIO (1)
Romania	1	2	CPTS (1)	VIF (2)
Russian Federation	1	1	CABI (1)	PHY (1)
Sierra Leone	1		PSPR (1)	
South Africa	1	1	VIF (1)	HES (1)
Thailand	1		MOGN (1)	
Turkey	1		MOGN (1)	
Viet Nam	1		MMTS (1)	
Yugoslavia	1		CSC (1)	
BG	53	5		
REY	43	23		
TOTALS	96	28		

**TABLE 9. DEGREES AWARDED BY PROGRAM AND
DEGREE, 2008-2009 AY**

	PhD Programs		Masters Programs	TOTAL
	PhD	MS		
ACC			68	68
BAMB	8			8
BIO	4		6	10
BMES - WFU	6		2	8
BMES - VT	5		7	12
CABI	3			3
CHM	4		5	9
CNS			14	14
CNS M/Div				0
COM			9	9
COMD				0
CPTS			3	3
CSC			6	6
EDU			25	25
ENG			6	6
HES			7	7
MCPA	1			1
MICR	6			6
MLS			8	8
MMTS*	8			8
MOGN	4	2		6
MTH			8	8
NBAT*	3	1		4
NUSC	5			5
PHY	3			3
PSPR	5			5
PSY			9	9
REL			6	6
VIF			6	6
BG	54	3	12	69
REY	11	0	183	194
TOTAL	65	3	195	263
MD/PhD	4			4

*Includes MD/PhD Graduates

**TABLE 10. TIME TO PhD DEGREE BY
PROGRAM, 2008-2009**

Number of Years*	
BAMB	5
BIO	5.5
BMES	4
CABI	5.7
CHM	5.7
MCPA	5.7
MICR	5
MMTS	5.3
MOGN	5
NBAT	4.5
NUSC	5.2
PHY	5.2
PSPR	5.1

*Average of Years from matriculation to awarding of the degree

TABLE 11. PLACEMENT BY PROGRAM, UNDERGRADUATE INSTITUTION, DEGREE, AND PLANS, 2008-2009 AY

Program	Undergraduate Institution	Degree	Plans
ACC	Davidson College	MSA	Associate, KPMG
	Hampton University		Associate, Grant Thornton
	Meredith College		Tax Staff, Ernst & Young, LLP
	Morehouse College		Staff Accountant, Ernst & Young, LLP
	North Carolina State University		Auditor, Ernst & Young, LLP
			Auditor, PriceWaterhouseCoopers
			Pursue JD, Location Unknown
	Shanghai University of Finance and Economics		Audit Staff, Deloitte & Touche, New York, NY
	Tsinghua University		External Auditor, Deloitte & Touche, LLC
	UNC-Wilmington		Tech Transfer in OTAM, WFUHS
			Staff Accountant, KPMG
	Unknown		Accountant, Ernst & Young, LLP
	Vanderbilt University		Staff Accountant, Ernst & Young, LLP
BAMB	Wake Forest University	PhD	KPMG, Raleigh, NC
			Tax Accountant, Dixon Hughes
			Accountant, Butler & Burke, CPAs
	Zhejiang Normal University		Accountant, Location Unknown
	Brigham Young University		Postdoc, Vanderbilt University, Nashville, TN
	Emory and Henry College		Postdoc, Washington University, St. Louis, MO
	Gettysburg College		Postdoc, Dartmouth Hitchcock Medical Center, Hanover, NH
			Unknown
	Illinois State University		Postdoc, Location Unknown
	California Polytechnic State University		Postdoc, St. Jude Children's Hospital, Memphis, TN
	University of Florida		Postdoc, National Institute of Environmental Health Sciences, Research Triangle Park, NC
	Virginia Polytechnic Institute and State University		Postdoc, Johns Hopkins University, Baltimore, MD
	Virginia Union University		
BIO	College of William and Mary	PhD	Postdoc, Idaho State University, Pocatello, ID
	Eckerd College		Unknown
	Stetson University		Biology Teacher, Location Unknown
	UNC-Chapel Hill		Adjunct Assistant Professor, WFU
		MS	
	Florida Institute of Technology		Pursue PhD in Biology, WFU
	Lenoir-Rhyne College		Adjunct Biology Professor, Guilford Technical Community College, Jamestown, NC
			Pursue PhD in Biology, WFU
	North Carolina State University		Unknown
	Unknown		Pursue PhD in Neuroscience, University of Colorado, Denver, CO
			Pursue PhD, Vanderbilt University, Nashville, TN
	Vanderbilt University		
BMES	North Carolina State University	PhD	Clinical Senior Associate Physicist, Henry Ford Hospital, Canton, MI
			Postdoc, WFUSM
	Tianjin University		Medical Physics Residency, Stanford University, Stanford, CA
	UNC-Chapel Hill		

TABLE 11. PLACEMENT BY PROGRAM, UNDERGRADUATE INSTITUTION, DEGREE, AND PLANS, 2008-2009 AY

BMES	UNC-Charlotte		Postdoc, WFUSM
	Vanderbilt University		Clinical/Resarch, UNC-Chapel Hill, Chapel Hill, NC
	Virginia Polytechnic Institute and State University		Senior Research Associate, Biomedical Engineering, WFUSM
	State University of New York at Oswego	MS	Unknown
CABI	National University of Singapore	PhD	Research Scientist, Singapore
	Salem College		Postdoc, Fox Chase Cancer Center, Philadelphia, PA
	University of Virginia		Staff Scientist, St. Jude's Children's Research Hospital, Memphis, TN
CHM	Appalachian State University	PhD	Teaching, Appalachian State University, Boone, NC
	Nanjing University		Unknown
	Unknown		Research Associate, Location Unknown
	Appalachian State University	MS	Pursue PhD in Chemistry, Location Unknown
	Catawba College		Professor of Chemistry, St. John Fisher College, Rochester, NY
CNS	Lenoir-Rhyne College		QC Chemist, Performance Fibers, Richmond, VA
	Boston College	MA	Pursue PhD in Counseling Psychology, Lehigh University, Bethlehem, PA
	Davidson College		Counselor, Trinity Center, Winston-Salem, NC
	Emory University		School Counselor, Location Unknown
	Florida State University		Counselor, K-12 School, Location Unknown
	High Point University		Pursue PhD, Location Unknown
	UNC-Greensboro		Pursue PhD in Counseling, Location Unknown
			Counselor, Daynack Recovery Services, Location Unknown
	Virginia Polytechnic Institute and State University		Pursue PhD in Psychology, Location Unknown
	Wake Forest University		School Counselor, Location Unknown (4)
	Wheeling Jesuit University		Unknown
COM	Beijing Foreign Studies University	MA	Pursue PhD in Communication, University of Pennsylvania, Philadelphia, PA
	Beijing Forestry University		Economic Analyst, Location Unknown
	Clarion University of Pennsylvania		Instructor/Debate Coach, Clarion University of Pennsylvania, Clarion, PA
	Delhi University		Pursue PhD in Communication, Location Unknown
	Florida State University		Pursue PhD in Rhetoric and Political Culture, University of Maryland, College Park, MD
	Miami University		Pursue PhD in Communication, University of Texas at Austin, Austin, TX
	Michigan State University		Pursue JD, Location Unknown
	University of Ghana		Pursue Master's in Law and Diplomacy, Fletcher School at Tufts, Medford, MA
CPTS	Wake Forest University		Unknown
	University of Alabama	MS	Cardiologist, WFUBMC
	Wake Forest University		Cardiologist, WFUBMC
			Pursue MD, UNC-Chapel Hill, Chapel Hill, NC

TABLE 11. PLACEMENT BY PROGRAM, UNDERGRADUATE INSTITUTION, DEGREE, AND PLANS, 2008-2009 AY

CSC	Averett University	MS	Pursue PhD in Computer Science, Emory University, Atlanta, GA
	Elon University		Pursue MBA, Location Unknown
	Florida Institute of Technology		IT, Upside Endeavors LLC
	SGSITS		Pursue PhD in Computer Science, Location Unknown
	Wake Forest University		Pursue MBA, Location Unknown Unknown
EDU	Lee University	MAEd	Pursue PhD in Science Education, Location Unknown
	UNC-Chapel Hill		Teaching, Edgecombe County Public Schools
	Wake Forest University		Pursue PhD or EdD, Location Unknown
	Wellesley College		Pursue PhD in Linguistics, Location Unknown Spanish Teacher, Village Community School, New York, NY
ENG	Bridgewater College	MA	Teacher, Frederick County Public Schools
	East Tennessee State University		Pursue PhD in English, Location Unknown
	Faith University		Pursue PhD in Anthropology or Religion, Location Unknown
	Lenoir-Rhyne College		Pursue PhD in English, Georgia State University, Atlanta, GA
	Wingate University		Pursue PhD in English, Location Unknown
	Wisconsin Lutheran College		Pursue JD/PhD, Location Unknown
HES	Appalachian State University	MS	Unknown
	Calvin College		Associate Program Manager, WFUBMC
	East Carolina University		Research Coordinator, Upstate Pharmaceutical Research
	Elon University		Exercise Physiologist, Location Unknown
	UNC-Chapel Hill		Research Coordinator, WFU
	Westmont College		Exercise Physiologist, Location Unknown Unknown
MCPA	Queens University	PhD	Unknown
MICR	Florida Agricultural and Mechanical University	PhD	Postdoc, University of Colorado, Denver, CO
	Kerala Agricultural University		Postdoc, WFUSM
	Mars Hill College		Teaching Faculty, Location Unknown
	North Carolina State University		Unknown
	University of Connecticut		Postdoc, Duke University, Durham, NC
	Wake Forest University		Clinical Microbiology Fellowship, Washington University School of Medicine, St. Louis, MO
MLS	Belmont Abbey College	MALS	CFO and Auditor, Location Unknown
	Elon University		Unknown
	North Carolina A & T University		Unknown
	Salem College		Pursue BSN, UNC-Greensboro
MALS	Salem College		College Recruiting, Location Unknown
	UNC-Wilmington		Pursue PhD, Location Unknown
	Wake Forest University		Teacher, Forsyth Country Day School, Winston-Salem, NC

TABLE 11. PLACEMENT BY PROGRAM, UNDERGRADUATE INSTITUTION, DEGREE, AND PLANS, 2008-2009 AY

MMTS	Clearwater Christian College	PhD	Pursue MD, WFUSM
	Davidson College		Pursue MD, UNC-Chapel Hill, Chapel Hill, NC
	East Carolina University		Postdoc, MIT, Cambridge, MA
	Eastern Nazarene College		Pursue MD, WFUSM
	H.N.B. Garhwal University		Postdoc, WFUSM
	Mars Hill College		Postdoc, UNC-Chapel Hill, Chapel Hill, NC
	Massachusetts Institute of Technology		Pursue MD, WFUSM
	UNC-Chapel Hill		Anesthesiology Faculty, WFUSM
MOGN	Auburn University	PhD	Unknown
	Duke University		Postdoc, WFUSM
	The State University of New York		Postdoc, University of Maryland, College Park, MD
	College of Environmental Science and Forestry	MS	Postdoc, National Institutes of Health, Bethesda, MD
	University of Puerto Rico		Unknown
	Louisiana State University		Unknown
	Sabancı University		Unknown
MTH	Appalachian State University	MA	Pursue MS in Computer Science, Location Unknown
			Assistant Instructor, North Carolina Outward Bound School
	Fudan University		Pursue PhD in Mathematics, Tufts University, Medford, MA
	Georgia Institute of Technology		Pursue PhD in Mathematics, UNC-Chapel Hill, Chapel Hill, NC
	Kennesaw State University		Cryptanalyst, Location Unknown
	Lenoir-Fhyne College		Pursue PhD in Mathematics, Location Unknown
	Piedmont Baptist College		Unknown
	Wake Forest University		Pursue MA in Education, WFU
NBAT	Florida Institute of Technology	PhD	Pursue MBA, WFU; Research Fellow, WFUSM
	University of Chicago		Unknown
	University of Kentucky	MS	Pursue MD, WFUSM
	Capital University of Medical Science		Unknown
NUSC	Appalachian State University	PhD	Pharmacy Tech, Location Unknown
	Salem College		Unknown
	The College of William & Mary		Postdoc, WFUSM
	UNC-Chapel Hill		Postdoc, WFUSM
	UNC-Wilmington		Postdoc, WFUSM
PHY	Clemson University	PhD	Unknown
	UNC-Wilmington		Professor, WFU
PSPR	Campbell University	PhD	Postdoc, University of Virginia, Charlottesville, VA
	Duke University		Postdoc, National Institutes of Health, Bethesda, MD
	Norfolk State University		Postdoc, WFUSM
	Ohio Northern University		Postdoc, Nationwide Children's Hospital, Columbus, OH
	Rutgers University		Postdoc, Location Unknown

TABLE 11. PLACEMENT BY PROGRAM, UNDERGRADUATE INSTITUTION, DEGREE, AND PLANS, 2008-2009 AY

PSY	Appalachian State University	MA	Pursue PhD in Psychology, Location Unknown
	Florida State University		Pursue PhD, Florida State University, Tallahassee, FL
	Furman University		Pursue PhD, Location Unknown
			Pursue PhD, Arizona State University
	North Carolina State University		Pursue PhD, North Carolina State University, Raleigh, NC
	Oglethorpe University		Pursue PhD, University of Groningen, Netherlands
	University of Buffalo		Pursue PhD, Cornell University
	UNC-Greensboro		Pursue PhD in Psychology, University of Oregon, Eugene, OR
	University of Tennessee, Knoxville		Pursue PhD in Behavioral Neuroscience, University of Illinois at Chicago, Chicago, IL
REL	Appalachian State University	MA	Pursue PhD in Religion, Florida State University, Tallahassee, FL
	Furman University		Pursue MD, Location Unknown
	Indiana University		Unknown
	SUNY Oneonta		Unknown
	The College of William & Mary		Teacher, Location Unknown
	Wake Forest University		Coordinator, Residence Life and Housing, WFU

TABLE 12. FINANCIAL AID AMOUNT BY PROGRAM, 2008-2009 AY

	Tuition#	Per Course Tuition	Stipend*	Fellowship	Master Teacher Fellows	Minority Fellowships	Dean's Assistantships
ACC	29,190		6,000				
BAMB	29,490		22,181				
BIO	29,190		17,350				19,350
BMES	29,490		22,181				
CABI	29,490		22,181				
CHM	29,190		20,000				22,000
CNS	29,190		6,000				
CNS M/Div	29,190						
COM	29,190		8,000	4,000			
COMD	29,490		22,181				
CPTS	29,490		22,181				
CSC	29,190		12,000				
EDU	29,190				8,000		
ENG	29,190		8,000	4,000			
HES	29,190		8,500				
MCPA	29,490		22,181				
MD/PhD	29,490		22,181				
MICR	29,490		22,181				
MLS		840					
MMTS	29,490		22,181				
MOGN	29,490		22,181				
MTH	29,190		10,500	4,000			
NBAT	29,490		22,181				
NUSC	29,490		22,181				
PHY	29,190		18,000				20,000
PSPR	29,490		22,181				
PSY	29,190		8,500				
REL	29,190		8,000	4,000			
VIF		405					

#Tuition of \$29,490 includes summer tuition of \$300 per year for Bowman Gray Campus

*Stipend of \$22,181 includes contribution to health insurance premium of an additional \$1,800 for Bowman Gray Campus students

TABLE 13. SOURCES OF FINANCIAL AID BY PROGRAM AND TYPE OF SUPPORT, 2008-2009 AY

	Institutional Support					External Support			Other Support	TOTALS
	Graduate Fellowship	Dean's Fellowship	Assistant-ship	Non-grad Institutional	Tuition Scholarship	Training Grant	Research Grant	Indiv Award	Self	
ACC			15		65			3	4	87
BAMB	8						19			27
BIO		1	21	1	2		6	1	7	39
BMES*-WFU	6			3			14	1		24
BMES - VT§										35
CABI	7			1		6	8			22
CHM		^1	16		1		15		2	34
CNS			4	5	20			2		31
CNS M/Div					1			1		2
COM			15	2					1	18
COMD						1				1
CPTS				1	4	4			15	24
CSC			10	3			2		1	16
EDU	32			1	1					34
ENG	1		6		9				1	17
HES			14							14
MCPA	4					4	10	1		19
MICR*	7					3	13	3		26
MLS				15					47	62
MMTS*	6				3	4	15	2	2	32
MOGN*	4			2		1	17			24
MTH	1		12	2	2					17
NBAT*	2				1		9			12
NUSC*	7				1	1	11	8	1	29
PHY		1	15		1		9		2	28
PSPR	5			1		7	9	2		24
PSY			15	2	1		3		1	22

TABLE 13. SOURCES OF FINANCIAL AID BY PROGRAM AND TYPE OF SUPPORT, 2008-2009 AY

	Institutional Support					External Support			Other Support	
	Graduate Fellowship	Dean's Fellowship	Assistant-ship	Non-grad Institutional	Tuition Scholarship	Training Grant	Research Grant	Indiv Award	Self	TOTALS
REL	1		1		10				2	14
VIF									18	18
UNCL-BG									25	25
UNCL-REY				3					11	14
BG	56	0	0	8	9	31	125	17	43	289
REY	35	2	144	34	113	0	35	7	97	467
TOTAL	91	2	144	42	122	31	160	24	140	756

*Includes MD/PhD Support

§Virginia Tech support information not available

^Awarded Spring 2009



WAKE FOREST
UNIVERSITY