

William and Mary 2010

A Report to the Faculty, Staff and Administration

On a Dialogue about the Future of the College

William and Mary 2010 is part of a continuing dialogue about the future of the College. The purpose of the dialogue is to develop the broad understanding, enthusiasm and, ultimately, the financial support necessary to enable us to achieve our most important institutional goals. In light of the modest growth of state budgets and the uncertain prospects for future increases, the College must redouble its efforts to build private support and endowment, if it is to maintain and accelerate the pace of its development.

To do so, William and Mary must not only explain its needs to prospective donors, but – more importantly – it must inspire them with visions of what additional investments of private resources can accomplish. Thus, our success will be dependent on developing compelling ways to express institutional goals to potential donors.

To advance this critical process, WM 2010 has solicited the reflections and aspirations of external and internal constituencies – including faculty, students, alumni, parents, staff and administrators. Over the past twelve months, much effort has been directed to canvassing external constituencies -- particularly alumni and friends. In addition, ideas have been solicited from groups and individuals here on campus. College officials have met with groups of faculty to discuss WM 2010, and the Executive Committee of the Faculty Assembly has reviewed several 2010 documents.

Now – well before final campaign goals and initiatives are established -- is the time for intensive review by the faculty and other key groups. This document is intended to facilitate that critical step. We expect to discuss these findings and recommendations with faculty groups, and individual faculty members are urged to send comments and suggestions directly to their department chairs, deans or the provost. Following the incorporation of the advice from the faculty and others, the provost and president will make final decisions about which of the initiatives outlined in this document and those developed at the school and faculty level will be advanced as funding opportunities.

Obviously, additional academic discussion, planning and, in some instances, approval by appropriate committees will be required. The College's normal procedures will be followed.

Building on Planning Principles of the Past

WM 2010 embraces the extensive planning efforts that have been on-going at the College since 1993. Its basic findings and many of the proposed initiatives are intimately tied both to William and Mary's traditional strengths and institutional priorities reaffirmed or established by the strategic planning process.

Indeed, the most striking and gratifying finding of the initial phase of WM 2010 is the strong consensus among external constituencies about the most distinctive and important elements of the William and Mary experience: the centrality of teaching, the surpassing value of intellectual partnerships between students and faculty, strong focus on the liberal arts and sciences, and our intimate size and residential character.

These are, of course, precisely those elements designated "planning principles" by the 1994 strategic plan and reiterated in many succeeding documents. Few institutions enjoy such a strong and broad consensus about guiding principles, a situation that bodes well for our efforts to enhance private support for William and Mary.

In addition to this valuable consensus about first principles, many of the proposals that have surfaced during the discussions were earlier articulated by faculty and administrative planning groups meeting in other contexts (e.g., a capstone research or scholarship experience for all undergraduates); grounded in long-standing needs cited by the strategic plan (e.g., additional student financial assistance); or based on a happy coincidence of existing College strengths and unanticipated opportunities (e.g., the Institute for American History and Democracy).

Assembling the Findings and Proposed Initiatives

WM 2010 was designed to answer one key question: Over the next decade, what must the College do to prepare its graduates to be global citizens and leaders in the 21st century? To break the task down into manageable proportions, we went on to ask the following four questions:

- **How can we enhance William and Mary's exceptional educational experience?**
- **How can we foster in each of our students a sense of civic and social responsibility and a commitment to the public good?**

- How can we provide future students the global perspective needed to operate effectively in an increasingly interconnected world?
- What is the definitive feature of the William and Mary experience?

Throughout the fall and winter of 1999 and the spring and summer of 2000, the College contacted by mailings, e-mail messages, periodicals, postings on a web site, letters from the president, and individual and group meetings, some 20,000 alumni, students, faculty, staff and administrators to solicit their answers to these questions. We received some 1,500 thoughtful replies – some in the form of lengthy letters, others as brief e-mail messages, many as comments during meetings. As most of our alumni were undergraduates here, it is not surprising that overwhelmingly they focused on the undergraduate experience.

From the array of comments and thoughts, we have distilled the following WM 2010 general findings:

- There is wide agreement about the most valuable elements of a William and Mary education: the liberal arts tradition, close faculty-student relationships, intimate size of the College, residential character, and an emphasis on critical thinking and communication skills.
- Respondents share a common feeling that the rigor of the William and Mary experience provides great dividends to graduates. This dedication to excellence teaches a brand of intellectual self-reliance and instills a sense of confidence that are invaluable in today's demanding world.
- The word *balance* was used by many of the respondents in characterizing the education William and Mary has traditionally offered. This educational philosophy rests on the recognition that while the academic training must remain preeminent, extracurricular and co-curricular elements are also important to the development of well-rounded individuals.
- There is growing recognition that in addition to honoring the best traditions of the past, the College must continue to grow and develop, always testing new ideas, methods and techniques. Respondents evidenced considerable enthusiasm for the infusion of advanced technology into the curriculum, but with the important caveat that computers never be allowed to supplant human relationships. The essence of a William and Mary education must remain the invaluable intellectual relationships between professors and students.
- Respondents to WM 2010 inquiries evidenced strong support for internationalizing the curriculum by sending more students abroad, attracting more foreign students, teaching foreign languages and cultures, and using advanced technology to promote interaction with students and faculty from interesting areas of the world.
- There is strong support among our alumni and friends for supplementing the excellent education offered by our liberal arts curriculum by providing experiences that involve practical applications of knowledge. Included among the suggestions were independent research, internships and other forms of experiential learning.
- There is growing recognition that a student body diversified culturally, intellectually, ethnically and internationally can *itself* provide valuable learning opportunities for our young people. Support for learning opportunities provided by diversity was tempered by concerns that the College should never be driven by considerations of political correctness.
- Responses indicated a growing concern about the well-being of our nation and world, and an eagerness that the College play a larger role in the development of character, commitment to citizenship and voluntarism, and the cultivation of leadership skills among its students. While some respondents cautioned against

permitting these efforts to be centered on a narrow political agenda, all seemed to recognize the necessity of instilling a commitment to the public good in our young men and women.

- Respondents understand that expanded fund-raising efforts will be necessary to realize the vision that the College is formulating. The fact that many respondents -- *without prompting* -- saw fit to make supportive remarks about fund-raising demonstrates that the messages being inculcated by the College's communication programs are creating a positive environment for future development.

Identifying and Planning Promising Initiatives

In addition to canvassing constituents about their ideas for the future, the College administration established three WM 2010 work groups to identify promising initiatives and conduct preliminary studies of their feasibility. The feasibility of the initiatives was assessed from the perspectives of their pedagogic suitability for William and Mary, their estimated effectiveness for our students and their appeal to potential donors.

Composed of the provost, academic deans and relevant vice presidents, work groups were established to consider, respectively,

- William and Mary and the Campus Experience,
- William and Mary and the Community, and
- William and Mary and the World.

The charge of these groups was to identify potential initiatives from a variety of sources including,

- Unfulfilled objectives of the strategic plan of 1994,
- Promising ideas from earlier faculty planning efforts,
- Pressing needs of the College (that might appeal to donors),
- Previously unanticipated opportunities,
- Suggestions from meetings with various internal and external constituencies, and
- Responses to WM 2010's request for advice.

The reports of the work groups were reviewed by the administrative staff at a retreat held on June 29-30, 2000. Some initiatives were redefined, while others were eliminated. The remainder of this report is comprised of descriptions of the initiatives arrayed under the WM 2010 rubric and findings.

Connecting the Campus, Community and World

The William and Mary experience will always be firmly based in the classrooms, laboratories and residence halls of the campus, a protected center where students can concentrate almost exclusively on learning. But this center is actually the innermost of a series of concentric circles, from which students, faculty and, eventually, graduates must venture out for greater understanding, knowledge and service.

The second circle is the community – not just Williamsburg, but our region, state and nation, which we are pledged to strengthen by preparing students who share a devotion to the public good, the commonwealth. Finally, the third circle is the world, endangered by complex problems with tangled etiologies and few simple solutions, challenged by new technologies so difficult to master that they often become obsolete before we are even capable of grasping their full potential, and filled with opportunities to create new knowledge and better living conditions for all.

The key to effective education in such a world is to help students learn to move comfortably and effectively between and among the circles. During their short – but critical -- stay on campus, students must not only master lessons faculty have for them, but they must also become so comfortable with concepts, ideas and advanced methodologies that they are capable of applying them independently to create new knowledge and solve "real-world" problems.

It is becoming increasingly important for our students to leave campus to test their skills in situations that are as intellectually challenging as the world can make them. When students leave campus, however, it is not an end to the faculty's role. Indeed, professors must remain a source of inspiration, intellectual discipline and encouragement up to – and often well beyond – the time that students earn their degrees. This imperative leads directly to a consideration of what we must do on campus to prepare our young women and men for the future.

I. William and Mary and the Campus Experience

The heart of William and Mary will always be the campus experience, based on the dedication of the faculty and focused on a tradition of academic rigor -- both at the undergraduate and the graduate and professional levels. Intellectual partnerships between the faculty and students will remain the core of the William and Mary experience, strengthened by appropriate co-curricular and extracurricular elements to promote a balanced life in a balanced university.

A. Academic Findings and Initiatives

Finding 1: Maintain the strong liberal arts and sciences tradition

On the undergraduate level, the College will not deviate from its traditional commitment to a strong liberal arts and sciences curriculum that blends a broad general education with in-depth experience in an academic concentration. In addition, we will continue to emphasize basic writing, communication and quantitative skills while introducing independent research, modern information technology, and off-campus learning experiences including study abroad,

internships and service learning. We will maintain our nationally recognized strengths in the sciences, humanities, social sciences and pre-professional education as we build high-quality programs in selected interdisciplinary fields.

Initiative A: Support and enhance existing core programs

The strength and vitality of the academic and professional disciplines are the foundation upon which William and Mary's pre-eminence and reputation have been built. The College's devotion to the disciplines is the key to all that we have accomplished in the past and all that we are likely to accomplish in the future. For that reason, one of the primary objectives of our fund-raising effort is and will remain the strengthening of traditional academic disciplines by providing endowed professorships, faculty development funds and monies for on-going programmatic and research innovation.

Our faculty is the best in the nation at what they do -- that unique blend of personalized teaching at the human scale and scholarship and creative performance of internationally recognized quality. Since each member of our faculty has a primary appointment in one of the twenty-two academic departments in the arts and sciences or one of the four professional schools, their continuing health and intellectual vitality is the foundation and cornerstone of all we do. Maintaining their strength through enhanced programmatic support will continue to be the first priority of the College.

William and Mary will pursue the following goals to enhance its faculty and core strengths:

- Advance faculty salaries to the 75th percentile of our state peer institutions;
- Increase number of endowed professorships;
- Seek funds for departmental and school support for faculty research, travel and professional development;
- Identify opportunities to endow and name departments, schools and programs; and
- Provide additional scholarship and research funds for students.

Initiative B: Strengthen interdisciplinary studies/clusters

Respondents to WM 2010 felt strongly that our graduates should be able to think and analyze critically in a variety of areas whether they be familiar or novel, local or global, traditional or "cutting-edge." WM 2010 calls for a balanced excellence resulting from a personalized academic environment offering a far-reaching

variety of subjects and experiences and preparing students for a lifetime of learning in changing situations.

To achieve this objective, we will pursue several goals, including, 1) providing adequate financial and administrative support for existing interdisciplinary programs, and 2) identifying new resources to reward academic entrepreneurship and creative interdisciplinary ventures that build on existing strengths. In particular, we should:

Assure support for current interdisciplinary programs:

- Stabilize funding for the Charles Center for student research/travel;
- Obtain permanent funding for Graduate Center Programs for staffing, stipends, travel and programming;
- Set up and monitor institutional arrangements to assure student access to interdisciplinary opportunities;
- Provide permanent support for the Center for Public Policy Research; and
- Sustain the Environmental Science and Policy minor (assuming success with Mellon Grant).

Find resources to nurture interdisciplinary curricular initiatives and to enable interdisciplinary research to thrive:

- Provide seed money, interdisciplinary challenge grants and interdisciplinary research projects; and
- Designate funds to release faculty time for interdisciplinary initiatives.

Finding 2: Strengthen the traditionally close student-faculty relationships

The learning environment at the College will stay on a human scale. We will continue our commitment to faculty teaching students, to small class size, to one-on-one accessibility by all students to their teachers. We will continue to hire and to support faculty who love the art and craft of teaching and see these as vital components of their lives as active scholars. To further strengthen these relationships and to ensure that each student enjoys the benefit of faculty mentoring, we will provide an opportunity for all undergraduates to engage in research with a faculty member.

Initiative C: Provide research opportunities for all undergraduates

Over the past several years, William and Mary has adopted undergraduate research as a method to transform its students from passive

learners who simply absorb what they are taught, to active, independent learners who know how to formulate important questions and seek novel answers to them. The process begins with the freshman seminar, a requirement for all students, which stimulates intellectual curiosity and develops research skills.

A required upper-level research experience (independent study, honors project, senior thesis, research seminar) completes the process so that students leave with the analytical, research and writing skills that they will need throughout their careers. Summer and academic-year undergraduate research studies often relate directly to this upper-level requirement. At present roughly 60 percent of William and Mary students graduate having completed independent research, a situation enhanced by funding for approximately 200 students to engage in supervised research during the summer. Surveys of our alumni tell us that undergraduate research is the part of their education that they value most highly. Expansion of undergraduate research will require:

- A new position of undergraduate research advisor in the Charles Center;
- Additional faculty positions in selected departments based on student demands for upper-level research seminars;
- Summer housing grants to enable students to pursue independent work; and
- Support for travel, equipment and research stipends to fund student research activities on the main campus or at other locations.

Finding 3: Maintain intimate size

Growth in enrollment is neither projected nor planned. We believe that the current size of the student body is appropriate to the unique character of the William and Mary experience and cannot be increased without harming the student experience.

Finding 4: Emphasize critical thinking and communication skills

The value-added of a William and Mary education for students of the 21st century is in becoming lifelong learners capable of change and innovation and able to communicate with their colleagues, their peers, their future employers and all who will depend upon them for leadership. Development of critical thinking skills is an integral part of the curriculum as reformed in 1994. We continue our commitment to educate graduates skilled in communication, the use of technology and critical thinking.

Finding 5: Maintain academic rigor and dedication to excellence

The hallmark of the William and Mary experience is and will continue to be an unswerving commitment to excellence and to intellectual rigor. The key to this goal is attracting, developing and retaining an excellent faculty.

Initiative D: Support a full range of development projects to assure the faculty's career-long success as scholars and teachers

The faculty is the College's most important asset. This is reflected in the responses to WM 2010 in which the importance of the overall quality of the faculty as well as the cherished individual relationships with faculty were cited repeatedly as strengths of the College. In an increasingly competitive academic marketplace, however, it becomes ever more difficult to hire, retain and support the finest faculty. We now routinely compete with top Research I universities, corporations and government agencies in our hiring and retention. The rapidly changing and expanding world of technology and scholarship means that faculty must continue their intellectual growth and development throughout their careers. How then to compete, to assure our students that the faculty who teach them are the best in the world, to enable the faculty to grow intellectually and creatively throughout their careers, and to fulfill our obligation to train our own graduate students to be competitive in the academic marketplace?

From the moment we hire and provide the needed physical assets to assure the initiation of successful careers for our faculty, we need to support faculty development that enhances teaching; enables faculty to sustain and develop their research, scholarship and creative activities; allows continuous training in new technologies; and builds the intellectual capital that knowledge-based entities must create.

The core of any set of initiatives to sustain and nurture the faculty as lifelong teachers and learners must be support for research in terms of funding for libraries, labs, studios, and the other essentials of active scholarship and creative activity. We must have robust and sustained programs to allow our best teachers, supplemented by professional staff, to assist each of their colleagues to excel in the classroom, be they in their first or thirty-first year on the faculty -- something William and Mary has demonstrated its ability to do though, to date, on too limited a scale.

Twenty-first century scholarship is not necessarily an individual exercise. Many active scholars -- faculty and their students -- will often work on national and international teams. They must travel the world. They must have time and resources to interview, to survey, to visit labs, museums, libraries and field sites. They must write, present findings, and be accessible to other scholars, to the public, to policy-makers, to corporate executives and researchers, to the media. To be effective teachers on campus, our faculty and students will need the ability to be increasingly outward looking and externally engaged. Specific programmatic initiatives include:

- Twenty-five additional endowed faculty positions,

- Enhanced support to develop the University Teaching Project,
- New faculty orientation programs and early career mentoring,
- Junior leave program,
- Enhanced FRA program,
- Increased deans' discretionary funds for scholarly travel and faculty revitalization grants,
- Faculty Commons/Center,
- Enhanced performance, rehearsal and studio spaces in arts,
- Increased IT and technology training and support,
- Annual equipment-recapitalization funds, and
- Faculty publication/editorial support.

Finding 6: Infuse advanced technologies into the curriculum

William and Mary has made significant progress in staying current in technological infrastructure and implementation. Nonetheless, we can do more.

Initiative F: Accelerate the infusion of advanced technology into the curriculum and classroom

To provide more powerful learning experiences and equip students with skills to succeed in the future, William and Mary must infuse advanced technology throughout its undergraduate and graduate curricula. Classrooms must be equipped to handle current and future technologies and to allow seamless use of advanced information systems as well as traditional audio and video. Two primary objectives guide this instructional technology initiative: 1) Faculty throughout the College should understand and use technology appropriately to enhance teaching and research, and 2) William and Mary courses should incorporate technology to support student learning as appropriate to the academic discipline and degree program.

The ability of faculty to infuse technology into their work depends directly on access to faculty development and to high-tech facilities. A full range of faculty development programs and technical support services must be provided for all departments and programs. Central to this effort is modeling by faculty peers. Enabling faculty teams to collaborate on curriculum and technology design projects is also a promising strategy for change. Additionally, "just-in-time, just-what's-needed" training and support is critical. As faculty use technology effectively, administrators must ensure availability of advanced technology in campus-wide facilities. Faculty need offices and labs for designing and piloting innovative curricula. Most of all, they need access to appropriately configured classrooms for teaching. Such high-tech facilities require continuous upgrading to remain state-of-the-art. Among the specific needs are:

Initial technology upgrades and renovations:

- 40 general purpose classrooms,
- 15 special-purpose media enhanced classrooms,
- 3 computer enhanced classrooms (50-seat average),
- 3 additional public access computer clusters (70-seat average),
- 3 central video conferencing studios (small, medium and large),
- 3 full-featured large group auditoriums (technology only),
- Faculty digital centers (social and life sciences), and
- Student digital center (Swem Library).

Continuous technical assistance and support:

- Annual updates to departmental labs (e.g., Physics, Public Policy),
- Additional lab classroom support technical staff,
- Additional academic departmental liaisons, and
- Maintenance of baseline classroom technology.

Classroom renovations:

- Upgrades on all standard classrooms and lecture halls, and
- Expenditure of approximately 3 percent of original investment on infrastructure and furnishings per classroom per year.

Finding 7: Emphasize the practical aspects of learning and knowledge

We have and will continue to increase opportunities for our students to engage in internships, practica and service-learning projects. In addition, we will encourage and support faculty, when relevant, to continue to engage our communities by research and professional consulting and to bring to campus as teachers, mentors and visitors those practitioners of the liberal arts and sciences and professions critical to our students.

Initiative F: Enhance internship options

Internships serve the critical function of enabling students to complement their on-campus educational experiences with off-campus practical experiences. The availability of internships is becoming increasingly important to our ability to recruit students and to provide jobs for our graduates. As students and parents have become more sophisticated about career management, competitive institutions are being compared increasingly on factors such as the range and quality of internship offerings.

Educationally, students benefit from internships in a number of ways. Many internships provide essential financial support. Others -- paid and unpaid -- offer experiences relevant both to making informed career decisions and to obtaining

desirable positions upon graduation. Still others are direct extensions of students' academic programs, providing practical or field experiences not available on campus. Frequently, these internships carry academic credit.

One of the most promising initiatives is the plan of the Graduate Center to provide internships for graduate students. A semester working for a corporation or government agency can add a valuable dimension to the academic careers of students in such diverse curricula as public policy, physics and history. Moreover, such ventures can provide true public services, as in the case of our graduate student teams now retraining community teachers in the new Standards of Learning in math and sciences.

Currently, the Office of Career Services provides a database of existing internship opportunities for undergraduates and assists students in gaining access to them, as do the schools and departments. To enhance internship opportunities, the College must work with companies, organizations and alumni to expand the number and range of valuable internship opportunities available. It must also provide information to students to help them, 1) make informed choices about internship opportunities, and 2) pursue suitable opportunities successfully.

Finding 8: Enhance diversity without falling prey to political correctness

It is imperative for any college in the 21st century to have a faculty, staff and student body that is representative of the increasingly pluralistic and diverse culture of America and the world. We will pursue this in the context of excellence and the understanding that living and studying with young men and women and faculty of broad experience and diverse cultural traditions is not only enriching but is, in fact, essential to the goal of developing well-educated citizens of the world.

Initiative G: Enhance the diversity of the student body

With the exception of Hispanic students, the enrollment of under-represented groups at William and Mary has declined significantly since 1995. The most significant decline is occurring among African American students -- from 351 students in 1995 to 242 students enrolled in 1999. This decline in enrollment of under-represented groups must become a critical concern of the College. Recent research supports anecdotal evidence that diversity on college campuses promotes positive outcomes for all students -- both white students and students of color. Moreover, we know that our current students are not satisfied with our relative homogeneity. Once the numbers of under-represented groups have begun to decline, it becomes increasingly difficult to recruit students of color. It will take the effort of all members of the College community to reverse this trend by focusing on four areas:

Financial Aid -- Survey evidence continues to confirm that many applicants of color are receiving significantly more financial aid and scholarships from other institutions. Each year, the Office of Admission conducts informal telephone surveys with African American students who are admitted but who do not attend. This year approximately 30 percent indicated that the lack of financial aid or merit scholarships was a significant factor in their decision not to enroll at William and Mary.

Summer Programs -- Both current students and alumni who attended one of the numerous College-sponsored summer programs during high school indicate the programs were positive factors in their decision to enroll at William and Mary. Currently, only one such program exists: a science program sponsored by the Hughes Corporation. Establishing similar programs in business, computer sciences, or the social sciences or founding a Summer Science Academy could provide great boosts to our recruitment effort. The Office of Multicultural Affairs currently administers summer programs, and that office would need additional resources if other programs were added.

Admission Office Initiatives -- The Office of Admission has begun to focus more staffing and resources in recruiting students of color, but additional funding is needed to expand programming and outreach. Funding would enable admission counselors to travel throughout the state and surrounding region more frequently, and would support more recruiting programs both on campus and in selected areas. Particular emphasis should be placed on establishing better connections to schools in the District of Columbia, whose students can attend William and Mary at in-state costs.

Faculty Initiatives -- The potential for funding initiatives to enhance the experience of cultural diversity on our campus is also great. Collaborative programs to explore the African American experience or funding for the William and Mary Gospel Festival or the Virginia Indian Resource Office are worthy of consideration.

Finding 9: Provide additional financial assistance for our students, both undergraduate and graduate

On both the undergraduate and graduate and professional levels, there is a serious shortfall between the financial assistance William and Mary can provide and the aid that students need. On the undergraduate level, the estimated shortfall is now \$2.1 million annually, and the needs of graduate and professional students (most of whom are financially independent) are substantial as well. This situation arises from the fact that the growth of philanthropic and public support for financial aid has not kept pace with mandated tuition increases, and is exacerbated by the fact that many of our private competitors are providing deep discounts and more financial assistance to attract the best students – those the College needs to enhance its academic programs.

Initiative H: Provide additional financial assistance for our students

Financial assistance can be awarded on the basis of demonstrated need through the Free Application for Federal Student Aid (FAFSA), or by awarding scholarship dollars based on factors other than need. Merit scholarships and athletic scholarships fall into this latter category. In setting priorities for providing financial assistance, funding for both financial need and merit should be considered.

Financial Aid -- The College remains strongly committed to a financial aid program that will help maintain a strong, diverse student body. Our objectives continue to be eliminating cost barriers and making certain that aid offerings are competitive with those of peer institutions. In the first of these areas, the College has made progress during the past two years. An extraordinary aid commitment by the Board of Visitors and a strong investment market reduced our students' unmet financial need almost 50 percent from \$3.9 million in 1998-1999 to \$2.1 million in 1999-2000, a reduction that will continue in the current year.

Further reducing the gap will be difficult, because state, federal and College programs have not kept pace with demands for support. On the federal level, new aid appropriations have shifted significantly from grant to loan programs. As a result, needy Virginia students must supplement their expected family contribution and College gift funds by borrowing or working an average of \$2,552 annually to meet their full expenses. For non-Virginians, the average work/loan self-help amount is \$6,460. For the 100 highest need non-resident students, however, the gap is substantially higher, as their average amount not covered by family contribution and grant is \$10,912 annually, or almost \$44,000 for their four years.

Merit Scholarships -- The most obvious goal in awarding merit scholarships is to attract exceptionally strong students to attend William and Mary. Institutions may use their scholarship dollars as "leverage" to recruit a certain student to the institution. In addition to the goal of attracting talent, some institutions use merit scholarships to involve other constituencies (outside the institutional community). Donors are frequently interested in contributing to merit scholarships, but any approach to increasing our merit aid will need careful consideration and planning.

Additional Support for Graduate and Professional Students -- As tuition to William and Mary's graduate and professional programs has increased over the last decade, students in those programs have become increasingly hard-pressed. Because most graduate and professional students are financially independent (no longer supported by their parents), many are forced to borrow heavily to finance their advanced education. There are indications that the prospect of debt load is beginning to discourage applicants, and the College is committed to increasing its aid to these students and to maintaining doctoral support at a nationally competitive level. It is not easy to raise private money to

support graduate students, though it is easier for some of the professional programs. We must be aggressive in our efforts, and also encourage faculty who can fund students through research grants.

Athletic Scholarships – Attracting student-athletes of the quality and character of those needed to compete in William and Mary’s classrooms and on the playing fields has become difficult. Additional private support will be needed if the College is to sustain and enhance its reputation for educating scholar-athletes.

Finding 10: Place more emphasis on character development, leadership, citizenship and commitment to the public good

We increasingly realize that, in our complex society, our students often come to campus with much still to learn and explore about their roles as leaders, as contributors to the social good, as citizens of a participatory democracy that values both individualism and community. We must develop curricular and co-curricular programs that will give our graduates the kinds of insights, experiences and skills that will make them natural leaders who value integrity, compassion and character. The College itself must model responsible citizenship in all its interactions with its many constituencies.

Initiative I: Launch a citizenship/leadership program for undergraduates

A central premise of WM 2010 is the enhancement of the College’s proud tradition of educating responsible citizens and dedicated leaders. To that end, our citizenship/leadership initiatives will harness the synergy between our academic programs and student affairs to build a comprehensive and coherent program of in- and out-of-class learning experiences (both existing and new initiatives) that actively engage students in the study and practice of citizenship, leadership and service. Our goals are to provide students with a multi-dimensional understanding of the concept of citizenship; to provide them with skills and experiences to enhance their ability to lead; to use the campus as a laboratory for the practice of leadership and responsible participation in a democratic society; to use the educational experience to affirm that strength of character contributes to the public good; to develop in students the values of honor, responsibility and concern for others; and to encourage students to transform what they learn as undergraduates into a lifelong commitment to service, leadership and active citizenship.

The centerpiece of the program is the integration of the academic experience with the out-of-class life of the student into what will become a seamless experience for students. The program will build on already strong commitments to community service, on a legacy of political action and leadership, on the excellence of our academic programs, and on the passion William and Mary

students possess for becoming agents of positive change and leaders in society. Key program ingredients are:

The Sharpe Initiative – Established in honor of the late philanthropist Robert F. Sharpe, this voluntary program (to be piloted in 2001) will link a service theme(s) with one or more freshman residences. Faculty with an interest in the theme will be invited to teach freshman seminars on the subject, to serve as the advisor of students in the residence, and to involve students (where possible) in their research. Funding will be provided to bring speakers and films on the topic to the residence hall, and grants will encourage students to undertake research on the topic in the summer between their freshman and sophomore years. The Office of Student Volunteer Services will develop service opportunities related to the theme.

Internships and service grants -- Resources will be provided to help students undertake unpaid or modestly paid public affairs internships and research projects.

The leadership development program -- A comprehensive leadership development program will be established by the Office of Student Activities to help students develop the skills and opportunities for active involvement in leadership.

Support for classroom programs -- Many academic offerings can be enhanced by bringing visiting policy analysts and politicians to provide "real world" experience to stimulate reflection, analysis and discussion of citizenship/leadership issues.

Expanded capacity for the Center for Public Policy Research -- The work of the center will be enhanced to expand its capacity to conduct public opinion surveys and client-based policy analyses, with an important goal of making systematic information about public opinion available across the College and throughout the curriculum.

Focus on the honor system -- A campus-wide dialogue about what it means to live in a culture defined by honor and community will be developed by the Honor Council, the faculty and other campus constituents.

Continued support for the Office of Student Volunteer Services -- Student commitment to service is an important theme of the citizenship/leadership program. Investment in the encouragement of student volunteer service and reflection on that experience, therefore, are critical to its success.

Initiative J: Launch programs to educate citizen lawyers in the School of Law and to promote responsible corporate citizenship in the School of Business Administration

The Citizen Lawyer -- To provide a model for educating lawyers in the Jeffersonian tradition of the citizen lawyer and to honor the late Dean William B. Spong, the William and Mary School of Law will initiate the Spong Scholars program by identifying each year five national or international law school applicants whose records strongly suggest potential for excellence as citizens and leaders. The scholars will create a powerful sense of community and mutual support, both while in Williamsburg and throughout their lives. Following graduation they will be asked to spend one or two years in full-time public service, and thereafter to lead in matters of public interest.

To address the disconnect between rhetoric and practice in the education of citizen lawyers, the law school will convene an annual conference of selected leaders from law firms, corporations, public agencies and the judiciary to think together about what needs to happen in the daily lives of their organizations if lawyers are to be encouraged to be constructive citizens and leaders at the community, state, national and global levels. Finally, an endowed chair will be established to stimulate scholarly research to strengthen the concept and practice of citizen lawyers. The holder of the chair will also serve as the director of the citizen lawyer program.

Responsible Corporate Citizenship -- The School of Business Administration embraces the responsibility to provide its students a quality business education within a liberal tradition. The school seeks to produce business leaders whose pursuits reflect a refined understanding of business commingled with a will for public service and a heart attuned to the human condition. Although the program is in the planning stage, the School of Business hopes to fulfill this goal by establishing an endowed chair to be held by a scholar who will examine the role of business in human welfare and global sustainability; an operating center to organize interdisciplinary teams of faculty and students which will research and develop themes related to business and social progress; symposia based on the projects growing out of the teams' investigations; and similar other projects.

B. Co-Curricular and Extracurricular Initiatives

Finding 11: Maintain the residential character of the College

The residential character of the College is a critical component of the learning/living experience of each student. We believe that co-curricular and extracurricular activities are an integral part of a William and Mary education and that those activities thrive only on a residential campus.

Initiative K: Infill campus residence halls to accommodate undergraduates who are currently housed off-campus or at remote sites

Central to the planning themes of the past several decades and to the mission statement of the College is a commitment to a high-quality residential experience, especially for undergraduate students. Students who attend William and Mary often cite their desire to live in a residential community as one of the primary reasons for applying and enrolling. The College experiences a consistently strong demand for student housing for a number of reasons, one of which is our absolute commitment to house all first-year students in on-campus freshman residences.

In addition, each year for more than three decades, more upper-class students have requested campus housing than the system can accommodate. In recent years, a larger than predicted yield on offers of admission to first-year students has been met in part by reconfiguring rooms to hold more than the normal number of occupants. These circumstances are not desirable, and their impact is compounded by a third factor which also undermines student satisfaction with campus housing: each year 267 students are assigned to live in the isolated Dillard Complex, which is in need of major renovation.

New residence facilities on the main campus are needed to eliminate these undesirable conditions. To replace Dillard and end crowding in the freshman residences, no fewer than 300 bed spaces are required (267 upper-class bed spaces and approximately 35-40 freshman spaces). To reduce or eliminate the number of upper-class students who desire to live in campus housing but cannot because there is not sufficient space for them, an additional 200 bed spaces would be necessary.

Because residence life programs must be self-supporting, a financial feasibility study should be undertaken to determine the ability of the program to absorb the cost of the construction envisioned and to remain market-competitive. Any plan for new facilities should maintain the College's long-standing commitment to constructing residences that are human in scale, embody high design standards, and provide flexibility of use for the future. Because the need to renovate the Dillard Complex is high, the College's goal should be to have replacement facilities available no later than the fall of 2003.

Finding 12: Maintain balance between academic, extracurricular and co-curricular activities

The well-educated student develops a range of intellectual and interpersonal abilities. He or she will need a diversity of skills – social, as well as academic -- to participate in all aspects of a pluralistic world. Many of the important learning and living experiences of our students are and will continue to

be in student activities and government, athletics, community service, residence life and social activities.

Initiative L: Undergird the out-of-class experience with appropriate co-curricular and extracurricular programs

Participants in the WM 2010 dialogue affirm the importance of preserving balance both in and out of class at the College. Both the expectations of students and William and Mary's aspirations require that excellence and diversity of opportunity be defining characteristics of the out-of-class experience of students, just as surely as they are the hallmarks of the experience students have in class. Numerous examples exist of excellence in the extra- and co-curriculum. A world championship in Model UN competition, national recognition for a *capella* singing groups, a national championship by the law school moot court team, three first-place wins for a business school team in a national accounting competition, highly competitive club sports and almost 300 student organizations affirm the quality and breadth of existing programs.

Intercollegiate athletic teams have also been highly successful, not only in terms of the conference, state and national championships they have won, but more importantly in the opportunities for participation they have offered many students and the sense of community they create. By upholding the ideal of the student-athlete, our intercollegiate athletic programs demonstrate the value of a balanced education.

Often, however, successes in the extracurricular and co-curricular areas are hard won and are accompanied by a number of perceived shortcomings. A scarcity of funds makes it difficult for student groups and individuals to secure the resources necessary to compete, to perform, to exhibit or to reach an otherwise attainable level of excellence. Perceived deficiencies in the social climate at William and Mary are regular features in the student dialogue. Increasingly, so too are observations about the need for improved recreational facilities, for more "student-centered" spaces, and for the array of activities — university speakers series, for example — found on other campuses.

Developing the infrastructure necessary to sustain excellence in the out-of-class experience of students requires a combination of measures:

- Expanded recreational facilities and playing fields and increased support for clubs and activities aimed at improving personal fitness;
- Adequate resources for schools/departments to support co-curricular activity (e.g., choir, Orchestra, debate, graduate house);
- Funds to support individual students/organizations/activities which have the opportunity to compete, perform or exhibit at all levels;
- Support for innovative student social initiatives, especially those which have the potential to benefit the whole campus;

- Creation of a College-sponsored speaker series;
- Renovation and/or expansion of existing facilities such as the University Center and Campus Center (including provision for student rehearsal space, office needs, meetings, etc.);
- Creation of a position to provide professional assistance to student publications including broadcast media; and
- Incentives to encourage faculty members to be more active as advisors/coaches/mentors in extra- and co-curricular activities.

II. William and Mary and the Community

The community – or perhaps more accurately -- the communities surrounding William and Mary present both opportunities and obligations for the College. As a public institution, William and Mary has a special obligation to serve its communities and state, not only by providing high-quality education for students, but also by developing the knowledge generated on campus into ideas, methods and projects that can enrich our economy and improve the standard of living for our fellow citizens.

Equally important are the opportunities that our economic development initiatives provide our students and faculty. Our efforts to attract new research and development operations to the area not only set a good example of active citizenship for our students, but they also provide additional opportunities for sponsored research for our faculty, internships for our students and employment for our graduates.

The College has a unique opportunity to influence the economic development of Virginia, Hampton Roads, and Williamsburg, James City County and their environs. In addition to the talented students it graduates each year from all disciplines, the College is a recognized leader in several areas of research, and is a major employer in Williamsburg and a leading actor in the intellectual life of the local community and Hampton Roads. Just as William and Mary has significant impacts on its neighbors, the College depends on a vibrant, balanced economy in the surrounding area to provide appropriate opportunities for students, graduates, faculty and their families.

In light of the College's often-stated intention to instill a commitment to the public good in its students, it is imperative that William and Mary itself model such public-spirited behavior. To do so, the College joined local governments, Colonial Williamsburg, Eastern State Hospital, Thomas Nelson Community College, regional and state planning agencies and area businesses to form the Crossroads Group whose purpose is to create a vision for the area's future. The results to date have been significant steps toward the revitalization of Merchants Square, continued life for Eastern State Hospital, innovative planning to improve traffic and numerous cooperative efforts.

One Crossroads initiative is an Economic Development Center partnership between Thomas Nelson Community College and William and Mary to help employers develop a highly skilled workforce capable of supporting the area's growing economy through workforce training, research, employee recruitment and assessment, and professional development programs. The Center would help link employers with programs at the College, particularly in the School of Business. The Center might be located with a technology incubator in a proposed Discovery Center of Greater Williamsburg that would include space and services for technology-related businesses.

These Crossroads efforts have helped broaden and strengthen our economic base, in a manner that preserves -- and even enhances -- the quality of life in the area. The College is pursuing similar efforts in the Oyster Point area of Newport News adjacent to the Applied Research Center (ARC) and in Gloucester Point in the area surrounding the School of Marine Science and the Virginia Institute of Marine Science.

In a related development, the William and Mary Endowment Association recently made an investment in New Town, a mixed-use community across from North College Woods. A private, independent organization, the association has purchased an interest in 300 acres of the New Town area, a decision that will eventually provide faculty members and students a wide range of opportunities. The corporations attracted to New Town's research and development area will be encouraged to offer collaborative research and consulting opportunities to interested faculty members. And in typical fashion, the faculty members who choose to participate will find ways to use these experiences to enliven their classrooms and to involve students in experiential learning.

Finding 13: The College should participate more fully in the life of the community, especially in ways that will enhance William and Mary's primary mission of teaching and learning

Initiative M: Enhance teaching and learning by establishing public/private partnerships

To achieve its full potential as an outstanding teaching and research university, William and Mary must foster outstanding teaching that builds on close interaction between students and faculty and supporting research. Research supports teaching and provides the foundation for technology transfer and partnerships, which in turn provide increased funding for research. The College can use those relationships to influence economic activity in ways that strengthen College programs and the local economy. A project to enhance those partnerships has three key elements:

Outside Funding -- Obtain outside funding from organizations that seek research and technology transfer partnerships. Additional funds are needed so

that start-up activities do not draw resources from existing programs. Funding is needed to support organizations like the Applied Research Center (ARC) and SMS/VIMS that can serve as platforms for partnerships with the private sector and generate research support for faculty and students.

Knowledge-based Organizations -- Work with state and local economic development organizations to attract knowledge-based organizations to areas around our campus locations. Even in an age of telecommunications, proximity is often important in forging partnerships, particularly when laboratory access is required or student internships are involved. The Endowment Association's investment in New Town creates new strategic possibilities for a research and technology boulevard that can attract technology-based companies to an area adjacent to the campus.

Intellectual Property Policy -- Gain approval for a new intellectual property policy and establish a support process for technology transfer. Effective research and technology transfer requires appropriate procedures for handling intellectual property issues, negotiating contracts and making appropriate use of faculty and student time. Implementation requires an intellectual property policy that addresses the issues, and a support process to encourage disclosures and assist with patent applications.

III. William and Mary and the World

Time was when universities could focus students' attention on the particular demands of their own culture, place and time, but that era has long since evaporated in light of the new reality of internationalism. To be truly effective in such a world, today's graduates must not only understand the broad currents of world history, religion, economics, politics and cultures, but they must also be able to use their analytical skills to dissect international situations related to such diverse and complex fields as public health, foreign trade, peace and security, climate change and hundreds of other equally challenging areas. William and Mary is well positioned to provide both the conceptual understanding and the practical experience necessary for students to work effectively with the new global realities.

The College's strong academic offerings in international relations, government, history and foreign languages, coupled with the innovative programs initiated by the Wendy and Emery Reves Center for International Studies provide an ideal conceptual base for all students. The Center's study abroad programs, symposia on world trouble spots, and people-to-people initiatives give students opportunities to convert theory to practice. The graduate and professional programs are also increasingly offering opportunities for their students to take part in international projects.

What is now needed is an expansion of these programs so that they permeate the College. Internationalization should not be a secondary consideration in classes and seminars, but intimately woven into the fabric of the curriculum. The same is true for study abroad, which ideally should assume a central place in every student's education.

Finally, we must do more to bring to the campus the wealth of international experience now available to us. Through Internet linkage, teleconferences and other technologies, our students can benefit from lectures, discussions, demonstrations and other educational activities from many foreign sites.

Finding 14: Nurture our students' understanding of and capacity to serve and thrive in the global community

Our graduates will have to live in and be comfortable with a world in which boundaries and distances mean very little. They will need to be at ease in foreign cultures, to respect different traditions and to adjust to different circumstances.

Initiative N: Provide an off-campus experience for each of its undergraduates

Curricular offerings, while important, cannot in and of themselves provide all the insight and understanding needed for leadership and success in the new global environment. To the extent possible, William and Mary should provide every student an opportunity to live, work and study in an off-campus environment, for a summer, a semester or an entire academic year. While an international experience is best suited to this objective, domestic options could also facilitate such growth.

Important initiatives already support this vision. The Reves Center, for example, has identified an expanded array of international study options for students and has had some success in leveraging its financial resources to enable an increased number of academically deserving but financially needy students to travel and study abroad. Other good examples of activities already begun on the international level include the Charles Center's promotion of and support for overseas research projects for Monroe Scholars, a new initiative to provide foreign affairs summer internship experiences for undergraduate students, support for international service activities by the Office of Student Volunteer Services, and the Reves Center's new "peace research initiative" supporting student-faculty teams conducting field research overseas. Domestically, partnerships with the Biosphere Program and Oak Ridge National Laboratory and the Washington semester (as well as expanded internship opportunities) have provided many options for students.

Realizing the goal of providing every undergraduate an off-campus experience will require a substantial expansion of the number of opportunities available to

William and Mary students. A wider array of both international and domestic study/internship opportunities must be developed and marketed to the students. This must be accompanied by additional financial aid resources to mitigate any cost differential between study at William and Mary and the cost of study or work off campus.

Because the efforts of a number of William and Mary entities will be needed if every student is to participate in off-campus learning, a team should be established and charged with responsibility for, 1) identifying and marketing an array of opportunities sufficient to meet the goal, and 2) insuring an infrastructure sufficient to support William and Mary students engaged in off-campus learning. Simultaneously, efforts to expand financial aid resources until they match fully our students' financial need must continue, along with efforts to eliminate any remaining barriers to the use of financial aid resources in programs not affiliated with the College.

Initiative O: Reevaluate our relationships with foreign universities, strengthen promising relationships, and initiate new relationships with universities that match William and Mary's mission and stature

The College has worked hard to develop a truly international campus. One important aspect of this goal is to form strategic alliances with leading colleges and universities around the world. These international alliances enable us to exchange students and to promote collaboration among faculty and administrative staff.

The College needs to work with institutions around the world and develop multifaceted partnerships of mutual benefit. That with Keio University, the oldest university in Japan and one dedicated to innovative learning and research, with which we share a ten-year record of joint accomplishment, constitutes a successful model of what we hope to achieve more broadly around the world. Such partnerships would allow William and Mary students access to the world's other great institutions of higher learning, encourage faculty exchanges and create institutional opportunities for greater collaboration. They would also strengthen the international aspect of the College community by bringing talented foreign students to William and Mary.

Initiative P: Take advantage of an opportunity provided by federal funding to co-found with Colonial Williamsburg the National Institute of American History and Democracy

The possibility of funding from Federal sources has encouraged Colonial Williamsburg and William and Mary to launch planning of the National Institute for

American History and Democracy (NIAHC). Working with a select committee of faculty and administrators, the Dean of Faculty is planning an initiative that will build on the interest expressed in WM 2010 that we reach out to the nation and the world in substantive ways and not lose touch with the unique and vital legacy that undergirds our three-hundred-year-old traditions. The initial programmatic offerings will include a summer high school program for gifted and talented students from across the nation in American history and an undergraduate semester-in-residence program for up to 100 students from a broad range of national and international colleges and universities.

The Williamsburg undergraduate semester-in-residence program will be modeled after successful programs at other institutions (e.g., Columbia University's Biosphere 2 Center Earth Semester and American University's Washington Semester). The unique focus will be on public history, colonial history, historical anthropology and material culture. Up to 100 students per semester will attend and live in residence at the Woodlands. Students will take an array of courses likely including one common course taught by a distinguished guest instructor, one of several special courses taught by combinations of William and Mary, CW and visiting faculty from partner institutions. Also available to the students will be internships, research and space-available William and Mary courses. The first group of students, probably a reduced number of about 30, will come for the fall semester, 2002, while the high school program will begin in the summer of the same year. This initiative is dependent upon the receipt of federal funding.

Initiative Q: Take advantage of the opportunities for our students and faculty offered by the Washington, D. C., area, by establishing an office there

A College office in Washington, D. C., can advance four important goals: 1) to enhance the academic mission, 2) to increase our national and international visibility, 3) to strengthen the College's ties to key alumni and friends, and 4) to secure additional federal, private and foundation funding.

Most of the benefits of such an office accrue directly to the academic programs, which will use the facility to offer courses, seminars and workshops, alone and jointly with Washington universities and organizations. The College's Washington program will finally have a permanent home in which to base its programs designed for students in public policy, government, international relations and other academic areas.

But students and faculty would not have to go to Washington to be able to benefit from the office. Through the use of advanced technology, the facility could serve as a site for interviews and/or lectures by politicians, diplomats, academicians and others, which could be fed via the Internet to students and faculty on campus.

In addition to these academic benefits – which are primary – the office would enable the College to raise its visibility in our nation’s capital, strengthen relationships with key alumni in the D. C. area, and secure additional grant funding. Federal funding for research is becoming increasingly important to the institution, as the National Science Foundation and the U. S. Departments of Commerce, Education and Defense provide a sizeable portion of the College’s research budget. Similarly, national foundations and private donors will play an even larger role in university support in the coming decade. Targeted efforts to secure federal, private and foundation resources can help provide the extra margin of support necessary for excellence.

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