

Commission on Colleges
Southern Association of Colleges and Schools

REPORT OF THE REAFFIRMATION COMMITTEE
COLLEGE OF WILLIAM AND MARY

Williamsburg, Virginia
September 24-27, 1995

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REPORT OF THE REAFFIRMATION COMMITTEE

COLLEGE OF WILLIAM AND MARY

INTRODUCTION

The College of William and Mary, located in Williamsburg, Virginia, is a state university of national reputation and influence which places excellence in teaching and learning at the heart of its purpose. The College seeks to provide its students with quality undergraduate, graduate and professional programs, and thus to contribute to the Commonwealth of Virginia and to the nation.

Chartered in 1693, William and Mary is the nation's second oldest college. State supported since 1906 and coeducational since 1918, the College achieved modern university status in 1967 while retaining its traditional name. The faculty of about 600 members offers instruction in the arts and sciences, education, marine science, business administration and law to approximately 7,500 students, including some 5,300 undergraduates.

A Reaffirmation Committee from the Commission on Colleges of the Southern Association of Colleges and Schools spent four days at William and Mary, September 24-27, 1995. The Committee received a warm welcome from the campus community and was provided a cooperative environment in which to carry out its responsibilities. The committee members wish to express sincere appreciation to President Sullivan, the College administration and faculty for the gracious hospitality extended them.

The committee was especially impressed with the caliber of the William and Mary students. They are striking evidence of the quality of the College and its programs. In addition, we found a degree of commitment to the College on the part of students, faculty and staff unusual in a public institution. This attitude of institutional loyalty is an evident and important asset of the College of William and Mary.

The following report reflects the findings of the Reaffirmation Committee on the current status, as defined by the Criteria for Accreditation, of the College of William and Mary. The committee hopes this report will lead to further strengthening the educational experience provided by the College.

SECTION I

PRINCIPLES AND PHILOSOPHY OF ACCREDITATION

Evaluation of the Institution's Self-Study

The College of William and Mary prepared a comprehensive institutional self-study which provided the basis for the visit of the Reaffirmation Committee. The self-study was prepared under the able leadership of Professor Larry Wiseman and the steering committee with the participation of representative committees in the appropriate subject areas. The work of the self-study committee was adequately supported and well researched. The College has established a committee within the Faculty Assembly to supervise the continuing assessment and implementation of the recommendations of the self-study. The Reaffirmation Committee was impressed by the thorough review and evaluation of the College which this document contains.

The College's administrative leadership and the rector who chairs the Board of Visitors have expressed support for the self-study process as a means to institutional enhancement.

The William and Mary community was well organized for the visit of our committee, provided documentation and information as requested, and was candid, cordial and cooperative in support of our work. The committee expresses confidence in the integrity of the operations of the College of William and Mary in all its undertakings.

William and Mary is a well-administered institution whose internally directed commitment to excellence in all its undertakings is the primary guarantor that this reaffirmation process will achieve its intended purpose.

Two other planning exercises were carried out while the self-study was underway. A new provost was given the task of engaging in academic strategic planning, and the state of Virginia ordered the preparation of a

“restructuring” plan in all its supported institutions. These activities, as would be inevitable, resulted in certain problems of process and domain. The self-study director served on the Strategic Planning Committee to provide coordination. The committee observes the importance of the on-going cooperation and communication of the campus groups charged with planning and implementation.

The document of record for this reaffirmation visit is the self-study. The College’s leadership is committed to the outcomes of the more comprehensive self-study and to the strategic plan with its specific academic applications. Continuing committees should remain cognizant of the recommendations of both the self-study and the strategic plan.

SECTION II

INSTITUTIONAL PURPOSE

The College of William and Mary has a clear and concise statement of purpose. The statement was developed through cooperative efforts of the Institutional Purpose Committee of the self-study and the Strategic Planning Committee. These committees used advice from faculty, staff, and students in formulating this statement. The Reaffirmation Committee believes the statement is appropriate to collegiate education and addresses clearly all components of its purpose, including research and public service responsibilities. In April 1994, this mission statement was approved by the following groups: Graduate and Professional Student Association, Student Association Council, and the Faculty Assembly. In August 1994, the Board of Visitors approved the current mission statement and thus it represents the official posture and practice of the institution.

The institutional purpose is published in the undergraduate catalog and in the strategic planning report, *Into The Fourth Century: A Plan For The Future Of The College Of William & Mary*. It does not appear, however, in several other publications, including the School of Education graduate catalog, the School of Marine Science graduate catalog, the graduate catalog of Arts & Sciences, and the School of Law catalog. (Suggestion 1) The committee suggests that the statement of purpose be published in additional college publications as they are published

The College is currently in the process of implementing the strategic plan as approved by the Board of Visitors in 1994. From Reaffirmation Committee members' observations and examination of the plan, it appears that the College has adequate resources for carrying out the current purpose.

SECTION III

INSTITUTIONAL EFFECTIVENESS

The College of William and Mary's self-study, supporting documents, and interviews with individuals indicate that this institution is committed to planning and evaluation processes to ensure institutional effectiveness. To achieve this end, the president established a Strategic Planning Committee, with responsibility for developing a strategic plan for the future and a new purpose statement for the College. The work of this committee was supplemented by the Self-Study Committee which worked in parallel with the Strategic Planning Committee. The College, through the work of these and other committees, has demonstrated its commitment to institutional effectiveness through a series of planning initiatives and documents, as well as a variety of evaluation procedures.

3.1 Planning and Evaluation: Educational Programs

The College of William and Mary is currently in the process of reformulating, expanding and implementing planning and evaluation procedures for educational activities. The expansion of the procedures will allow evaluation and assessment of not only the teaching function but also the research and public service function. The College has in the past few years utilized planning and assessment results of educational activities to make changes to the curriculum. Currently new assessment methods are being developed for this curriculum. Assessments and evaluations were used in the development of the new strategic plan, *Into The Fourth Century*. In reviewing the processes that produced the new mission statement, the new strategic plan, and the new curriculum, it is clear that planning principles and assessment results were utilized extensively.

In conclusion, the committee recognizes that the process of developing a program for planning and institutional effectiveness is an iterative one.

The College of William and Mary has used planning and evaluation results

in an effective manner in the past and is now in the stage of reformulating and expanding these procedures and plans to link the new purpose statement with the goals in the strategic plan and other educational activities.

Acknowledging that planning and evaluation are in a state of transition at the College, the committee has the following recommendation:

(Recommendation 1) **The committee recommends that the College continue in its efforts to reformulate and expand its planning and evaluation procedures to meet the conditions of the Criteria as outlined in Section 3.1- Planning and Evaluation: Educational Programs.**

3.2 Planning and Evaluation: Administrative and Educational Support Services

Section 3.2 has been added to the Ninth Edition of the Criteria so that institutions will clearly understand that administrative and educational support services must be included in the planning and evaluation efforts of the institution. This was implied in previous editions of the Criteria and now is clearly stated.

The College of William and Mary has informal planning and evaluation procedures in place for some administrative and educational support services. Formal planning and evaluation procedures do not, however, exist for all administrative and educational support units.

Therefore, the committee has the following recommendation.

(Recommendation 2) **The committee recommends that the College demonstrate planning and evaluation in its administrative and support services to include for each administrative and educational support services unit the following:**

- 1. clearly defined purpose statement**
- 2. goals supporting the purpose of the unit**
- 3. evaluation procedures for the goals**
- 4. procedures that show how these results will be used to improve the unit.**

3.3 Institutional Research

The institutional research function of the College of William and Mary is centralized in the Office of Planning and Budget and is staffed by an Assistant Director of Planning and Institutional Research and a Director of Planning and Budget. The Director of Planning and Budget reports to the Vice President for Planning and Budget, and in addition to institutional research responsibilities, also has some responsibilities associated with the budget function of the Office of Planning and Budget. There are, therefore, at most two positions in the office devoted to the institutional research function. Because of the important role this function plays in the evaluation process, in compiling and dissemination of information, and in external reporting activities, there is some concern that the institutional research function is perhaps understaffed.

The Criteria specifies that institutions regularly evaluate their institutional research function. The committee could find no evidence of such evaluation and therefore makes the following recommendation:
(Recommendation 3) **The committee recommends that the College regularly evaluate the institutional research function.**

SECTION IV

EDUCATIONAL PROGRAM

The College of William and Mary offers a unique combination of outstanding undergraduate and selected high-quality graduate and professional programs. This combination of academic programs is consistent with the centrality of the College's mission. As noted in *Into The Fourth Century*, the College is committed to both "the transmission of knowledge that takes place in the classroom, and the expansion of knowledge and human understanding that results from research, scholarship and creative activity."

All undergraduate programs are built on a strong foundation of liberal education. In the liberal education course work, students build the foundation for their fields of concentration. Undergraduate concentrations are offered by the Faculty of Arts and Sciences, the School of Business Administration, and the: School of Education. In addition, the School of Marine Science/Virginia Institute of Marine Science offers undergraduate students the opportunity to take advanced undergraduate and graduate courses in the several fields of marine science.

The selected set of graduate and professional programs include masters-only programs as well as doctoral programs. The Arts and Sciences faculty offer doctoral programs in five areas, eight masters-only programs, the Master of Public Policy degree, and the Psy.D. degree as part of a larger consortium. Through the faculty of the School of Business Administration, the College offers the MBA degree. The School of Education faculty provide seven masters degrees, four specialist programs, and three Ed.D. programs. The graduate degrees offered by the School of Marine Science include the Master of Arts and Doctor of Philosophy degrees in Marine Science. The JD and the LL.M. are offered by the Marshall-Wythe School of Law. In addition, there are joint degree programs between Law and Business, Law and American Studies, and Law and Public Policy.

The School of Marine Science main campus is located at Gloucester Point on the York River. Also, the School has the Eastern Shore Laboratory at Wachapreague, which serves as a field laboratory for research on bivalve aquaculture. The only other off-campus site is the Peninsula Center in Newport News, where most courses in the part-time MBA program are offered.

4.1 General Requirements of the Educational Program

The educational program offered by the College of William and Mary is consistent with and related to the stated purpose of the College. The committee finds that there is a highly competent faculty, adequate library/learning resources, and satisfactory computer resources. However, the self-study notes and the committee agrees that improvement in computer technology should be a top priority in the future, particularly in those areas offering graduate programs.

4.2 Undergraduate Program

4.2.1 Undergraduate Admission

The staff of the undergraduate admissions office is a talented and diverse group who serve the College well. They have excellent relations with the faculty, and employ numerous, creative ideas that help them carry out their functions economically and efficiently. They enjoy good relations with the alumni, and to ensure that they can engage alumni effectively in the recruiting function, consideration might be given to increasing their budget.

While the office does an excellent job, the staff remain concerned over the resources necessary for multicultural recruitment. There are also persistent concerns over the proper use of voice mail to handle the growing volume of telephone calls received daily. (Suggestion 2) The committee suggests that the Board approved admissions policy (10/28/78) be reviewed in light of the College's desire to recruit a more diverse student body.

4.2.2 Undergraduate Completion Requirements

Consistent with its mission statement of providing “a broad liberal education in a stimulating academic environment,” William and Mary’s completion requirements for the two undergraduate degrees offered -- the bachelor of arts and the bachelor of science -- are clearly stated in the 1995-96 catalog and other available publications. The completion requirements include 120 total semester credits for graduation, half of which must be earned at the College; a core of basic education requirements; and specified number of credits in each major area of concentration.

Once the new and rather innovative curriculum enters into force fully next year, the College will have added to its basic concentration requirements a most imaginative general education requirement which will add computing to its existing writing and foreign language proficiencies; the freshman seminar (already in force); and an undergraduate research experience designed to transform students from “consumers into producers of knowledge.” At the head of the new curriculum are seven General Education Requirements (GERs).

An enduring strength is a highly reputable undergraduate program based on the quality of faculty, students and program. Faithful to this tradition of excellence, William and Mary has fulfilled all expectations of the Criteria for undergraduate completion requirements. In compliance with those criteria, degree requirements are clear, reasonable and enforced with consistency. Students understand the degree requirements because they are widely available, and the faculty advisory to students enhances understanding.

As the College faces the future, it seems to be clearly focused on completing the implementation process of the new curriculum. In this endeavor, strategies are in place to make additions to the faculty or move vacant positions, as well as address students’ changing needs associated with the new GER requirements.

4.2.3 Undergraduate Curriculum

The self-study supports the fact that the curricula are directly related and appropriate to the purpose and goals of the institution and the degrees awarded. The curricula are appropriate to the preparation of the student body and to the financial and instructional resources of the institution. The committee findings are consistent with the self-study report.

The self-study notes that the College “has initiated an institution-wide outcomes assessment program, and the Arts and Sciences faculty has passed a new undergraduate curriculum.” The Student Outcomes Assessment (SOA) program is overseen by a steering committee and supported by a full-time assessment coordinator. In addition, a special committee has been involved in assessing the general education component of the curriculum. A new curriculum has resulted from these programmatic studies. Specifically, per the self-study: (1) a new system of seven General Education Requirements has been agreed upon; (2) computing has been added to the existing writing and foreign language proficiencies required for graduation; (3) freshman seminars are required; and (4) upper-level undergraduate research experiences are required. The committee commends the College for the requirements of freshman seminars and upper-level research experiences which resulted from its efforts in curriculum review and evaluation.

4.2.4 Undergraduate Instruction

The College is in full compliance with all aspects of this criterion. Instruction is regularly evaluated through a variety of means, and the results are used to improve the quality of instruction. The College is in the process of delivering course syllabi on-line, and grading policies are thoroughly explained in syllabi and in initial class meetings.

The College maintains a learning environment conducive to scholarly and creative achievement.

4.2.5 Academic Advising of Undergraduate Students

The institution has in place a systematic academic advising program for undergraduate students. There are 130 academic advisers who work with small groups of freshmen and sophomores. Juniors and seniors receive their academic advising from faculty members in the students' areas of interest.

There is effective coordination between the Office of Academic Advising and the Dean of Students office regarding the evaluation of transfer credits and in identifying students in need of special academic assistance.

There is also an extensive new student orientation program in place which involves many aspects of the institution. It also involves parents of new students.

The self-study committee identified a need for on-line computer capability for academic advisers to permit access to necessary academic information about their advisees. This need has been addressed by the institution, and is in place.

The self-study committee also identified a need for the Office of Academic Advising to provide support for departmental concentration advisors in terms of scholarships, professional schools, and career development. There is evidence to indicate that this need has been addressed.

4.3 Graduate Program

4.3.1 Initiation and Expansion of Graduate Programs

The College appears to have strong graduate programs in a number of academic areas across Arts and Sciences and the professional schools. The graduate mission of the institution is becoming increasingly important in the overall mix of campus activities. While the number of baccalaureate degrees awarded increased by 23 percent over the decade between 1983-84 and 1993-94, masters degrees increased by 95 percent during the same period. Doctoral

degrees remain a relatively small part of the overall graduate mix, but enrollment is increasing substantially.

Initiation and expansion of graduate programs has not been a high priority recently. The strategic planning process has focused attention on reduction of offerings. External parameters in the Commonwealth have caused the “tabling” of some program initiatives. Questions of library adequacy have been raised, but all criteria appear to have been met.

4.3.2 Graduate Admission

Graduate admission criteria are published in the graduate bulletins of the separate graduate schools -- Arts and Sciences, Law, Marine Science, Business and Education.

Selection criteria vary from area to area, but all include evidence of scholarly achievement with an earned baccalaureate degree and an acceptable grade point average (3.0-3.4). Graduate Record Examinations are required by the College of Arts and Sciences, the School of Marine Sciences and the School of Education. LSA T examinations are required by the School of Law and the GMAT by the School of Business Administration.

Graduate admissions have increased by 20 percent over the last 20 years, with the greatest growth in Arts and Sciences (134 percent!) and Education (55 percent). Selectivity of admissions has significantly increased the quality of admitted students. All graduate students are required to complete a period of residency and there are no. programs which award graduate credit for prior experiential learning or prior portfolio performance.

4.3.3 Graduate Completion Requirements

In the SACS Criteria for Accreditation, graduate completion requirements are specified, including the period of time for degree completion, residency, thesis/dissertation requirements, minimum number of credit hours, minimum acceptable grade-point average, standards for satisfactory academic progress, the level at which application is made for

candidacy, and qualifying and exit exams. The 1994 self-study states that “the general requirements for masters and doctoral degrees in Arts and Sciences are described in the graduate Arts and Sciences program catalog. All of these requirements have been approved by the College Committee on Graduate Studies, the College’s Board of Visitors, and the State Council of Higher Education, as have the specific requirements defined by each graduate program and department. The graduate dean is responsible for ensuring that all requirements are met before awarding advanced degrees.”

At William and Mary, the graduate programs are distributed, so requirements appear in the several graduate catalogs; specifically, Graduate Arts and Sciences Program Catalog 1995-1996, School of Marine Science Graduate Program 1994-1995, School of Education 1995-1996 Graduate Catalog, and the School of Business Administration MBA Program. Further discussion appears in the Criteria Synopsis and *Into The Fourth Century*. Additional requirements are also found in individual departments, reflecting the decentralized nature of the graduate programs. Having the new Associate Provost for Research and Graduate Education meet with the respective graduate deans should help coordinate efforts.

The committee finds that the standards in this area are satisfied.

4.3.4 Graduate Curriculum

Graduate curriculum appears well-conceptualized and delivered. There are clear differences in terms of level of complexity and specialization required of students from the graduate to the undergraduate level. Commitment to broad-based undergraduate education in the Arts and Sciences, as well as the professional schools, appears to contribute substantially to strength in graduate programs in areas of specialization.

The process by which the curriculum is established, reviewed, and evaluated is somewhat unclear. The decentralized, College and school based review and development processes have apparently worked well, but the interface of these processes with the role and responsibilities of the new

Associate Provost for Research and Graduate Education and the new Graduate Education Committee needs to be examined. (Suggestion 3) **The committee suggests that the nature of ongoing program review and faculty participation in curriculum development across the institution be clarified, as these processes relate to new centralized graduate program initiatives.**

Distinctions between masters, specialists and doctoral level education are clear and the institution has demonstrated that credit hour requirements are appropriate and meet criteria.

4.3.5 Graduate Instruction

Oversight and administration of the graduate programs at the College of William and Mary are decentralized. Primary responsibility for the graduate curriculum and level of instruction rests with individual academic units. Course outlines, instructional tracts and expectations of graduate students are published in each unit's graduate catalog. Syllabi for individual courses are made available to students and are generally available in the department offices. In a department with a graduate program, all faculty members are considered graduate faculty and are encouraged to interact with students in the classroom and in the research laboratory. Graduate deans of the individual schools meet frequently to discuss common concerns and plan recruitment. Graduate students are encouraged to avail themselves of interdisciplinary courses and courses outside the boundaries of their discipline and school when appropriate. All graduate programs are reviewed by a Committee on Graduate Studies which focuses on a different program each year. It is expected that the newly appointed Dean of Graduate Education and Research will play a significant role in planning graduate instruction and in encouraging increased support for graduate students. The College has made the increase of graduate stipends a high priority.

4.3.6 Academic Advising of Graduate Students

The academic advising of graduate students is conducted almost entirely by individual faculty members in the various academic departments.

The Graduate School also has available personnel who assist graduate students with their academic planning and programs.

The number of graduate student advisees varies by department, and by faculty members within departments. Viewed across the institution, the number of advisees assigned to faculty is reasonable.

There is no institution-wide orientation program for new graduate students. Graduate student orientation is conducted by the individual departments, and begins at the time of recruitment and acceptance to the institution. The departments indicate that periodic evaluation of advisement and orientation does occur, and this evaluation has provided information necessary to make substantive improvement in these programs.

The academic advising program for graduate students meets the criteria as set forth in the accreditation requirements. This is also the case for the orientation program for new graduate students.

4.4 Publications

The content and design of publications produced and distributed by the College are accurate and consistent in describing the institution. Publications adhere to principles of good educational practice.

The College makes available to students and the public accurate, current catalogs and other official publications which contain and describe entrance requirements and procedures, admissions criteria and procedures, rules of conduct, the academic calendar, degree completion requirements; full-time faculty and degrees held, costs and financial obligations, refund policies, and information relative to attending and withdrawing from the institution.

The committee finds the institution in compliance with SACS criteria for publications.

4.5 Distance Learning Programs N/A

4.6 Continuing Education, Outreach and Service Programs N/A

4.7 Student Records

The Registrar's Office maintains student records for the institution. Functions of this office include registration, grade reporting, graduation clearance, records maintenance, records retention: reporting to the State Council of Higher Education of Virginia and others.

Other offices at the institution, including the Office of Academic Advising, Counseling Center, Health Center, and the Dean of Students Office also keep student records. In all cases, adequate separation of records is maintained. Academic advising records are transferred to the Registrar's Office at time of student graduation.

Systems are in place to insure the confidentiality of student records in the Registrar's Office, Dean of Students Office, Health Center, Academic Advising Office and the Counseling Center. Back-up copies of student academic records are maintained in separate locations at the institution. The Student Handbook describes the policy on student access to records and retention and disposal of these records.

At the time the self-study was conducted, a new student information system was in the process of being implemented. The self-study committee expressed its concern at that time about the ability of this new system to insure confidentiality of the records. Feedback from users since the time of installation of this new system indicates that acceptable standards of confidentiality are being met.

The self-study committee also noted that the Registrar's Office might more logically report to the Associate Provost for Academic Affairs instead of the Vice President for Telecommunications and Computing. Since the

completion of the self-study report, this change has been made by the institution.

Student Records are in compliance with the criteria as set forth in the accreditation standards. The Reaffirmation Committee commends the institution for implementing, in less than one year, a new student information system which is operating effectively. The new system has substantially improved the student registration process.

4.7 Faculty

The faculty of the College of William and Mary has grown in number (470 positions), distinction, and diversity. However, the self-study, other recent College-wide planning efforts, and faculty members have expressed concern that lagging salary levels may compromise continued progress. The College clearly demonstrates that it employs faculty members eminently qualified to accomplish its purpose.

4.8.1 Selection of Faculty

Both the self-study and the Reaffirmation Committee conclude that an orderly processes for recruiting and appointing a distinguished faculty exists. There are published descriptions of recruitment and appointment procedures in the fourth revision of the Faculty Handbook. The most recent edition, however, was published thirteen years ago. The legal, institutional and financial circumstances of higher education and the College of William and Mary have changed since 1982, in some instances dramatically. Some of the College's schools have separate handbooks and bylaws; but changes of the College's handbook have, understandably, been suspended during other more pressing exercises. Now that the mission statement of the College has been recently revised and priorities established, the College can usefully complete the revision of its Faculty Handbook. (Recommendation 4) **The committee recommends that the College administration and faculty conclude with dispatch the new edition of a faculty handbook or other published document.**

including comprehensive policies concerning the employment of part-time faculty members. (See discussion at Section 4.8.3.)

It is clear that appointed faculty hold degrees from regionally accredited institutions, and there is evidence of proficiency in oral and written communication in English, the language of instruction.

4.8.2. Academic and Professional Preparation

4.8.2.1 Associate

William and Mary does not offer the associate degree, and has no non-credit remedial courses.

4.8.2.2 Baccalaureate

William and Mary has been able to attract some of the best and brightest faculty from a national and international pool. This is due in part to the depressed state of the academic market, but also to the College's reputation within the scholarly community. It will be a challenge to retain this valuable asset.

With "an orderly process for recruiting and appointing its faculty" as described in the Faculty Handbook, the College employs about 470 faculty, 92 percent of whom hold earned terminal degrees in the disciplines. The rest are judged by the faculty and administration to possess "appropriate academic preparation: defined as 'outstanding professional and/or teaching experience in their fields'." Most courses are taught by faculty with the terminal degree in their disciplines. (Comments on the strengths and weaknesses of faculty teaching may be found in the academic area reports elsewhere in this report).

The committee conducted interviews among faculty, administrators and students in addition to examining a variety of documents, and was

satisfied with the professional preparation of full-time faculty members engaged in teaching, research and other services at the College.

4.8.2.3 Graduate

In the SACS *Criteria for Accreditation*, requirements state that institutions offering masters degrees must demonstrate a high level of faculty competence in teaching and scholarship and those offering doctoral degrees must demonstrate the research capability of faculty members teaching in these programs, with eligibility requirements clearly defined and publicized. In the 1994 self-study, Table I of the Faculty Profile illustrates that 92 percent of the 470 faculty members possess terminal degrees. The self-study states, “Overall, the statistics show that the training, qualifications, and competence of our faculty continue to be excellent and in keeping with the goals and standards of the College of William and Mary.” In the Criteria Synopsis, there are seven statements supporting the qualifications of the faculty involved in graduate preparation.

The standards for graduate academic and professional preparation have been satisfied.

4.8.2.4 Distance Learning Programs/Activities N / A

4.8.3 Part-Time Faculty

In the decade between 1983 and 1993, the number of part-time faculty at the College increased from 96 to 153. This represented a percentage increase greater than that for full-time faculty. A 1989 report of the office of the provost offered a number of reasons for hiring adjunct teachers. These include conserving resources, adjusting to shifting enrollment figures, facilitating communication between the workplace and the classroom, and testing new course offerings.

Among the educational programs that have employed part-time instructors are the School of Business Administration, the School of Arts and

Sciences (almost one-half in the Kinesiology and Music departments), Applied Science, and English (freshman writing course).

Part-time faculty are assets to the College's teaching endeavors. The provost's report indicates that part-time faculty possess qualifications and commitment comparable to their tenured and tenure-eligible colleagues (64 percent of Arts and Science adjuncts and 63 percent of adjuncts in the schools hold the same qualifications as full-time colleagues in their fields). Yet there seems to be no clear policy governing responsibilities and rights of adjunct faculty.

Reference is made in the self-study about the availability, in the office of the provost, of a draft part-time faculty handbook. The provost confirmed this fact to the Reaffirmation Committee and indicated that a finalized draft will soon become a supplement to the full-time Faculty Handbook. The latter is also being revised.

4.8.4 Graduate Teaching Assistants

The .SACS *Criteria for Accreditation* describes the requirements for graduate teaching assistants. The 1994 self-study states that "To prepare graduate students for their teaching responsibilities, the Graduate Dean offers a required orientation for all teaching assistants before the start of classes and a six-week, non-credit course on "college and university teaching" in the spring semester. Similarly, the English department offers a non-credit course on "Writing Pedagogy," and the physics department requires all graduate students to pass a two-credit course on "Teaching Physics," which is offered each semester. Other departments and programs rely on faculty advisors, occasional colloquia, and undergraduate course directors to prepare graduate instructors for the classroom." In addition, the 1994 self-study states that "Graduate teaching assistantships are valuable in attracting high-quality graduate students to the College and in providing those students with teaching experience. Graduate teaching assistants have the potential to enhance undergraduate education in a variety of ways, such as assisting faculty in laboratory classes, leading small-group discussions, and presenting course: material from a .different perspective. However, the activities of

graduate teaching assistants must be monitored carefully and should supplement rather than replace faculty teaching activities.

“Some departments and schools award graduate teaching assistantships for masters and doctoral candidates. Very few graduate students have primary responsibility for teaching a course for credit or for assigning final grades in such a course.

“Individual schools and departments are responsible for selection, training, supervision, and evaluation of graduate teaching assistants. There are no published institution-wide policies and procedures for graduate assistantship administration.”

Further descriptions are found in the graduate catalogs: School of Marine Science Graduate Program 1994-1995, School of Education 1995-1996 Graduate Catalog, and the Graduate Arts and Sciences Program Catalog 1995-1996. The Criteria Synopsis gives four statements supporting the qualifications and duties of graduate teaching assistants.

An important consideration for today's graduate teaching assistants from foreign countries is language (English as a Second Language). The 1994 self-study addresses this problem. Graduate teaching assistants perform such tasks as grading papers (especially beginning foreign students with spoken language difficulties), running discussion/problem sessions, and teaching introductory laboratories under the supervision of a full-time faculty member. They do not teach lecture classes in the sciences, and only a few well qualified, closely supervised graduate assistants do so in other areas.

It was reported that funds for graduate teaching assistants were recently increased. The funding was allocated to individual departments, which could then choose to raise existing assistantships or to increase the number of assistantships. This decentralization allows individual departments to use the funds most effectively and efficiently. As is the case in most universities, the number and amount of assistantships should be increased.

Graduate teaching assistants are evaluated by students at the end of the semester, just as the faculty is evaluated. These evaluations are used by the faculty supervising the graduate assistants.

The committee finds that the standards for graduate teaching assistants have been met.

4.8.5 Faculty Compensation

The perception of relatively low faculty salaries, which was noted in the 1964, 1974, and 1984 self-studies, persists in the 1994 self-study. The lack of progress in enhancing faculty salaries should not be confused with awarding increases in an arbitrary way. Salary increases appear to be awarded based upon stated criteria.

4.8.6 Academic Freedom and Professional Security

The College of William and Mary supports the principles of academic freedom as adopted by the Association of American Colleges and the American Association of University Professors. These principles are outlined in the Faculty Handbook of 1982 and in the 1994 draft. Both faculty and students agree that the intellectual climate of William and Mary is conducive to an open exchange of views in the classroom and in publication, and that a spirit of respect for diverse ideologies and beliefs is held by administration, faculty and students.

4.8.7 Professional Growth

The College is in full compliance with this criterion. There is a formal research semester/year program for tenured faculty, summer research awards for tenured and tenure track faculty, and other support programs for professional growth. Faculty are generally responsible for prompting their own professional growth, and that growth is measured as part of the tenure and promotion process.

4.8.8 The Role of the Faculty and Its Committees

The College appears to involve faculty in the administration of its academic programs. Primary responsibility for these programs is articulated clearly as residing with the faculty. A number of new structures has been initiated since the previous self-study in an attempt to enhance that level of involvement. For example, the Planning and Priorities Committee was replaced by the University Policy Advisory Committee which includes not only academic administration but also the executive committee of the Faculty Assembly and representatives from the student body. A Strategic Planning Committee, which has representation from the faculty through the inclusion of the executive committee of the Faculty Assembly, was developed to add formative purpose.

4.8.9 Faculty Loads

Faculty assignments and productivity are monitored primarily at the department level. A teaching load of 2/2 to 3/2 appears average, but there are significant variations from area to area. Research productivity and service to the academic and public communities are taken into account in the assignment of responsibilities. A “banking” system, informally applied, allows an individual faculty member flexibility in balancing teaching, advising and research activities. At the department level, faculty productivity is reviewed annually. The College of Arts and Sciences utilizes a point system with teaching (6), research (6), and service (3) evaluations. Overall productivity is reviewed by the deans and the provost and is used in the planning process to assess the need for additional faculty lines. In the past five years, there have been ten new faculty lines in the College of Arts and Sciences and an additional eight are planned to meet the needs of developing curricula.

4.8.10 Criteria and Procedures for Evaluation

The College of William and Mary has in place procedures that require periodic evaluation of the performance of individual faculty members.

Annual evaluations are conducted for salary increments. Faculty members are advised in writing at the time of their initial appointment when decisions for retention, promotion and award of tenure are to be made. Criteria for evaluations are stated in the Faculty Handbook and more specifically by department, program and school documents. These criteria are reviewed and approved by the Procedure Review Committee and are made known to all faculty before the time of evaluation. The criteria are consistent with the purpose of the College and are designed to improve the faculty and the educational program at William and Mary.

4.9 Consortial Relationships and Contractual Agreements

The College of William and Mary has several consortial arrangements, and two contract programs. All appear to operate under College control sufficient to ensure compliance with SACS criteria and to be periodically evaluated by their respective administration. The programs support the College's mission and goals, and are administered by those College faculty and staff most qualified to evaluate them. The self-study recommends continuation of the existing arrangements, but cautions careful scrutiny of support, administration and evaluation.

4.9.1 Consortial Relationships

The College of William and Mary participates with three other SACS accredited universities in the Virginia Consortium for Professional Psychology in offering the Psy.D. (Doctor of Psychology in Clinical Psychology). A faculty representative from the College is a member of the Psychology Consortium's Council of Directors, and the four university provosts meet yearly to establish policy and budget. Each of the four participating institutions would benefit from the state's recognition of the doctoral degrees in fact granted by each.

The Applied Science program joins William and Mary with three other SACS accredited universities in the Virginia Consortium of Engineering and Science Universities in providing both televideo and

classroom graduate instruction at the NASA-Langley Research Center. The Dean of the Faculty of Arts and Sciences apparently designates who shall represent the College on the committee administering the Engineering and Science Consortium.

William and Mary also offers two other programs called “consortia” which provide for graduate instruction. For example, four universities cooperate with the Institute for Computer Applications in Science and Engineering and the NASA-Langley Research Center to allow graduate students to take courses and pursue research at the two research institutions. Three universities have heretofore operated the Tidewater Physics Consortium with CEBAF, the Continuous Electronic Beam Accelerator Facility. This consortium has been transformed into the Virginia Physics Consortium, apparently an attempt at a cooperative effort by all the Commonwealth’s universities.

4.9.2 Contractual Agreements

The Applied Music program, administered by the Department of Music, lets contracts with part-time instructors whose compensation is based directly on student lesson fees. An advisory committee seeks, appoints, and evaluates the instructors, in compliance with the 1982 **Faculty Handbook**.

A few activity courses, such as bowling and skiing, are managed by the Department of Kinesiology. These particular courses are conducted and evaluated just as the others offered by the department.

ACADEMIC AREA REPORTS

HUMANITIES/FINE ARTS

The College offers a full range of undergraduate degree programs in the Humanities and Fine Arts, including Art/Art History, Classical Studies, Dance, English Language and Literature, Modern Languages and Literature, Music, Philosophy, Religion, Theater and Speech. Curricula are the responsibility of departmental faculty, most of whom possess the terminal degree and all of whom are actively engaged in teaching and research. In addition, most departments offer students challenging opportunities through specially constructed honors programs and research projects. For students interested in interdisciplinary programs with a possible emphasis in the humanities and arts there are numerous opportunities in American Studies, Comparative Literature, Medieval and Renaissance Studies, and Women's Studies, all overseen by the Roy R. Charles Center for Honors and Interdisciplinary Studies. A wealth of opportunity exists for academic enrichment through special programs, museums, recitals, field trips, lectures, seminars, studios, stages, shops, galleries, clubs and student publications which supplement the curricular offerings.

Students are offered the resources of the Earl Gregg Swem Library which houses a fine, comprehensive undergraduate collection. The library has an on-line catalog system which provides access to various databases and to an interlibrary loan network, subscriptions to important periodicals, conference rooms and a computer lab.

All programs in the Humanities and Fine Arts are subject to the state mandated Student Outcomes Assessment process, and in reviewing outcomes and curricula, the faculty have conducted transcript analyses, given nationally normed tests to seniors, surveyed seniors and alumni, and invited external consultants to examine the work of majors in various fields. The dean of Arts and Sciences has prepared detailed comments on these final reports.

SOCIAL/BEHAVIORAL SCIENCES

The academic cluster called Social/Behavioral Sciences falls under the faculty of Arts and Sciences. It includes the disciplines of Anthropology, Economics, Government (Political Science), History, Kinesiology, Sociology and Psychology. Each of these departments offers major and minor concentrations leading to the AB or BS degree, and participates in the college-wide course distribution requirements. Where the old curriculum divided departments into “areas” (humanities, social sciences, and natural sciences), the new curriculum has a system of seven General Education Requirements (GERs) with an important representation of the social/behavioral sciences.

Offerings in the various disciplines are clearly stated in the 1995-96 catalog and other published material of the College. For each discipline there is a description of requirements for concentration and a complete list of course offerings. For example, the Anthropology major includes all subfields and all geographic areas of the world; a field and laboratory training component; and clear specifications of required credits for the major and minor.

Psychology offers both the AB and the BS degree, the latter in combination with a science, preferably Biology. There is also a combined interdisciplinary degree in Biological Psychology. As a natural science, the major concentrates on principles of behavior “in sensation and perception, conditioning and learning, drives and motivation, response and cognitive processes.” As a social science, the psychology major examines “concepts in abnormal, developmental, personality and social psychology, normality and deviation, behavior modification, . . . attitudes and social perceptions”.

In addressing the undergraduate curriculum evaluation, the self-study pointed out that twenty departmental assessments were conducted between 1988 and 1993, and that those assessments and a number of other reviews led the College to curriculum revision. While keeping in place the system of concentrations, the new curriculum seeks to engage more fully students’

creativity and involvement in the learning process with its freshman and upper-level undergraduate seminars as well as a more inclusive system of general education (GERs). .

There was already considerable quality to the academic programs' system of concentration. Strengths have been reported as well about an overall high rating for general skills and knowledge of the William and Mary seniors, though not for sophomores. Significant writing and class discussion have also been reported by seniors. However, weaknesses were identified by alumni in the natural sciences and oral communication; historical knowledge was deemed inadequate for natural science majors and for women.

Such considerations in part inspired the new curriculum. Although full implementation of the new curriculum will not come before the fall of 1996, once it is in place, William and Mary should see significant improvement that can only add to the overall quality of offerings in the social/behavioral sciences.

NATURAL SCIENCES/MATHEMATICS

Departments of instruction in the natural sciences and mathematics of the Faculty of Arts and Sciences include Applied Science, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, and Psychology (from the undergraduate catalog). Master of Arts degrees are offered in Biology, Chemistry, Physics, and Psychology; Master of Science degrees in Applied Science, Biology, Chemistry, Computer Science, and Physics; and the Doctor of Philosophy in Applied Science,. Computer Science, and Physics (from the graduate catalog). The 1994 self-study states that there are almost 500 graduate students in Arts and Sciences, and in the 1992-1993 academic year, Arts and Sciences conferred 109 masters "degrees and 22 doctoral degrees, an increase of 41 percent in ten years.

Planning and evaluation requirements for the educational programs are given in the SACS *Criteria for Accreditation*. The criteria require the College to establish a clearly defined purpose, formulate educational goals, develop and implement procedures to evaluate educational programs and use the results of the evaluations to improve programs, establish guidelines and procedures to evaluate educational effectiveness, and collect both quantitative and qualitative data. This evaluation should include program quality, student learning, and performance of former students. The purpose and goals are discussed in the Criteria Synopsis and *Into The Fourth Century*. The institutional effectiveness in planning and evaluation is discussed in the Criteria Synopsis. The Student Outcomes Assessment, which is involved in all aspects of the curriculum, is described in the 1994 self-study.

The 1994 self-study presents a long discussion of the “old” and “new” curriculum. Freshman seminars have already been implemented successfully and with great student endorsement. It remains to be seen how the remainder of the new curriculum will work. Undergraduate research, especially in conjunction with graduate students, is another valuable aspect of the curriculum.

Faculty evaluations are conducted for each course for each semester and include form questions and additional written comments. Some departments have additional questionnaires for students to evaluate faculty. Graduate teaching assistants are also evaluated.

The faculty teaching load is discussed in the Criteria Synopsis. Loads vary from department to department, depending on the percentages of faculty time devoted to teaching, research, and graduate student research supervision and direction. This is at the discretion of the department, and should continue to be, as the department is the most knowledgeable about its own needs and abilities.

Some masters programs in Arts and Sciences have recently been discontinued (Mathematics, Government, English), so that other programs, such as existing doctoral programs, may be strengthened and continued. Areas in similar existing programs can be used by students interested in these topics.

External funding is discussed in the Criteria Synopsis. Faculty, especially those in departments offering graduate degrees, have been successful in obtaining funds, and this should continue to be strongly encouraged and supported by the administration.

Applied Science is an excellent example of a successful interdisciplinary program. The new experiment of “Clusters” is an additional move in this direction. This should be a way to efficiently use resources and train students for the modern technological world.

BUSINESS

The School of Business Administration is accredited by the American Assembly of Collegiate Schools of Business (AACSB) and includes four areas of concentration at the undergraduate level. An undergraduate student may earn a Bachelor of Business Administration degree with a concentration in either accounting, finance, marketing, or operations and information systems technology. Undergraduate students outside of the School of Business may earn a minor in five areas: accounting, finance, management, marketing, and operations and information systems technology. At the graduate level, students may earn the Master of Business Administration (MBA) degree. This degree may be completed through the Resident MBA Program, the Part-Time MBA Program, or the Executive MBA Program. Additionally, a joint MBA-JD Program is offered in conjunction with the School of Law. The School of Business Administration has future plans for a five-year MBA in Accounting. By completing the program, a student will earn both an undergraduate and MBA degree in accounting.

The undergraduate offerings of the School of Business Administration are clearly stated in the *Undergraduate Program Catalog* and other materials distributed to students. These offerings include course work in each of the functional areas of business in addition to courses in statistics, computer literacy, and the legal environment. The curricula are judged to be properly designed, with each concentration building on the above mentioned course work and culminating in an integrative course at the advanced level. As noted above, all students are exposed to computers and are required to complete course work in the computer area.

The exceptional quality of the student body, attention to undergraduate teaching, and the undergraduate curriculum are major strengths of the program. Students are required to complete two courses in technology. International business concepts are addressed in the concentration courses. Business students enter the program with excellent communication skills acquired in the general education areas. These communication skills are further enhanced by required group presentations in the business courses.

The MBA Program attracts students of high quality, and the quality has tended to increase over time. Likewise, the placement rate has increased. This is partially due to the initiation in 1991 of the Office of MBA Placement; however, the improving quality of students has been instrumental in increasing the rate as well. The Resident MBA curriculum is well-designed and follows the pattern of the majority of full-time MBA programs. It is a two-year program, lock-step in nature the first year, with considerable choice in electives in the second year. The curriculum treats the international dimension of business in several ways. Specifically, first year students attend a “topic” program in which international issues are addressed, enroll in electives in international business, and play an international marketing game. This treatment of international business is a particular strength of the MBA Program. Another strength of the program is the MBA Communications Assessment Program. All MBA students are required to complete a two-course sequence in the communications area in which assessment is ongoing.

Additional strengths of the school include the exceedingly active Advisory Board and the dedication of the faculty to the development of the individual student. The Advisory Board is not only active in development but interacts routinely with faculty and students.

Computer support for faculty and students needs improvement. This aspect of the program is a weakness which impacts all aspects of the School's activities and should be corrected in the near future.

EDUCATION

The School of Education is recognized by the National Council for the Accreditation of Teacher Education. The school is well respected and highly evaluated nationally. The role of the School of Education in terms of graduate degree programs is substantial. Masters degree offerings in the School of Education represent approximately one-third of all masters degrees awarded in the institution -- 153 of a total of 485 degrees in academic year 1993-94. In 1993-94, 37 Educational Specialist degrees and 24 Ed.D. degrees were awarded. The faculty have strong research competencies and are recognized nationally for publications, as would be expected in a school which has a strong graduate mission.

Undergraduate education programs are emphases, with students majoring in other disciplines. Approximately 40 students take work in elementary education and 60 students concentrate in other secondary areas. These, and some graduate programs which lead to certification, have very strong clinical components. This field-based approach carries heavy supervisory and internship monitoring responsibility for faculty, requiring far more time and effort than traditional campus courses.

Overall, teaching assignments for faculty, considering the number of masters and doctoral degrees produced, have been relatively high. Standards for admission to the degree programs have remained average to slightly above average.

Technology based facilities are limited within the school. This is a problem, in that the workplace into which graduates move is frequently more technologically advanced than are the educational facilities of the school.

LAW

The Marshall-Wythe School of Law of the College of William and Mary is nationally recognized for its excellence. The school is one of the most historically rooted programs of legal education in the United States and, at the same time, one of the most distinguished “younger “ law schools. The school’s modern era effectively began with a dramatic increase in students, faculty, and resources as recently as 1970. Just as the College of William and Mary aspires to become the finest small, public university in the nation, so also does the School of Law seek a similarly unique position in the law school world, and is poised to succeed. The school offers the Juris Doctor degree and the Master of Laws in the American Legal System, the latter enrolling about ten non-U.S. lawyers each year. The law school sponsors five law reviews, and is home to the nationally noted Institute of Bill of Rights Law.

Admissions policies are clearly established, communicated, and regularly evaluated. The school receives over 3,000 applications for 175 positions in the first-year class. The student body is diverse by ethnic identity (16 percent are people of color) and gender (44 percent/56 percent female/male). Continued success in diversifying the student body will depend upon achieving the right balance of tuition rate and financial aid. Admissions credentials are very competitive, at the top ten percent range of ABA-approved law schools.

Law students are devoted to the school. Over 75 percent of the Class of 1995 contributed to the class gift campaign. Students speak highly of the closeness and warmth of the law school’s small community. According to the students interviewed, teacher-course surveys, and other external evaluators, the quality of teaching is very high. Students are concerned that the quality of legal education at William and Mary is under-appreciated across the country, especially among legal employers. Their principal

concerns include financial aid and space for classrooms so as to enlarge the curriculum.

Design of the overall curriculum and approval of particular courses is controlled by the faculty. The school requires satisfactory completion of 90 credit hours for the Juris Doctor degree. In Fall 1995, the faculty implemented a new curriculum, affecting primarily the first year. During that year, students take the courses offered in most United States law schools, plus the beginning of the noted Legal Skills program, a four-semester task. Students will also take a relatively rare federal statutory elective (in Spring 1996, the choices are Civil Rights, Environmental, securities Regulation, and Tax), especially designed for first-year students. In addition to the first-year required courses, over 70 sections of upper-class courses are offered each semester, including 20 seminars each year. The faculty is concerned to expand curricular breadth and both multi-disciplinary and interdisciplinary efforts. Notably, the Legal Skills program divides the class into 16 student simulated "law firms," and in nine credits and four semesters, introduces the students to basic professional activities and grounds them in professional responsibility. For example, each "firm" debates, and decides how, in reality, to fulfill their professional obligation to provide public service. Four year ago, the school received the ABA's national award for excellence in professionalism instruction.

New members of the faculty are selected by the faculty; all are qualified according to the Criteria. Currently, six professors are women, and four are members of racial or ethnic minority groups. Recent entry-level appointees have been outstanding in their professional achievement, and promising scholars. They join a distinguished group: in 1994-95, the faculty published, as author or coauthor, sixteen books, 30 articles and book chapters, and one book supplement. The faculty participate fully in the administration of the school; they elect the appointments, tenure, and curriculum committees, and advisory committee to the dean. The dean appoints the other faculty committees. The entire faculty meets regularly to set policy. Student evaluation of teaching has recently been revamped, and the faculty approved a new survey instrument for use beginning in Fall 1995. Thirty-eight part-

time faculty members teach in the Legal Skills program, in trial advocacy courses, and in small specialized upper-year courses.

The school is approved by the American Bar Association, and is a member of the Association of American Law Schools. As a result of the recently completed College strategic plan, the school is discontinuing a small Master of Laws in Taxation program. It is also intensifying its and the law library's participation in cooperative programs in public policy, American culture, and in the first-year seminars in the new undergraduate curriculum. Also in compliance with the strategic plan, the administrative staff experienced a reduction, but has coped, and together with student services, administrative services are well conceived and well executed. A new faculty support services center has improved basic secretarial quality. The school has also just initiated a low-key continuing legal education program for the local bar. The law library has adroitly added technology, and the faculty seem well supported although the school does not yet have a local area network.

The primary problem for the School of Law and the law library is space. The school's mission statement and recent College-wide planning projects have emphasized the effect of space restrictions on the law school's programs. Ironically, for a school which accurately boasts of being the home of the most technologically advanced courtroom in the world (at an institutional cost of less than \$10,000) the school's physical facilities are its most critical challenge. Law school and College administrators recognize that the space is dramatically inadequate for the School of Law's programs, which have developed so successfully since 1980. Recently, the school undertook some reallocations and modest remodeling, in order to provide offices for newly appointed faculty members. The school is planning to install a trailer east of the present building to provide a temporary classroom until money can be raised to construct a proposed addition to the building. The addition would provide badly needed faculty, administrative, and student organization offices. If this addition is constructed, the law library, desperate for space to accommodate both collection and technology, can temporarily make-do, but will still clearly need additional space. The Reaffirmation Committee makes specific suggestions in Section 6.4.1 of this report.

MARINE SCIENCES

The graduate school of marine sciences of the College of William and Mary is housed within the Virginia Institute of Marine Sciences (VIMS). This institution has a tripartite mission of education, research and public advisory service with interdisciplinary programs focused on coastal marine research.

Collaborative and collegial relationships between the College of William and Mary and the Virginia Institute of Marine Sciences have waxed and waned over the past 30 years(but in the early 1980s, the School of Marine Science was formally established within VIMS as a graduate school of the College. The VWS employees were recognized as instructional faculty and those members most directly involved in the mission of graduate education were identified as faculty of the School of Marine Sciences of the College of William and Mary. The VIMS reorganization has continued to the present day to clarify the roles of faculty in keeping with their defined missions. The chief administrative officer of the institute answers to the president and to the provost of the College as the director of a research facility and as the dean of the graduate school of marine science. Funding for the institute flows directly from state appropriations as well as from extra mural-research sources.

The Institute, housed on the 36-acre campus at Gloucester Point with an additional field station on the eastern shore, has reorganized in five departmental areas: biological sciences, fisheries sciences, physical sciences, environmental sciences and marine resource management.

The vigorous health of VIMS/SMS is evidenced by the significant increases in the number and quality of graduate students, the number of graduate degrees awarded, and in the levels of extra mural research support over the past five years. Graduate student applications increased from 100 in 1988 to 250 in 1995, allowing the selectivity of the entering class to be significantly increased. Research funding from extra mural sources -federal, state and private - has also shown a steady increase over the past five years, reaching \$10 million in 1995. Major funding sources include the National

Science Foundation, the Office of Naval Research, and the National Oceanic and Atmospheric Administration.

Increasing interaction between the two campuses is evidenced by undergraduate participation in marine courses and independent research, graduate participation as teaching assistants in the basic sciences, and joint appointments offered to newly hired faculty. A strategic plan, completed in 1995, is to be integrated with that of the College of William and Mary and evaluated on an on-going basis.

VIMS/SMS faces two major challenges in the immediate future:

(1) funding for marine related research will be significantly tightened as the budgets of NOAA and other federal agencies are limited by the current political administration, and (2) continued reevaluation of faculty productivity will be necessary to “establish faculty loads at VIMS commensurate with those of William and Mary. The planning and reorganization process should be extended to meet these challenges.

SECTION V EDUCATIONAL SUPPORT SERVICES

5.1 Library and Other Learning Resources

5.1.1 Purpose and Scope

The College of William and Mary provides ample recognition that the library and other learning resources are essential to its overall mission. This is perhaps evidenced most by the high priority assigned to the renovation and expansion of the Earl Gregg Swem library, the main library on campus. The College has produced a statement of purpose and this statement is promulgated in a variety of publications. The libraries are evaluated regularly and systematically not only by the faculty but also by the students. While collections supporting the undergraduate curriculum are adequate and, in some cases exemplary, the scope and depth necessary to support graduate studies and faculty research are, in some cases, only marginal. The library uses a formula approach in allocating materials funds to the various academic departments and units. This approach utilizes a variety of factors determined by the cost of materials in various disciplines, level of departmental program offerings, numerical faculty strength, and student enrollment.

5.1.2 Services

The College of William and Mary assures access by all faculty and students to library material needed to support its mission and programs. The libraries of the College of William and Mary offer an orientation program designed to familiarize new students and other users with the array of services available, with access to bibliographic resources, and with Internet resources as these appear in various formats. Collaborative endeavors between librarians and various departmental faculty assist students in using” various resources in the most effective manner.

Adequate hours are maintained by each of the various libraries and these are posted in public locations.

The collections of the various libraries of the College of William and Mary are cataloged and identifiable by use of various card catalogs and an on-line public access catalog. A variety of access to various indexes and bibliographies is maintained as is access to external bibliographic databases.

The current Earl Gregg Swem Library building is inadequate. Of poor design for contemporary library use, it is woefully inadequate in terms of accommodating the wiring necessary for the installation of technology, and is too small to accommodate, with any degree of comfort, the main library collections and services of the College. (See Recommendation #5, 6.4.1 Space Management)

5.1.3 Library Collections

Library collections supporting the undergraduate programs of the College are generally deemed to be adequate but such is not always the case with graduate programs. This point is spoken to at some length in the 1994 self-study. Of particular significance is the problem of continuing to accommodate inflation in the cost of journal subscriptions. This is a problem faced not only by William and Mary but also by every other library in the United States. On the whole, the collections of the various libraries of the College are adequate to support the College's teaching, research and public service programs. These collections are augmented through a cooperative endeavor between library faculty and the departmental faculty.

5.1.4 Information Technology

The Earl Gregg Swem Library has made substantial progress in incorporating information technology into its operations. Most significant has been the effort during the last year to migrate from the VTLS automated library system, to disengage from NOTIS Horizon system, and to install SIRSI in September 1995. This state of the art automation system will allow easier

and faster access to the collections of the library system. In addition to the SIRSI system, a variety of commercial and governmental CD-ROM and on-line databases are made available to library users.

5.1.5 Cooperative Agreements

The Earl Gregg Swem Library is a full-fledged working member of VIVA, a state-wide cooperative library project which when fully realized will allow electronic databases throughout the state to be accessed by library patrons. Additionally, the library has installed ARIEL software allowing for easier and cheaper transmission of journal articles over the Internet.

5.1.6 Staff

There is some concern on the part of the library's administration and on the part of some faculty over perceived under staffing of the College's libraries. Staffing requests have not been honored but it is outside the purview of this committee to recommend increases in staffing for the libraries. Nevertheless, the College's libraries are staffed by trained, professional librarians who hold the requisite degrees. Further, institutional policy concerning faculty status, salary and contractual security for library personnel is clearly defined and made known to all personnel at the time of employment by the Office of the Dean of University Libraries.

5.1.7 Library/Learning Resources for Distance Learning Activities

The College offers very few credit courses at off-campus sites. The law school and marine science school are each considered part of the campus, and each maintains a library which is part of the campus library system. Part-Time MBA Program courses are offered at the Peninsula Center in Hampton, but this is an extension of the campus business program and students in this program are served by the College's main library and the Professional Resource Center in the School of Business Administration.

5.2 Instructional Support

As evidenced by various inventories, it is clear that the College provides a wide variety of facilities and instructional support services sufficient to contribute to the effectiveness of all educational programs and to the overall educational process.

5.3 Information Technology Resources and Systems

There exists an Advisory Committee on Information Technology at the College of William and Mary. This committee advises the Vice President for Information Technology and other administrative offices of the College on information technology matters, on long-range plans for instructional computing and telecommunications, and on the allocation of technological resources to the College community. There is ample evidence of the infusion of information technology into the curriculum and into College operations. More specifically, and beginning with the fall 1995 semester, the faculty of Arts and Sciences voted to mandate a computer proficiency requirement of all freshmen, calling for them to satisfy a concentration computing requirement that will ensure that all students have mastered skills appropriate to their respective disciplines. This is the most visible of formal efforts to introduce computing and information technology into the curriculum and to insure such skills, and is but one of various efforts being made to accomplish this. In addition, the Swem Library has undertaken to provide Internet training and this has been publicized throughout the campus. While there are several efforts being made across the campus toward training in computer programming, utilization of various software packages and training in the location and use of Internet resources, there is no campus-wide, coordinated effort to pool resources to achieve these purposes. (Suggestion 4) **The committee suggests that the College level Strategic Planning Initiative explicitly call for an ongoing program of instruction in all facets of information handling and processing technology.**

5.4 Student Development Services

5.4.1 Scope and Accountability

The Student Development Services are organized as a component part of the institution, and are designed to support the mission and academic plans of the institution. Services are coordinated through several departments which report to the Vice President for Student Affairs. Goals for the Student Development Program have been established, and these are consistent with the needs of the students and the institution's purpose. The Student Handbook publishes policies and procedures for the Student Development Services. The staff members assigned to the various functions in this division have academic preparation and experience which make them well suited for their responsibilities.

5.4.2 Resources

The human, physical, financial, and equipment resources for Student Development Services are adequate to support the goals of the institution. Currently, actions are being taken to address maintenance problems in the residence halls caused by lack of state resources for this purpose. An additional comment is made about this matter in the section on residence halls.

5.4.3 Programs and Services

5.4.3.1 Counseling and Career Development

The institution provides extensive personal counseling services and career development programs. These services are easily accessible to students and are staffed by professionals who are recognized as leaders in their areas of expertise.

The institution also provides special support for minority students through the Office of Multicultural Affairs. Reflecting the suggestions of the self-study committee, the office is now addressing the needs of Hispanic and

Asian-American students. Plans are being considered to recruit Native American students, especially from within Virginia.

The institution is currently addressing its policy regarding the admission of international students. This is consistent with the College's stated policy of becoming a leader in international education.

5.4.3.2 Student Government, Student Activities and Publications

The self-study committee recommended that the institution publish its policy regarding student participation in the decision making process. Currently, student, faculty and administrative leaders are addressing this matter and are moving toward a resolution. There are 290 student organizations at William and Mary and students are encouraged to participate in the life of the College. There is some concern among student leaders that fees to support student activities are inadequate to meet the demand, and this matter is being addressed by the appropriate committees.

There is a Publications Council, which supervises the several student publications in cooperation with the Student Activities Office. Publications are supported by student fees, and the College's policy ensures the rights of editorial freedom for students.

5.4.3.3 Student Behavior

Policies governing student behavior are published in the Student Handbook, and are revised as needed each year with student participation. in this process. The Dean of Students office supervises the undergraduate student judicial system for the College. A special committee is currently studying ways to develop a more unified disciplinary system for graduate students.

5.4.3.4 Residence Halls

Most of the undergraduate students and about 20 percent of graduate students reside in College housing units. The Office of Residence Life is responsible for this large program. The College has restated its commitment to its residential program, and policy statements regarding residence halls are supportive of this goal.

Through the professional and student staff in the residence halls and extensive residence life programming, the educational mission of the institution is supported. The self-study committee identified on-going maintenance problems in the residence halls and a systematic program to address these problems has been adopted.

5.4.3.5 Student Financial Aid

Responsibility for this College-wide service is located in the Financial Aid office. This office conducts its affairs in compliance with the accreditation criteria. It is currently addressing two issues identified by the self-study committee: an analysis of student needs and an exploration of additional sources of financial support.

5.4.3.6 Health Services

The institution provides an extensive student health care program in the King Student Health Center. This service is supported mainly by student fees, is accessible to students, and cooperates with community health services for the benefit of students.

5.4.3.7 Intramural Athletics

As part of the Office of Student Activities, an extensive program in recreational sports is offered, and student participation rates are very high. The self-study committee noted that the current condition of some of the physical facilities for recreation need improvement. The College is currently addressing this concern.

5. Intercollegiate Athletics

The institution's intercollegiate athletics program fields 25 teams. The primary conference affiliation is with the Colonial Athletic Association. The football team competes in the Yankee Conference and the institution also belongs to the Eastern College Athletic Conference.

5.5.1 Purpose

The intercollegiate athletics program is operated in strict adherence to a written statement of goals and objectives developed by the administration in consultation with the athletic director, with appropriate input from the faculty. The statement is in harmony with, and supportive of, the institutional purpose, including explicit reference to the academic success, physical and emotional well-being, and, social development of student athletes. The intercollegiate athletics program is evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational purpose of the institution.

5.5.2 Administrative Oversight

The administration of the institution controls the athletics program and contributes to its direction with appropriate input by faculty (through the Faculty Athletic Policy Advisory Committee) and students (through the Athletes' Advisory Council) and oversight by the governing board. The athletic director reports directly to the chief executive officer and, through this structure, ultimate responsibility for the control of intercollegiate athletics

rests with the president. Responsibility for the conduct of the athletics program and for its oversight are explicitly defined in the athletics department's policies and procedures manual and in the department's compliance handbook. These responsibilities are understood by those involved. Members of the Faculty Athletic Policy Advisory Committee have indicated that they would like more frequent consultations with the president and the president has concurred. (Suggestion 5) **Therefore, the committee suggests the routinization of communication between the FAPAC and the President.**

5.5.3 Financial Control

All fiscal matters pertaining to the athletics program are controlled by the administration with ultimate responsibility residing with the president. The Athletic Educational Foundation (AEF) is the only unit external to the institution that raises or expends funds for athletic purposes. All financial annual audit by an independent accounting firm. The administration of scholarships, grants-in-aid, loans and student employment are included in the institution's regular planning, budgeting, accounting and auditing procedures. All income and expenditures for the athletics program have appropriate oversight by offices of the institution independent of the athletics department. . All such income and expenditures are also appropriately audited.

5.5.4 Academic Program

The institution has clearly stated written policies pertaining to the recruitment, admission, financial aid, and continuing eligibility of athletes and, with faculty participation, annually monitors compliance with those policies. The implementation of academic, admission and financial aid policies is the responsibility .of administrators and faculty not connected with the athletics program. The institution, through its office of admission, applies the same special admission guidelines and procedures to student athletes as it does to other students, with the exception that academic record

potential student athletes must be given review and approval by the Faculty Admissions Policy Committee. The procedure has produced a graduation rate for special admission athletes of over 85 percent. The committee commends the institution for this practice. Academic policies governing maintenance of academic good standing and fulfillment of curricular requirements are the same for athletes as for other students.

The committee finds the intercollegiate athletics program of the institution in compliance with SACS criteria.

SECTION VI

ADMINISTRATIVE PROCESSES

The committee found an energetic and dedicated administrative organization with effective leadership. The College is energized by the belief that the College faces a period of great opportunity and equal peril. The institution is postured to exploit those opportunities and to mitigate threats which are largely external and beyond the institution's control.

6.1 Organization and Administration

The committee has met with all senior leadership of the College of William and Mary and with the rector of its Board of Visitors. The College is well organized and well directed toward meeting its institutional goals.

6.1.1 Descriptive Titles and Terms

The titles of the chief administrative officers and academic leaders are accurate, descriptive, and appropriate.

6.1.2 Governing Board

The committee, having met with the rector and having reviewed with him and with the senior administrative leadership the requirements for accreditation under this heading, finds The College of William and Mary in compliance with each of these standards.

6.1.3 Advisory Committees

The College of William and Mary does utilize advisory committees, and their roles are appropriately defined. (Suggestion 6) **The committee observes that these advisory groups are vital to the future of William and Mary, and suggests that they be strengthened however possible.**

6.1.4 Official Policies

The College of William and Mary publishes official documents which contain the information required by the standard.

6.1.5 Administrative Organization

Having reviewed the administrative organization with the president and with the senior administrative and academic leadership, the committee finds that the College of William and Mary is in full compliance with the requirements of this section.

6.2 Institutional Advancement

The College of William and Mary has a well-developed program of institutional advancement. Development and community and external affairs are managed separately. The program is directly related to the purpose of the institution. .

6.2.1 Alumni Affairs

The Alumni Association is a separate 501(C3) organization, not under the control of the College. (Suggestion 7) **The committee suggests that the College study means for improved and closer relations with the Alumni Association.**

6.2.2 Fund Raising

All fund raising is related to institutional purpose and all aspects are included in the process of planning. Policies and procedures are in place and are followed.

6.3 Financial Resources

6.3.1 Financial Resources

The College of William and Mary appears to operate with adequate financial resources. State support for educational and general programs (excluding Richard Bland College and the Virginia Institute of Marine Science) declined from \$34.7 million in 1989-90 to \$29.2 million in 1993-94, but increased to \$31.2 million in 1994-95. However, when combined with student fees which are significantly above regional norms, overall resources are within acceptable limits.

In spite of a series of state budget reductions, the institution has maintained financial stability. The College of William and Mary has lived within its means, and has benefited from a net positive contribution from auxiliary operations in the form of overhead reimbursements to the institution's unrestricted general fund. Current fund revenue (excluding Richard Bland College and the Virginia Institute of Marine Science) has increased from \$105.8 million in 1989-90 to \$130.1 million in 1994-95.

As of June 30, 1994, the College of William and Mary was obligated for over \$31.5 million in long term debt, an increase of \$4.2 million since June 30, 1992. Potential bond issues are reviewed by the state in terms of the institution's capacity to pay and the aggregate level of debt for the institution. The administration does not intend to utilize aggressively its debt capacity in the future.

6.3.2 Organization for the Administration of Financial Resources

All business functions, with the exception of budget and planning, are centralized under the vice president for administration and finance, who reports directly to the president. The design of the business organization is consistent with the purpose and size of the institution as well as the volume of financial transactions. The vice president for administration and finance has experience and training in handling educational business and financial affairs, and his organization is committed to serving the educational goals of the institution. Regular financial reports are submitted to the president, and the president submits regular financial reports to the Board of Visitors.

6.3.3 Budget Planning

The College of William and Mary's internal budget cycle generally begins with discussions concerning budget priorities by the University Policy and Advisory Committee (UPAC). UPAC includes the provost, deans, vice presidents, and faculty and student representatives. Requests consistent with campus priorities are developed and submitted to the appropriate vice president. The requests, along with the priorities established by UPAC, are then discussed by the president, provost, vice president for administration and finance, and the vice president for budget and planning. The final budget resulting from these discussions is approved by the president and submitted to the Board of Visitors for final approval.

The budget process is reviewed regularly: Budget discussions are held to discuss priorities. While coping successfully with state budget reductions over the last few years, the campus has also made a commitment to funding its strategic plan *Into The Fourth Century*.. Eight faculty positions have been approved to implement the new undergraduate curriculum. Funds have also been allocated to address information technology improvements needed by the campus.

6.3.4 Budget Control

Budget policies and procedures are documented in the materials distributed as part of the annual budget process. Budget details are distributed to campus departments. Budget changes are requested as needed by individual departments to move funds from one budget category to another. Monthly reports as to budget status are distributed to campus departments. In addition, the budget office, and certain other offices on campus, can access financial information on-line through the Financial Records System.

6.3.5 The Relation of an Institution to External Budgetary Control

There appears to be no external pressure applied to direct how funds are expended once the budget is approved by the Board of Visitors from either the Board or from other external agencies. There are a variety of state policies concerning expenditures. These controls, however, do not appear to restrict the administration's ability to meet its academic mission.

The institution recognizes the responsibility of the state to audit its financial activities and cooperates fully with the Commonwealth of Virginia's Auditor of Public Accounts.

6.3.6 Accounting, Reporting and Auditing

The College of William and Mary follows the generally accepted accounting principles for institutional accounting as they appear in *College and University Business Administration* published by the National Association of College and University Business Officers. Periodic financial reports are submitted to the president by the vice president for administration and finance and the vice president for budget and planning.

The annual audit is prepared by the Commonwealth of Virginia's Auditor of Public Accounts in accordance with *Governmental Auditing Standards* issued by the Comptroller General of the United States. The

annual audit for the fiscal year ending June 30, 1994, indicated no material weaknesses in terms of internal control and compliance. The report does, however, contain certain reportable conditions and immaterial instances of noncompliance, including findings concerning the food service contract, monitoring of architectural contracts, fiscal reporting, disbursements using local funds, and monitoring of maintenance reserve projects. The institution's director of the Office of Internal Audits, who is appointed by and reports to the Board of Visitors, conducts a variety of audits each year.

6.3.7 Purchasing and Inventory Control

The College of William and Mary's purchasing operations are controlled and administered consistent with the Commonwealth of Virginia Procurement Code. The institution maintains a detailed set of inventory procedures. There appears to be no improper pressure on procurement officials.

6.3.8 Refund Policy

The refund policy is published in the undergraduate catalog and the various graduate catalogs. The policy, which provides for a full refund during the first five days after classes begin and a 75 percent refund of tuition and fees from six to thirty days after classes begin, is in keeping with common practice within the higher education community.

6.3.9 Cashiering

The bursar's office manages the campus cashiering function and written procedures for the handling of funds are readily available. All employees are bonded through the Commonwealth of Virginia's insurance program. The cashiers for the College of William and Mary are also bonded through a Commercial Crime Coverage. .

6.3.10 Investment Management

Investments of state funds at the College of William and Mary are handled primarily by the Commonwealth of Virginia. The state requires the designation of a depository bank as custodian for all state funds. Local funds are handled by the institution consistent with state requirements and a *Cash Management Investment Policy* approved by the Board of Visitors.

A portion of the institution's endowment is managed by the Board of Visitors. However, the majority of endowment assets are held by the Endowment Association for the College of William and Mary, Incorporated. The Board of Visitors and the independent endowment association have investment policies detailing investment management criteria, investment goals, and performance criteria. The institution and the association conduct periodic reviews of their respective spending and investment policies.

6.3.11 Risk Management and Insurance

The institution manages its insurance and risk reduction program in cooperation with the Commonwealth of Virginia. A variety of insurance coverages are maintained along with risk avoidance programs.

6.3.12 Auxiliary Enterprises

The institution manages a variety of auxiliary operations on a self-supporting basis. Auxiliaries are charged all direct costs, including maintenance, utilities and overhead. Activities include the bookstore, food services, housing, student health, athletics, parking, extra mural programs, and a variety of other programs. Resources generated from auxiliary operations are generally used to pay an annual overhead assessment approximating \$2.0 million and auxiliary capital project costs. The housing area for example, is pursuing an aggressive renovation program using funds from bond sales and operations. The establishment of a new auxiliary would have to be reviewed by t-he Auditor of Public Accounts and the Department of

Planning and Budgets in Richmond. The auxiliary operations at the College of William and Mary appear to be documented and, while certain operations have experienced losses in some years, overall they appear to be operated in a fiscally responsible manner.

6.4 Physical Resources

6.4.1 Space Management

As of the 1995-96 fiscal year, the College of William and Mary had 2.7 million gross square feet with additional construction planned. The institution's personnel appear generally satisfied with the amount of space, with the exception of deficiencies in the areas of the sciences and the library. The College of William and Mary has developed a \$26 million project to address the library needs. The sciences deficiency includes not only the amount of space, but also the type of space particularly needed to meet laboratory needs, and related access and safety issues. The library project is being considered for funding by the state, while the science deficiency has not been acknowledged. Additional concerns have been expressed relative to space available to the Law School. The self-study also identifies a number of significant problems relative to the maintenance of campus facilities.

(Recommendation 5) **The committee recommends that the institution evaluate the facilities available to the library sciences, and law to ensure that space is adequate for the effective conduct of their respective functions.**

6.4.2 Building, Grounds and Equipment Maintenance

During 1992 and 1993, the College of William and Mary participated in a state-wide survey of the backlog of maintenance at eighteen higher education institutions which included a facilities assessment. Detailed funding requests for major maintenance and renovation projects have been prepared and submitted to the state for consideration. The facilities department performs preventative maintenance, although the scope of such work is severely limited by funding shortfalls. Maintenance teams have been

established to improve the level of service. Certain campus buildings have been turned over to a private contractor, again to improve the quality of maintenance provided. If this approach is successful, one or two additional buildings may be added in the future. Dormitory deficiencies have also been identified, and are beginning to be addressed.

While many of the components of a plan for the upkeep of College property have been developed, an integrated plan addressing routine, preventative, and deferred maintenance of the campus does not exist (Recommendation 6) **The committee recommends that the institution develop a comprehensive plan for the upkeep of its property, with appropriate emphasis on routine, preventative, and deferred maintenance along with access and safety issues.**

6.4.3 Safety and Security

The director of safety and environment within Facilities Management provides a variety of training, inspection, and programs related to safety issues. The director of safety and environment upgrades at least annually the Campus Safety Plan. The director of campus police maintains the Campus Emergency Plan. The campus police provide a wide range of services, ranging from escorts after dark to distributing crime prevention and safety tips. The essential elements of a safety plan exist that assigns responsibility and is evaluated.

6.4.4 Facilities Master Plan

The existing Facilities Master Plan was completed in 1987 with broad input from the campus community. Because the overall boundaries and road systems of the campus are not expected to change significantly, the original plan still provides guidance to campus planners. In addition, when new facilities are added, site plans must be developed, thereby effectively updating a portion of the 1987 Facilities Master Plan. An important component has

been addressed through a \$6.0 million utility project, which includes updating plans for a variety of utility needs.

6.5 Externally Funded Grants and Contracts

These contracts are managed under the provost's control. They are appropriately accounted for under the finance vice president and are related to institutional purpose. There are clear policies for grants and contracts, and they are made known to faculty. Appropriate control is maintained, and there is no undue dependence on them.

6.6 Related Corporate Entities

The College of William and Mary has four 501(C3) entities and two for-profit entities. The for-profit entities are not active. Appropriate control and documentation is maintained.

RECOMMENDATIONS

The committee recommends

Section 3.1

1. that the College continue in its efforts to reformulate and expand its planning and evaluation procedures to meet the conditions of the Criteria as outlined in Section 3.1 - Planning and Evaluation: Educational Programs.

Section 3.2

2. that the College demonstrate planning and evaluation in its administrative and support services to include for each administrative and educational support services unit the following:
 1. a clearly defined purpose statement
 2. goals supporting the purpose of the unit
 3. evaluation procedures for the goals
 4. procedures that show how these results will be used to improve the unit.

Section 3.3

3. that the College regularly evaluate the institutional research function.

Section 4.8.1

1. that the College administration and faculty conclude with dispatch the new edition of a faculty handbook or other published document, including comprehensive policies concerning the employment of part-time faculty members.

Section 6.4.1

2. that the institution evaluate the facilities available to the library, science, and law to ensure that space is adequate for the effective conduct of their respective functions.

Section 6.4.2

3. that the institution develop a comprehensive plan for the upkeep of its property, with appropriate emphasis on routine, preventative, and deferred maintenance along with access and safety issues.

SUGGESTIONS

The committee suggests

Section II

1. that the statement of purpose be published in additional college publications as they are published.

Section 4.2.1

2. that the Board approved admissions policy (10/28/78) be reviewed in light of the College's desire to recruit a more diverse student body.

Section 4.3.4

3. that the nature of ongoing program review and faculty participation in curriculum development across the institution be clarified, as these processes relate to new centralized graduate program initiatives.

Section 5.3

4. that the College level Strategic Planning Initiative explicitly call for an ongoing program of instruction in all facets of information handling and processing technology.

Section 5.5.2

5. the routinization of communication between the FAPAC and the President.

Section 6.1.3

6. that these advisory groups, vital to the future of William and Mary, be strengthened however possible.

Section 6.2.1

7. that the College study means for improved and closer relations with the Alumni Association.