



CELEBRATING TRADITION & FORGING CHANGE:

AN EVOLVING PLAN FOR
WILLIAM & MARY

April 2010

Dashboard – April 2010

PRELIMINARY DRAFT WILLIAM & MARY DASHBOARD

Measures+	W&M 2005-06	W&M 2006-07	W&M 2007-08	W&M 2008-09	W&M 2009-10	Target	UVA* ** (2008-09)	Brown* ** (2008-09)
General Measures for Tracking								
1 US News & World Report: Nat'l universities ^b	31	33	32	33	Avail. 8/2010		24 (tie)	16
2 US News & World Report: Public universities ^b	6	6	6	6	Avail. 8/2010		2 (tie)	Not applicable
3 US News & World Report: Financial resources rank ^b	111	106	111	88	Avail. 8/2010		64	26
4 Undergraduate acceptance rate ^a	31%	32%	34%	34%	34%		37%	14%
5 Middle 50% SAT scores ^{b1}	1260-1440	1240-1440	1250-1450	1250-1440	1240-1450		1220-1440	1320-1540
6 Undergraduate degrees awarded ^a	1,384	1,376	1,454	1,461	Avail. 9/2010		3526 (2007-08)	1542 (2007-08)
7 Graduate/professional degrees awarded ^a	711	728	722	800	Avail. 9/2010		2813 (2007-08)	623 (2007-08)
8 Operating Expenses Provided by the State ^a	21%	23%	18%	Avail.5/ 2010	Avail. 10/2010		8% (2007-08)	Not applicable
9 Core Expenditures per FTE Student ^a	\$30,366	\$30,598	\$35,974	Avail. 8/2010	Avail. 8/2011		\$47,288 (2007-08)	\$65,220 (2007-08)
10 Annual Revenue								
11 # of Faculty Publications/Shows								
Challenge 1: Leader Among Liberal Arts Universities								
12 % courses taught by tenure/tenure-eligible faculty								
13 GRE/MCAT/LSAT/GMAT scores (W&M graduates) Example mean GRE scores								
14 Student : faculty ratio ^b	11:1	11:1	11:1	11:1	Avail. 4/2010		15:1	8:1
15 Undergraduate graduation rates ^a	91%	91%	91%	Avail. 4/2010	Avail. 4/2011		93% (2007-08)	94% (2007-08)
16 Undergraduate class size 2-19 ^b	47%	47%	49%	45%	48%		50%	71%
17 Mentored student experiences								
18 Average Ph.D. stipends								
19 Total sponsored program expenditures (millions) ^a	\$49	\$50	\$50	Avail. 8/2010	Avail. 8/2011	\$60 by 2014	\$311 (2006-07)	\$101 (2006-07)

Dashboard – Revisions

Evaluation Subcommittee Chaired by David Aday

Created a section of “General Measures for Tracking.” Goal is to stay in the current range but without specific targets.

Added separate sections for each challenge area. Goal is to add specific targets where that is possible and appropriate.

Considering adding measures that would be unique to William & Mary for internal tracking. Outside comparisons would be difficult or impossible.

Populate the table with preliminary data for 2009-2010.

Maintain our current cycle of reporting data. Note in the table when revisions to the data will be available.

Work with the challenge subcommittees to refine challenge-level measures. Sharpening the focus on measurable outcomes is a key part of the strategic planning process. We want to be sure we are measuring the important things – and that is difficult.

Dashboard – Update

Measures+	W&M 2005-06	W&M 2006-07	W&M 2007-08	W&M 2008-09	W&M 2009-10	Target	UVA* ** (2008-09)	Brown* ** (2008-09)
Challenge 2: More Fully Diverse Community								
20 Undergraduates who are members of race/ethnic minority groups ^a	18%	20%	20%	22%	23%		24%	31%
21 Undergraduates with demonstrated financial need ^{c2}	27%	27%	28%	29%	Avail. 1/2011		28%	44%
22 Average per-borrower cumulative undergraduate debt ^{c3}	Not available	Not Available	\$15,602	\$16,765	Avail. 1/2011		\$19,016	\$19,390
23 Graduate/professional students who are members of race/ethnic minority groups								
24 % of full time tenure/tenure track faculty members of race/ethnic minority groups ⁷	12%	Not Reported	15%	Not Reported	Avail. 1/2011		20% (Fall 2007)	15% (Fall 2007)
25 % Staff who are members of race/ethnic minority groups ⁷								
26 % of full time tenure/tenure track faculty who are women	34%	Not Reported	31%	Not Reported	Avail. 1/2011		24% (Fall 2007)	29% (Fall 2007)
27 % Senior administrators who are members of race/ethnic minority groups ⁷								
28 % Senior administrators who are women								
Challenge 3: Lifelong Commitment								
29 Alumni giving participation rate: undergraduates with degrees ^d	26%	24%	22%	22%	Avail. 8/2010	30% by 2014	23% (2007-08)	38% (2007-08)
30 # Alumni involved in career planning/mentoring for students								
31 # Alumni involved in mentoring student experiences								

Dashboard – Update

Measures+	W&M 2005-06	W&M 2006-07	W&M 2007-08	W&M 2008-09	W&M 2009-10	Target	UVA* ** (2008-09)	Brown* ** (2008-09)
Challenge 4: New Financial Model								
32 Debt Service as Percent of Operating Expense ^f	4.4%	4.4%	4.6%	5.0%	Avail. 9/2010	<7%		
33 Total Value of Private Gifts (in millions) ^{d6}	\$49	\$49	\$35	\$51	Avail. 8/2010		\$275 (2007-08)	\$178 (2007-08)
34 Total of all endowments (in millions) ^e	\$492	\$586	\$580	\$495	Avail. 9/2010		\$4,573	\$2,778
35 Endowment per student								
Challenge 5: Administrative Resources and Infrastructure								
36 Staff compensation benchmark								
37 Baseline measure of IT infrastructure adequacy								
38 Academic Facilities Condition (Ratio of Deficiencies to Replacement Value) ^{e5}	14.6%	13.6%	12.4%	11.0%	Avail. 1/2011	<10%	10.1%	
39 All Facilities Condition (Ratio of Deficiencies to Replacement Value) ^{e5}								
40 Total Building Deficiencies (in millions)								
Challenge 6: Communications Structure and Strategy								
41 # “W&M In the News” local, regional, national articles/month								
42 Measure of Awareness of William & Mary (to be identified)								

US NEWS Best National Universities

Rank	School (State) (*Public)	Overall score	Peer assessment score (5.0=highest)	Graduation and retention rank	Average freshman retention rate	2008 graduation rate		Over-performance (+) / Under-performance (-)	Faculty resources rank	% of classes under 20 (00)	% of classes of 50 or more (00)	Student/faculty ratio (00)	% of faculty who are full time (00)	Selectivity rank	SAT/ACT 25-75th percentile (00)	Freshmen in top 10% of HS class (00)	Acceptance rate (00)	Financial resources rank	Alumni giving rank	Average alumni giving rate
						Predicted	Actual													
1.	Harvard University (MA)	100	4.9	1	97%	94%	98%	+4	1	77%	8%	7/1	93%	2	1390-1580	95%	8%	6	6	40%
1.	Princeton University (NJ)	100	4.9	3	98%	95%	96%	+1	3	75%	9%	5/1	92%	2	1390-1580	97% ⁵	10%	14	2	61%
3.	Yale University (CT)	98	4.8	2	99%	95%	97%	+2	8	79%	7%	6/1	88%	1	1400-1580	97% ⁵	9%	2	5	41%
4.	California Institute of Technology	93	4.6	23	98%	95%	88%	-7	3	71%	6%	3/1	97%	2	1470-1560	97%	17%	1	24	31%
4.	Massachusetts Inst. of Technology	93	4.9	9	98%	96%	94%	-2	18	65%	13%	7/1	90%	2	1380-1560	97%	12%	3	11	37%
4.	Stanford University (CA)	93	4.9	5	98%	94%	94%	None	14	72%	12%	6/1	99%	9	1330-1540	92%	9%	10	15	35%
4.	University of Pennsylvania	93	4.5	5	98%	94%	95%	+1	2	73%	7%	6/1	86%	6	1330-1520	99%	17%	8	10	39%
8.	Columbia University (NY)	91	4.6	5	99%	93%	95%	+2	10	77%	8%	6/1	92%	8	1360-1550	94%	10%	15	13	36%
8.	University of Chicago	91	4.6	17	98%	92%	92%	None	3	73%	5%	6/1	86%	15	1370-1560	86%	28%	8	18	33%
10.	Duke University (NC)	90	4.4	11	96%	94%	95%	+1	6	71%	5%	8/1	97%	12	1340-1540	90% ⁵	22%	11	7	39%
11.	Dartmouth College (NH)	89	4.3	9	98%	93%	95%	+2	15	63%	9%	8/1	93%	11	1330-1550	90% ⁵	13%	12	3	51%
11.	Cornell University (IL)	87	4.3	11	97%	92%	93%	+1	7	75%	7%	7/1	96%	15	1360-1530	85% ⁵	26%	12	24	31%
12.	Washington University in St. Louis	87	4.1	15	97%	95%	94%	-1	8	74%	9%	7/1	94%	6	1380-1540	96%	22%	3	14	35%
14.	Johns Hopkins University (MD)	86	4.5	19	97%	90%	91%	+1	22	65%	11%	11/1	98%	24	1290-1510	84% ⁵	25%	3	15	35%
15.	Cornell University (NY)	85	4.5	15	96%	91%	93%	+2	16	58%	17%	10/1	98%	15	1300-1500	88% ⁵	21%	17	20	32%
16.	Brown University (RI)	84	4.4	5	98%	93%	94%	+1	17	71%	9%	8/1	93%	9	1320-1540	93% ⁵	14%	26	7	39%
17.	Emory University (GA)	80	4.0	27	94%	95%	88%	-7	12	68%	7%	7/1	95%	15	1310-1500	88% ⁵	27%	18	12	37%
17.	Rice University (TX)	80	4.0	17	97%	92%	93%	+1	12	65%	8%	5/1	93%	20	1320-1530	85% ⁵	23%	22	17	34%
17.	Vanderbilt University (TN)	80	4.0	24	96%	90%	89%	-1	11	68%	7%	8/1	93%	20	1332-1500	84% ⁵	25%	15	32	24%
20.	University of Notre Dame (IN)	78	3.8	3	98%	92%	96%	+4	20	55%	9%	12/1	96%	15	1320-1500	87%	27%	42	4	50%
21.	University of California-Berkeley*	76	4.7	24	97%	89%	90%	+1	35	60%	15%	15/1	90%	14	1210-1470	98%	22%	43	113	13%
22.	Carnegie Mellon University (PA)	75	4.2	31	95%	89%	87%	-2	18	64%	11%	11/1	94%	32	1290-1500	73% ⁵	38%	23	50	20%
23.	Georgetown University (DC)	74	4.0	11	97%	91%	93%	+2	43	56%	6%	11/1	77%	12	1310-1490	93% ⁵	19%	31	29	28%
24.	University of California-Los Angeles*	73	4.2	24	97%	87%	89%	+2	43	54%	20%	16/1	90%	24	1170-1410	97%	23%	25	107	14%
24.	University of Virginia*	73	4.3	11	97%	89%	93%	+4	35	50%	14%	15/1	98%	29	1220-1440	88% ⁵	37%	64	35	23%
26.	Univ. of Southern California	72	3.9	32	96%	90%	88%	-2	27	64%	11%	9/1	82%	20	1270-1470	87% ⁵	22%	37	7	39%
27.	University of Michigan-Ann Arbor*	71	4.4	27	96%	86%	88%	+2	74	46%	18%	15/1	93%	24	27-31	92%	42%	37	79	17%
28.	Tufts University (MA)	70	3.6	19	96%	89%	92%	+3	24	73%	5%	7/1	86%	20	1340-1500	85%	26%	31	33	24%
28.	U. of North Carolina-Chapel Hill*	70	4.1	32	97%	84%	88%	+4	35	44%	11%	14/1	97%	34	1210-1390	79%	34%	31	38	22%
28.	Wake Forest University (NC)	70	3.5	30	93%	86%	88%	+2	29	56%	2%	11/1	92%	41	1240-1400 ²	64%	38%	7	20	32%
31.	Brandeis University (MA)	67	3.5	27	94%	86%	90%	+4	29	69%	7%	9/1	88%	28	1290-1450	82%	32%	47	20	32%
32.	New York University	66	3.8	37	93%	85%	84%	-1	23	60%	11%	12/1	73%	35	1250-1440	68% ⁵	32%	37	139	11%
33.	College of William and Mary (VA)*	64	3.8	19	95%	91%	91%	None	50	45%	7%	11/1	92%	32	1250-1440	79% ⁵	34%	88	42	22%
34.	Boston College	63	3.5	19	96%	88%	91%	+3	55	47%	8%	13/1	78%	31	1250-1430	80% ⁵	26%	67	35	23%
35.	Georgia Institute of Technology*	62	4.0	53	92%	83%	77%	-6	68	40%	22%	14/1	100%	49	1250-1420	64%	61%	50	27	29%
35.	Lehigh University (PA)	62	3.2	34	94%	83%	85%	+2	35	48%	10%	9/1	87%	27	1230-1400	93% ⁵	28%	50	20	32%
35.	Univ. of California-San Diego*	62	3.8	34	94%	86%	85%	-1	95	42%	30%	19/1	93%	29	1140-1370	100%	42%	26	200	7%
35.	University of Rochester (NY)	62	3.4	39	95%	89%	84%	-5	35	61%	13%	9/1	85%	35	1220-1430	75% ⁵	43%	21	66	18%
39.	U. of Illinois-Urbana-Champaign*	61	4.0	38	93%	78%	82%	+4	81	39%	18%	17/1	99%	54	26-31	55%	69%	61	107	14%
39.	Univ. of Wisconsin-Madison*	61	4.1	46	94%	78%	82%	+4	86	44%	19%	17/1	94%	51	26-30	58%	53%	53	120	13%
41.	Case Western Reserve Univ. (OH)	60	3.5	46	92%	87%	81%	-6	43	59%	11%	10/1	93%	51	1210-1410	63%	73%	23	59	19%
42.	Rensselaer Polytechnic Inst. (NY)	59	3.5	39	93%	85%	82%	-3	43	53%	10%	14/1	93%	41	1250-1420	64%	44%	43	82	16%
42.	University of California-Davis*	59	3.8	46	90%	82%	81%	-1	103	34%	28%	19/1	94%	38	1050-1300	98%	53%	31	133	11%
42.	Univ. of California-Santa Barbara*	59	3.5	42	91%	82%	87%	+5	31	49%	17%	17/1	94%	35	1080-1320	96%	49%	81	66	18%
42.	University of Washington*	59	3.8	64	93%	71%	77%	+6	128	35%	17%	11/1	93%	46	1100-1330	87% ⁵	61%	30	66	18%
46.	University of California-Irvine*	58	3.6	42	94%	82%	81%	-1	50	44%	19%	19/1	91%	39	1090-1300	96%	49%	50	128	12%
47.	Pennsylvania State U.-University Park*	57	3.8	36	93%	67%	85%	+18	153	32%	18%	17/1	95%	84	1100-1300	43%	51%	67	50	20%
47.	University of Florida*	57	3.6	41	95%	81%	82%	+1	144	40%	22%	20/1	99%	39	1160-1380	75%	39%	46	79	17%
47.	University of Texas-Austin*	57	3.9	53	92%	76%	78%	+2	109	36%	23%	17/1	97%	46	1110-1350	75%	44%	86	92	16%
50.	Tulane University (LA)	55	3.3	73	88% ⁸	84%	74%	-10	26	65%	5%	9/1	73%	41	1250-1420	59% ⁵	27%	53	55	19%
50.	University of Miami (FL)	55	3.1	68	90%	79%	77%	-2	35	52%	5%	11/1	87%	41	1190-1380	66% ⁵	39%	26	59	19%



What Are National Universities?

To rank colleges and universities, *U.S. News* first assigns schools to a group of their peers, based on the basic categories developed by the Carnegie Foundation for the Advancement of Teaching in 2006. Those in the National Universities group are the 262 American universities (164 public and 98 private) that offer a wide range of undergraduate majors as well as master's and doctoral degrees; some emphasize research. A list of the top 50 public universities is on Page 93.

In each category, data on up to 15 indicators of academic quality are gathered from each school and tabulated. Schools are ranked within categories by their total weighted score. Schools that receive the same numbered rank are tied and are listed in alphabetical order.

More information on the 1,400-plus colleges we survey is in the directory that starts on Page 129.

US NEWS Best Colleges: Determinants of Rank

Overall Score (weighted sum of scores)

US News Category	Weight
Peer Assessment	25%
Faculty Resources	20%
Faculty Compensation	7.0%
% Faculty - terminal degree	3.0%
% FT Faculty	1.0%
Student/Faculty Ratio	1.0%
Class Size < 20 (2-19)	6.0%
Class Size >50	2.0%
Grad. & Retention Rate	20%
Graduation rate (4-yr average)	16.0%
Freshmen retention rate (4-yr ave.)	4.0%

US News Category	Weight
Student Selectivity	15%
Acceptance Rate	1.5%
H.S. Standing (Top 10%)	6.0%
SAT/ACT Scores	7.5%
Fin. Resources per Student	10%
2-year average	
Alumni Giving	5%
2-year average	
Grad. Rate Performance	5%
Actual - Predicted Grad. rate: under/over performance	

US NEWS Best Colleges: W&M 2008-2010 Editions

US News Category	2008	2009	2010	Best=
Overall Score	65	65	64	100
RANK	33	32	33	1
Peer Assessment	3.7	3.7	3.8	5
Faculty Resources Rank	46	44	50	1
Grad. & Retention Rank	18	18	19	1
Student Selectivity Rank	31	31	32	1
Fin. Resources Rank	106	111	88	1
Alumni Giving Rank	36	43	42	1
Grad. Rate Performance	+5	+6	none	Hi

US NEWS Best Colleges: NYU, WM, BC

US News Category	NYU	W&M	BC	Best=
Overall Score	66	64	63	100
RANK	32	33	34	1
Peer Assessment	3.8	3.8	3.5	5
Faculty Resources Rank	23	50	55	1
Grad. & Retention Rank	37	19	19	1
Student Selectivity Rank	35	32	31	1
Fin. Resources Rank	37	88	67	1
Alumni Giving Rank	139	42	35	1
Grad. Rate Performance	-1	none	3	Hi

Best National Universities

Rank	School (State) (*Public)	Overall score	Peer assessment score (5.0=highest)	Graduation and retention rank	Average freshman retention rate
28.	Tufts University (MA)	70	3.6	19	96%
28.	U. of North Carolina–Chapel Hill*	70	4.1	32	97%
28.	Wake Forest University (NC)	70	3.5	30	93%
31.	Brandeis University (MA)	67	3.5	27	94%
32.	New York University	66	3.8	37	93%
33.	College of William and Mary (VA)*	64	3.8	19	95%
34.	Boston College	63	3.5	19	96%
35.	Georgia Institute of Technology*	62	4.0	53	92%
35.	Lehigh University (PA)	62	3.2	34	94%
35.	Univ. of California–San Diego*	62	3.8	34	94%
35.	University of Rochester (NY)	62	3.4	39	95%

2010 Edition: Score & Rank
Schools Ranked between 20 and 40

Score	Rank	School
78	20	Notre Dame
76	21	Berkeley
75	22	Carnegie Mellon
74	23	Georgetown
73	24	UC - Los Angeles
73	24	U of Virginia
72	26	So. California
71	27	Michigan
70	28	Tufts
70	28	Chapel Hill
70	28	Wake Forest

Score	Rank	School
67	31	Brandeis
66	32	NYU
64	33	William & Mary
63	34	Boston College
62	35	Georgia Tech
62	35	Lehigh
62	35	UC - San Diego
62	35	Rochester
61	39	Illinois
61	39	Wisconsin

Six Challenges

1. Be a leader among **liberal arts universities**.
2. Build and support a **more fully diverse W&M community**.
3. Develop an ever more engaging campus experience that inspires a **lifelong commitment** to W&M.
4. Implement a **new financial model** that can fund our aspirations.
5. Provide the **administrative resources and infrastructure** required for a university in the 21st Century.
6. Explain and promote W&M through a more effective **communications structure and strategy**.

Status of 105 implementation steps for FY10 -- 19 completed, 78 underway, 8 moved to FY11. Thirty-four of those underway were scheduled for completion in FY11.

W&M as a Leading Liberal Arts University

From Conversation to
Future Directions



White Paper Discussion
April 8, 2010

Leading Liberal Arts University Subcommittee Summary Paper

From General Planning To Strategic Priorities

To: Members of the William and Mary Community
From: The Challenge 1 subcommittee
RE: Summary document concerning Challenge 1
Date: April 7, 2010

Dear Colleagues:

As part of this year's strategic planning process, our group was charged with the further refinement of the Goals and Objectives for Grand Challenge 1. Along the way, we found it very useful to develop this summary document. This document provided a vehicle to solicit feedback from colleagues, and working through it helped all members of the committee develop a better understanding of this part of the plan. We hope that you will find it useful, too. ...

Respectfully submitted,

Gene Tracy, Chair, Faculty Assembly President, Professor of Physics
John Boschen, Brinkley-Mason Professor of Business
Colin Campbell, Member, Board of Visitors
Bruce Christian '73, W&M Foundation Trustee
Tim Costelloe, Associate Professor of Philosophy
Dave Douglas, Dean, School of Law
Tim Dunn '83, Member, Board of Visitors
Bridget Gilmore, MBA Student
Rick Gressard, Associate Professor of Education
Laurie Koloski, Director of the Reves Center, Associate Professor of History
Monty Mason, '89, Alumni Representative
Leisa Meyer, Associate Professor of History
Cathy Reed, Director of Collections and Content Services, Swem Library
Carl Strikwerda, Dean of the Faculty, Arts and Sciences
John Wells, Dean, School of Marine Science

Office of Community Engagement and Scholarship



Multimedia Features

Scholarship & Research

Events & Celebrations

Diversity & Internationalization

Community Engagement

Home » News & Events » Features » Community Engagement

Community engagement



Engagement at William & Mary is grounded in the curriculum, advanced through research and shared with multiple communities through direct outreach, through partnerships, and through student and public initiatives.

New features



[Kate Hibbs '10: Pregnancy, migrants and justice on the Eastern Shore](#) / [Home makeover: W&M edition](#) / [David Aday's blogs from Nicaragua](#) (Entries include *Of colors and perceptions*; *What the ... ?*; *Intentions, consequences, collaboration*; *Chaquite Brigadista*; *Through new eyes*; and *Schooled by a newbie*)

Related Links

[Office of Community Engagement and Scholarship](#)

[Sustainability at W&M](#)

[Center for Public Policy Research](#)

[Economic Development](#)

W&M ENGAGED



Stelljes outlines commitment to service learning at W&M. [More...](#)

ENGAGED RESEARCH



Diversity

W&M names co-chairs for Lemon Project

Two William & Mary faculty members will lead the multiyear effort to better understand the role of race in the College's history, including its connections to slavery.

Kimberley Phillips, associate professor of history and American studies, and Robert Vinson, assistant professor of history and Africana studies, will serve as co-chairs of the Lemon Project Committee. The committee will include faculty, staff, students, alumni and members of the Greater Williamsburg community.



Lifelong Commitment

We Celebrated Coronation Day: Sunday April 11, 2010
We wore our W&M gear on Monday, April 12, 2010

Because

WILLIAM
& MARY
Rules

A Glorious Revolution in England

&

*A Glorious Revolution in American
higher education.*

Celebrating crowned heads of state

&

*The crowning achievements of our
newly admitted students.*



Richmond Road Student Residence and Retail



City Council Approved – April 8, 2010

Break Ground – Summer 2010

Open – August 2011

11,800 Retail Gross SF; 36,750 Total Gross SF

14 Student Apartments; 56 Students

W&M Research Institute/VIMS



StatoilHydro -- \$3 million investment
Blackrock Energy, Williamsburg
University of Maryland
Smithsonian Institution
University of Arkansas
HydroMentia, Florida

Chesapeake Algae Project (ChAP)

We propose to turn pollution into fuel



Algae link two of society's most pressing problems:

"the source problem"—dwindling fossil fuel supplies

"the sink problem"—fouling of the global environment



Tucker Hall



1909-era Tucker Hall, last upgraded pre-1980. Instructional space and technology will be modernized for the department of English. Building systems will be replaced, accessibility improved, and life safety upgraded to current code.

Cost: \$12.1-million

Fund Source: General Funds

Renovation GSF: 26,000

Progress: Preliminary design documents (PDs) were submitted to Code Review on January 11, 2010. The General Assembly subsequently authorized a number of projects using pooled funds saved from previously approved projects in the Commonwealth. The renovation of Tucker Hall is fourth on their list. No specific funding level was included in the bill. Any action is subject to final approval by the Governor.

Leveraging IT

Network Replacement

- Remains on time and on budget

Streamline business practices

- Implemented an enterprise events management system for the Business School, VIMS, Scheduling Office, and Registrar

- Automated the study abroad application, selection and management process for the Reves Center

Miller Hall Weekly Schedule

The screenshot displays the 'WILLIAM & MARY Reservations' interface. It features a navigation bar with 'Home', 'Reservations', 'Bookings', and 'Reports'. Below the navigation bar is a grid showing the weekly schedule for Miller Hall, organized by day (Sun through Sat) and time slots (e.g., 8:00 AM - 9:00 AM, 9:00 AM - 10:00 AM, etc.). Each cell in the grid contains details about the reservation, including the name of the event or department, the room number, and the time slot. The interface also includes a search bar and various filters to refine the reservation list.

Study Abroad Application/Registration
1) Select the "[Program Search](#)" tab at the top of the page
2) Search for your chosen program or scholarship.
3) Click "Apply/Register" to login with your W&M ID.


IT-Charles Center University Teaching Project

IT is capturing Charles Center content about effective teaching and making it public via the web in a way that has not been done in the past.

University Teaching Project
Roy R. Charles Center, College of William and Mary

Home About Articles Topics

Helping Students Capture the Teachable Moment



Dr. Warrenetta Mann, Director of the W&M Counseling Center, recently talked to faculty members and graduate students about “teachable moments” and distressed students. Her advice can help you identify moments where students could benefit from additional help.

[Continue reading...]

MEDIA

Introduction to the Teaching Project (Part 2)

Dr. Joel Schwartz, Director of the Charles Center, offer his insights on the interaction between experienced faculty and younger faculty, the idea of the “transformative teacher”, the importance of making small adjustments while teaching, and generational differences between students.

NEWS

Call for Participants: Collaborative Writing May Seminar

Find out how to participate in a May Seminar about Collaborative Writing. Deadline: April 12

Video Assignments: an Alternative to a Traditional Paper?

Larry Evans talks about using a video production assignment instead of a traditional paper.

Experimental Philosophy & Pedagogy

Kevin Timpe, Associate Professor of Philosophy, Northwest Nazarene University, talks about “Experimental Philosophy” and its usefulness in the classroom.

Mascot Search



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The Griffin!



The Evolving Framework for FY11-15

The framework for FY 11-15 was distributed with board materials.
Implementation Steps:

FY10 – 105

FY11 – 84

The following slides highlight some of the key implementation steps for FY11 in each challenge area.

Challenge 1: Be a leader among liberal arts universities

- Begin a review of the undergraduate curricula in A&S, Business and Education. (Halleran, Strikwerda, Appropriate Faculty Committees)*
- Carry out a review of the merit and promotion systems and related incentives. (Halleran, Appropriate Faculty Committees)*
- Ensure faculty and staff compensation is competitive. (Halleran, Jones)*
- Create a fund to provide competitive startup packages in all disciplines. (Halleran, Jones)*
- Ensure graduate and professional stipends are competitive with peer programs. (Halleran, Jones)*
- Increase library support based on needs assessment. (McCarthy, Halleran)*
- Increase support and provide incentives for innovative and collaborative teaching and research. (Halleran, Deans)*

* **Continues into FY12-15**

Challenge 2: Build and support a more fully diverse W&M community.

- Begin a formal review, internally and externally, of best practices that provide synergy for broad based university-wide diversity initiatives.* (Glover)
- Support the Lemon Project Committee in its efforts to carry out the research project aimed at understanding the history of African-Americans at the College and in the greater Williamsburg community. (Halleran, Glover)
- Review the information on the W&M Website to assess the messaging of diversity at W&M. (Golden, Glover)
- Encourage opportunities for faculty development projects that enhance diversity in the curriculum, including assisting faculty with practices that best promote the exploration of diverse experiences. (Halleran, Deans, Appropriate Faculty Committees)
- Encourage a review of the undergraduate curricula in A&S, Business and Education with a focus on the strength of diverse curricular offerings and ways of teaching. (Halleran, Deans, Appropriate Faculty Committees)

* **Continues into FY12-15**

Challenge 3: Develop an ever more engaging campus experience that inspires a lifelong commitment to W&M.

- Continue to implement "W&M for a Lifetime" campaign; develop "W&M for a Lifetime" events in conjunction with the opening of the Cohen Career Center; provide support to departments to host student/alumni programs during signature events on campus. (Coordinating Group)
- Articulate the elements of our collective identity that can be used to strengthen the William & Mary Community. (Reveley, Halleran, Cottrell, Faculty Assembly)
- Propose, support and implement innovative strategies for expanded student leadership development. (Ambler)
- Collaborate with the Real Estate Foundation to open Triangle apartments on Richmond Road. (Ambler, Buchanan)
- Continue developing plans to design and construct housing (200-250 bed spaces) on campus that will enhance the residential experience of students in the Greek-letter community. (Ambler, Martin, Jones)

Challenge 4: Implement a new financial model that can fund our aspirations.

- Increase alumni giving participation rates and overall annual and endowment giving by 1) strategic investment in fund raising and development opportunities, and 2) continued restructuring of development operations consistent with performance metrics and fundraising goals. (Pieri)
- Complete evaluation of market-based tuition options. Develop implementation schedule in cooperation with the College's Board of Visitors. (Reveley, Halleran, Jones)
- Complete the on-going study of faculty compensation competitiveness, establish appropriate targets, and make substantial progress toward these targets by 2015.
- Implement the compensation elements of the University HR system, periodically update market information, and make substantial progress toward these targets by 2015.

Challenge 5: Provide the administrative resources and infrastructure required for a university in the 21st Century.

- Establish a competitive investment fund for resources that leverage efficiencies. (Jones, Martin)
- Develop and issue request for information (RFI) for new private branch exchange (PBX) and voice mail systems. (Carpenter)
- Develop a 10 year phased implementation plan to fund the baseline maintenance budget of 2.5% of current present value (CPV) of facilities and utility infrastructure. (Martin, Jones)
- Complete risk management assessment policies and procedures and begin assessments. (Martin)
- Develop carbon-footprint reduction plan for 2011-2030. (Martin)

Challenge 6: Explain and promote W&M through a more effective **communications structure and strategy**.

- Complete an inventory of iconic images, logos and other marketing and visual representations of W&M and identify issues to be resolved. (Golden)
- Increase coverage of research, scholarship and creative activities in targeted media. (Golden)
- Work with units as requested to create/update marketing plans and promotional materials. (Creative Services)
- Using the structure developed in FY10, complete annual President's communication plan and the W&M communication plan by August 2010. (Golden)
- Implement recommendations from the internal communications review group as appropriate. (Golden)

Core Messages

There is only one William & Mary, Yours

W&M is a Public Ivy, one of the world's great liberal arts universities – integrating the intimacy of the liberal arts college with the reach of a research university – the best of both worlds – a great blend of teaching and research.

W&M is a lifelong experience – those linked to W&M are stewards of a great inheritance. Those connected to the university become members of a family, a tribe.

W&M is an engaged community making a difference for the better – our students come wanting to change the world and leave with the tools to do it. We prepare students to make a difference, to be leaders, to have an impact regardless of their field.

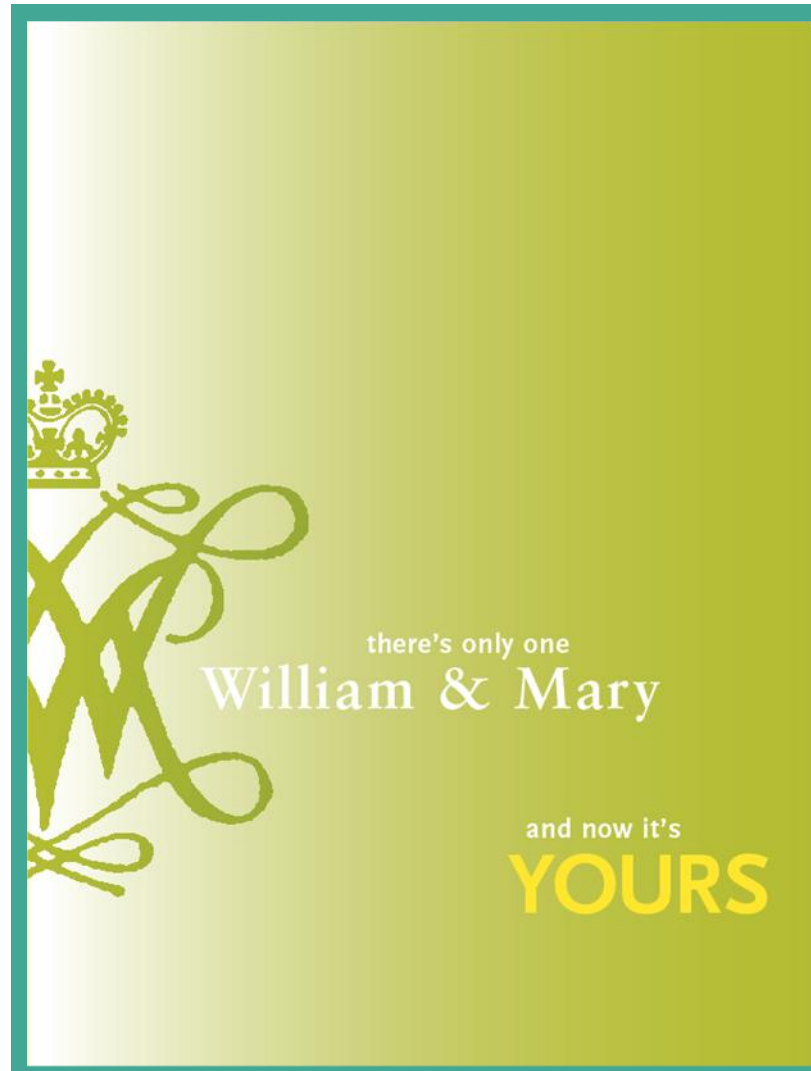
Together we are building a sustainable financial future. We are developing a new financial model to match our aspirations.

Only One

There's Only 1 William & Mary...And We Help Create It!



Only One



Only One

The Throne

News and Services from Swem Library at The College of William & Mary • March 2010



Library Archives Photograph Collection

There's Only One

In keeping with the theme "There's only one William and Mary," The Throne would like to start a tradition of its own by highlighting periodically some of the things that make W&M, well, W&M. For example, the class yell -what happened to that tradition? Perusing volumes of the *Colonial Echo*, we discovered that in the good ol' days, each class generated class spirit and solidarity by choosing class colors, a Latin motto, a class flower (even when the student body was all male!), and a yell. Take that, UVA.

The yell of the junior class, 1901:

Hip-i-ty, rip-i-ty, hip-i-ty dus
Omnia res vincimus.
Praesto sumus, our motto,
Hip-i-ty, rip-i-ty, hip-i-ty ho!

The yell of the senior class, 1899:

Hooglum Voogly Brandywine,
Patsy-watsy, baby mine,
Hocus-pocus, Ninety-nine,
Whoo-o-eee-e!

Only One

President Reveley's Charter Day Remarks February 6, 2010

(Following a series of birthday quotes)

Finally, Dr. Seuss - "Today you are You, that is truer than true. There is no one alive who is Youer than You."

There is only one College of William & Mary. So we do say to this marvelous university on its 317th birthday, in the words of Dr. Seuss, truly "there is no one alive who is Youer than You."

Only One

The College of
William & Mary

congratulates one of its own
Thomas R. Frantz BBA '70, JD '73, MLT '81
this year's recipient of the
VOLUNTEER Hampton Roads
Lenora Mathews Lifetime Achievement Award

You embody the spirit of William & Mary, a place that has fueled the ideas and nurtured the people who have changed the world.

As an undergraduate in the School of Business, a law student in the School of Law, and board member of the Mason School of Business, you walk in the footsteps of great leaders who also dedicated their lives to being honorable citizens devoted to community service.



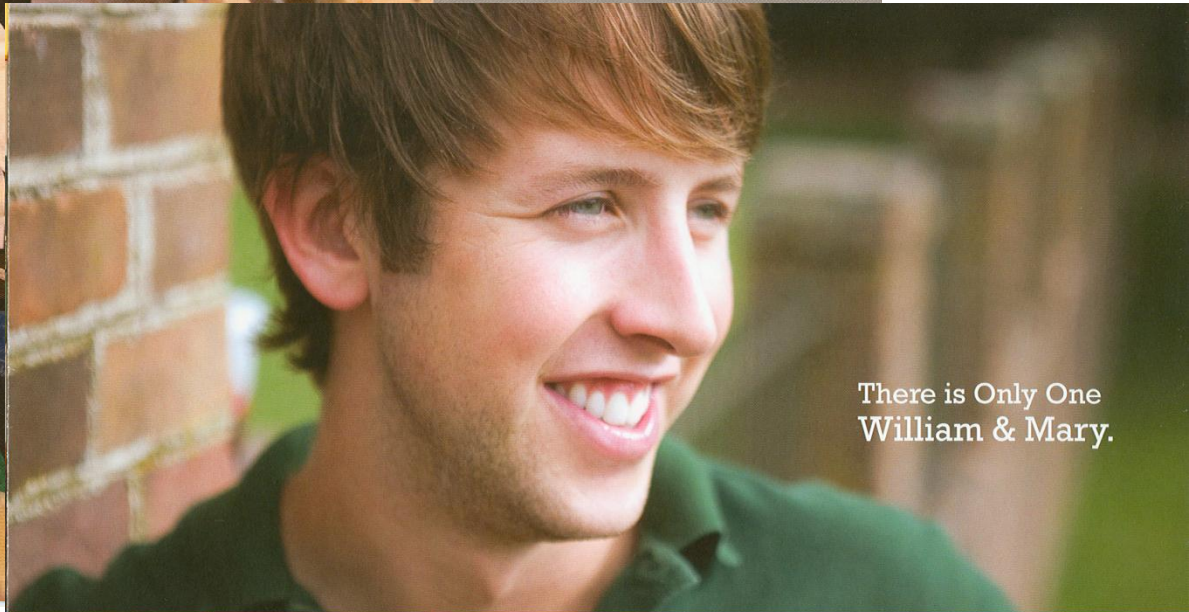
there is only ONE William & Mary
there is only ONE Tom Frantz

Only One



WILLIAM
& MARY

Right here.
Right now.



There is Only One
William & Mary.

WILLIAM
& MARY

The College of William & Mary
P.O. Box 1693
Williamsburg, VA 23187
www.wm.edu/fund

Government Relations Update

- Executive Order #9 establishes the "Governor's Commission on Higher Education Reform, Innovation and Investment."
- We anticipate that the members may be named next week. We had the opportunity to provide suggestions.
- The charge to the Commission includes three main areas of focus:
 - Increased Degree Attainment, Financial Aid and Workforce Training
 - Implement Innovation and Cost Containment
 - Regional Strategies/Partnerships for Research and Economic Development
- The Commission will submit to the Governor no later than September 30, 2010 recommendations that may impact the development of the Executive Budget.
- The Commission will submit its final report no later than November 30, 2010.



CELEBRATING TRADITION & FORGING CHANGE:

AN EVOLVING PLAN FOR
WILLIAM & MARY

Our Vision

William & Mary will continue to be one of the world's great liberal arts universities. Already a university of compelling academic distinction, the College will expand its interdisciplinary study, global relevance, and faculty-student research, as well as its lifelong ties with alumni. Our students come wanting to change the world and will leave with the tools to do it.

WILLIAM & MARY

A LIBERAL ARTS UNIVERSITY OF
COMPELLING ACADEMIC DISTINCTION

Selected Strategic Planning Steps 2010-11

April 2010	BOV reviews planning FY11-15 framework
Sep/Oct 2010	Progress report to BOV Steps and metrics for FY10 – year end status Steps for FY11
Fall 2010	Reviewing implementation steps with constituencies -- e.g., Faculty Assembly, Alumni Board, W&M Foundation Board Initiate FY11 implementation step tracking
December 2010	BOV update with emphasis on the dashboard
February 2011	BOV update PSC recommends FY12 steps and FY12-16 framework
March 2011	President reviews and recommends to BOV
April 2011	BOV discusses FY11 implementation; reviews FY12 steps and FY12-16 framework

Communication Review Actions

- Communication Organization
- Core Messages
- Strategic Planning Communications
- Lifelong Experience
- President's Annual Plan
- University Annual Plan
- University Relations
- Creative Services
- Coordination between University Development and the W&M Alumni Association
- Internal Communication - Reinforcing the Campus Community