

became the Roy R. Charles Center for Honors and Interdisciplinary Studies in 1987. Since January 1988 its director, Associate Professor Joel Schwartz of the Government Department, has fostered the development of academic, student, and faculty programs, with a focus on undergraduate research and curricular innovation. In the words of his 1994 report to the Strategic Planning Committee:

[The Center] has initiated the freshman seminar program; instituted programs and provided funding to stimulate undergraduate research; created mechanisms for integrating the teaching and research missions of the College; provided co-curricular venues for student intellectual exchange in an effort to countervail the anti-intellectual forces that often dominate undergraduate student life; and served as a hub for faculty to build communities of learning that reinvigorate their teaching and research productivity.

That the Center has been successful in its bid to become "the Faculty of Arts and Sciences' home for innovation and entrepreneurship in the areas of curriculum and faculty development" can be seen in the number of new programs and services it has made available in the past few years, and that of students and faculty served by them.

One of the original functions of the Charles Center is to administer interdisciplinary programs. The original purpose of the interdisciplinary concentration was to allow students to design an academic program suited to their needs and interests. Since the establishment of the Center, groups of faculty have worked together to formalize interdisciplinary concentrations that are both flexible and academically sound. Whereas approximately 30 students choose one of these concentrations each year, six to eight students still design their own with the help of an advisor, subject to the approval of the faculty Committee on Honors and Interdisciplinary Studies. The Charles Center is home to established programs in Environmental Sciences, Linguistics, and Medieval and Renaissance Studies, and to developing programs in Film Studies and Literary and Cultural Studies (replacing the Comparative Literature program). Other programs have "spun off" from the Center in the past few years and now have their own directors (American Studies, International Studies and International Relations, Public Policy, and Women's Studies). The interdisciplinary concentration is therefore no longer a lonely endeavor, but one supported by groups of faculty working together and exchanging information and expertise.

The Reves Center for International Studies

The Office of International Studies was established in 1984, and since then concentrations in international studies have been administered separately from all other interdisciplinary concentrations. A separate center was organized in 1987, becoming the new Wendy and Emory Reves Center for International Studies in 1989. "International Studies" consists of six interdisciplinary Bachelor of Arts degree programs in International Relations, and in East Asian, European, Latin American, Middle Eastern, and Russian/Soviet Studies. A student may also minor in African or Japanese Studies. International Relations and International Studies graduates have increased from 65 in 1990-91 to 85 in 1991-92 to 102 in 1992-93. Currently, there are approximately 150 concentrators from all classes, 75% of whom concentrate in International Relations, and 25% in Area Studies. In addition to academic programs, the Reves Center is responsible for programs abroad, international students, the Reves residence hall, faculty support, conferences, and community outreach.

To support the increased interest in study abroad programs, and to address the issue of student financial aid, the Center established the "James A. Bill Study Abroad Scholarship Endowment" (named for its first and current Director) in 1992, which has been followed by three other privately-financed study abroad endowments. Another innovative program was the Fall 1993 "Beyond the Nation-State" conference which involved faculty from throughout the college as well as students. Faculty development seminars were a part of the activities leading up to this conference. Over an 18-month period, 20 faculty members representing as many departments and schools prepared specific recommendations for exploring the implications of globalization in their own departments and disciplines. The analysis of the significance of globalization for teaching and research is ongoing. The Reves Center has been successful through a variety of other projects in attracting international students and bringing scholars with international reputations to the College.

Neither an assessment report nor a strategic planning report for the Reves Center was available to us, however the Center provided the committee with a short summary of the outside evaluation and recommendations for the assessment, and the "Ten-Year Plan" for International Studies. The committee's report to the College, dated April 27, 1994, was approved by the Committee on International Studies on April 27, 1994.

mittee has considered these recommendations in making its own.

Recommendations for Interdisciplinary Studies:

1. The College should continue its generous support for interdisciplinary teaching and research, which both promotes interdepartmental faculty development, and reinforces the liberal arts approach to education represented by the new GERS.

2. A standing faculty committee should be established for each interdisciplinary concentration (including international studies) composed of representatives of the departments and areas involved. These faculty would serve as concentration advisors, and ensure regular review of the discipline, concentration requirements, offerings, and faculty expertise, and would report to the appropriate administrative body.

3. The rules and policies governing interdisciplinary concentrations should be clearly stated in the catalogue, for the use of students and advisers.

4. The College should work with the Director of the Charles Center and the Committee for Honors and Interdisciplinary Studies to ensure sufficient space to accommodate its expanding programs and services.

5. The Reves Center should continue to generate student financial support and scholarships for study abroad.

Other College-Wide Issues:

Grading Practices

In recent years the issue of grade inflation has been raised by members of the faculty. Whether or not the average level of grades is increasing over time, the concern expressed by these faculty indicates that there may be a lack of consensus across departments and/or across generations regarding the management of grades.

The Registrar already prepares tabulations of grades received by students for distribution to department chairs and deans. These tabulations are organized by department and by upper and lower division, by faculty, and by gender. The Registrar is also able to extract information from the student data base if a specific request is made. These data are extremely useful in determining if imbalances exist among and within departments.

ments.

Recommendation for Grading Practices:

1. Department chairs and deans should provide forums for the discussion of grading practices and the description of grades in the catalogue, with the goal of building a communal consensus on grading practices at the College.

Access to Information: Course Syllabi

In planning their course schedules, it is important for students to have sufficient information about possible courses. The only information that is generally accessible is that contained in the undergraduate catalogue. Although students can obtain additional information about courses in their concentrations from faculty and other students, many students, including freshmen and sophomores and those taking electives, have access to very little precise information. This can lead to dissatisfaction with courses, as well as an excess of "adds" and "drops" at the beginning of each semester.

This problem would be partially remedied if the current syllabus of each course were put on-line in the campus computer system. The ready availability of course syllabi to the campus community would also quickly become indispensable to faculty committees overseeing interdisciplinary concentrations, administrators determining transfer credit, all faculty advisers, as well as be useful in student recruitment. The Student Association has indicated that its members would be able to provide volunteers to help initiate and maintain such a system.

There is also some support on campus for making course evaluations publicly available. This possibility deserves further study.

Recommendation for Access to Information:

1. The deans, in conjunction with the Student Association, should establish and maintain an on-line catalogue of current course syllabi. [Such a system has been instituted by Arts and Sciences since this recommendation was made, and will be in place on the College computerized information system (WAMI) for Fall 1995 registration. It is supported by the Student Association and the Office for Academic Advising.]

Special User Fees

It has been the practice to charge students a special user fee for some courses whose equipment or activities are unusually expensive (i.e., courses

in Geology, Biology, Physical Education Activity) and for programs like study-abroad whose extra expenses are not shared by the whole student body.

Recommendation for Special User Fees:

1. The College should develop a user fee policy in accordance with the following guidelines: (a) that user fees be charged only in unusual circumstances, and, (b) that they directly reflect the actual expenses incurred.

English as a Second Language (ESL)

As the College admits more international students and others whose first language is not English there is a growing need for the teaching of writing in English as a second language. The English Department and the Writing Center provide some attention to the requirements of such students, but specially trained personnel, facilities, and funds are very limited.

Recommendation for ESL:

1. The College should work with the Writing Resources Center to develop a program which will accommodate all students who need ESL writing instruction and tutoring.

Black Studies

[Terminological note: The terms "Black Studies" and "African-American Studies" require some clarification. While the categories overlap to some extent, "Black Studies" is the more inclusive term in that it takes into consideration the origin of African peoples and cultures and their dispersal throughout the world.]

When the Charles Center, the Commonwealth Center and the Ph.D. in American Studies were established, commitments were made to the State Council of Higher Education for Virginia (SCHEV) to develop Women's Studies and Black Studies. The Women's Studies Program has developed more extensively than the Black Studies program in recent years. The committee bases much of its information on responses from three members of the

Department of English who teach Black Studies courses.

At present the College's offerings lack both quantity and coordination and cannot be said to comprise a program, sequence, or series. Several courses are offered by the American Studies, Anthropology, English, History, Modern Languages and Literatures, Music, Religion, and Sociology departments on such topics as African-American Literature, Cinema, and History; Caribbean Literature; Jazz; and Blacks in American Society. However, in some departments freshman-level courses lack follow-up courses; in others, upper-level courses lack introductory studies. There is no overall cross-departmental introductory course in Black Studies.

Although some staffing support has recently come from the Departments of English and Modern Languages and Literatures (in each case appointments in post-colonial studies), staffing in most departments appears inadequate or non-existent.

Recommendations for Black Studies:

1. A study of enrollment and student interest should be made and used as a basis for further program assessment.

2. The College should fund a Faculty Seminar to identify, organize, and train a core faculty in Black Studies and to develop a more complete and coherent curriculum. This seminar could also explore the possibility of outside funding (NEA, Ford Foundation, etc.) for further development of a program.

3. Possibilities for a Black Studies emphasis in existing courses and in courses being developed in such fields as women's studies, interdisciplinary studies, multiculturalism, and postcolonialism should be increasingly explored.

4. Those faculty and administrators involved in Black Studies should consult with directors of successful programs at other institutions.

Chapter Four

Graduate Program

James L. Axtell, Chair (William R. Kenan, Jr. Professor of History and Humanities)

Mariann Jelinek, Steering Committee Liaison (Richard C. Kraemer Professor of Business Administration)

Christopher T. Battles (Undergraduate)

Carl E. Carlson (Class of 1962 Professor of Physics)

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Linda A. Malone (Marshall-Wythe School of Law Foundation Professor of Law)

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Mark R. Patterson (Associate Professor of Marine Science)

Thomas J. Ward (Assistant Professor of Education)

Sharon L. Zuber (Graduate Student, American Studies)

Introduction

For nearly thirty years, William and Mary has been a university in all but name. In 1967 the state conferred university status upon the College to recognize the contributions to higher education of the Marshall-Wythe School of Law (1953), the School of Marine Science (1961), the School of Education (1961), the imminent School of Business Administration (1968), and doctoral programs in Physics (1964) and History (1967). The College now offers a variety of graduate and professional degrees in the four schools and graduate degrees in fourteen fields in the College of Arts and Sciences. With good reason, this institution of moderate size takes pride in associating "the diversity of a university offering graduate and professional programs with the commitment to liberal education of an undergraduate college of arts and sciences" (Statement of Purpose).¹

Since the 1984 Self-Study, graduate programs have grown substantially in response to state and national needs and within the limits of institutional resources. New doctoral programs in Computer Science (1986), American Studies (1988), and Applied Science (1990), and master's programs in Computer Science (1984) and Public Policy (1991) helped raise William and Mary's graduate and professional degrees awarded in 1992-93 to 771, a ten-year increase of 48%. Approximately 26% of the College's students are enrolled for advanced

degrees; nearly 30% are taking advanced courses. In 1992-93 the College conferred 59 doctorates (30 in Education, 17 in Arts and Sciences, 7 in Marine Science, and 5 in Clinical Psychology) and 494 master's degrees (191 in Business Administration, 159 in Education, 109 in Arts and Sciences, 18 in Law and 17 in Marine Science), which represents an increase of 57% in ten years. Graduate education is clearly a vital part of William and Mary's mission today and will remain so in the increasingly complex world of the 21st century.

ARTS AND SCIENCES

A. Program Description

The Dean of Graduate Studies, a two-thirds position responsible for the administration of graduate programs in Arts and Sciences, reports to the Dean of the Faculty of Arts and Sciences. They work closely together on all personnel, policy, and budgetary matters. The Graduate Dean's office is a few steps away from the Dean's office in Ewell Hall. Together the two deans and the Dean of Undergraduate Studies coordinate the budgetary needs and priorities of Arts and Sciences before submitting them to the Provost and the Vice-President for Planning and Budget.

With the Dean, the Graduate Dean interviews candidates for all faculty positions, not just those

¹ From the "old" Statement of Purpose. The new Mission Statement (see Chapter Two) states, "...it continues this tradition of excellence by combining the best features of an undergraduate college with the opportunities offered by a modern research university." One of the six stated goals is "to offer high quality graduate and professional programs that prepare students for intellectual, professional, and public leadership...."

in departments with graduate programs, because virtually every department is, or is potentially, involved in graduate teaching, which is increasingly interdisciplinary. The Dean of Graduate Studies also confers closely with the Dean on promotion, retention, and tenure decisions for the same reason. This relationship not only strengthens the administration of the graduate program, but brings greater coherence to the overall direction of the College's program in arts and sciences.

The general requirements for master's and doctoral degrees in Arts and Sciences are described on pages 20-22 in *The Graduate Arts & Sciences Program Catalog, 1993-1994*. 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.

Three graduate programs are strongly interdisciplinary and extramural. The American Studies program draws most of its faculty from English, History, Art, and the social sciences, and its students avail themselves of learning opportunities at Colonial Williamsburg, the Commonwealth Center for the Study of American Culture, and the Institute of Early American History and Culture. The faculty of the Applied Science program are drawn from the departments of Chemistry, Computer Science, Mathematics, and Physics as well as NASA Langley Research Center and CEBAF (the Continuous Electron Beam Accelerator Facility). The Thomas Jefferson Program in Public Policy is staffed by faculty from Economics, Government, Law, Sociology, Philosophy, and Business Administration, and places summer interns in a wide variety of local, state, and national agencies.

In addition to the graduate programs on campus, the College participates with Norfolk State, Old Dominion University, and the Eastern Virginia Medical School in the Virginia Consortium for Professional Psychology, which awards a degree of Doctor of Psychology in Clinical Psychology (Psy.D.). After two years of course work, students spend a third year as full-time interns at a treatment facility before a final year of concentration on a special field. Usually between eight and ten

degrees are awarded by William and Mary each year.

William and Mary believes strongly in the symbiotic relationship between graduate and undergraduate education. Graduate programs enhance the undergraduate experience in several ways:

1. Graduate courses are open to outstanding undergraduates and thus enhance their education.
2. Graduate students enrolled in upper-level undergraduate or joint graduate-undergraduate courses provide leadership, competition, and models of serious scholarship for the undergraduates and often bring sophistication and energy to class discussions.
3. Departments with good graduate programs attract high quality faculty, whose engaged teaching and scholarship enhance their undergraduate classes.
4. Because the College has a responsibility to prepare excellent teachers as well as research scholars for the future, graduate students serve as apprentice instructors in laboratory and discussion sections and, in the fourth or fifth year of doctoral study, in introductory courses or specialized upperclass seminars, all under the supervision of faculty advisors. They bring energy, enthusiasm, and the latest scholarship to their teaching.

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.

B. Faculty

William and Mary's 461 Arts and Sciences faculty members² are expected to teach

2. Please see footnote 1, page 45 in *Chapter Six, Faculty* for discussion of "counting" instructional faculty (Tables 1 and 5 in that chapter).

graduate and undergraduate courses and are qualified to do so. The overwhelming majority of faculty have earned the highest degree in their fields and are actively engaged in scholarly research and publication. Understandably, faculty in graduate departments produce more publications annually than those in departments serving only undergraduates. Of the 40 Eminent Scholars who hold endowed chairs in Arts and Sciences, 30 belong to departments with graduate programs. Since the State Council of Higher Education created the Outstanding Faculty Awards in 1987, 5 of William and Mary's 8 Arts and Sciences winners have belonged to graduate departments.

In *The New American Research University* by Hugh Graham and Nancy Diamond (The Johns Hopkins University Press, 1994), William and Mary ranked fourth nationally among public research universities for faculty productivity in the arts and humanities, as measured by published articles and fellowships per faculty member. The humanities faculty has an enviable record in winning national fellowships: since 1988 they have been awarded a Guggenheim fellowship and 22 National Endowment for the Humanities fellowships, summer research grants, and travel-to-collections grants. Overall, Arts and particularly Sciences faculty garnered \$6,300,498 in grants and contracts in 1992-93 -- a 343% increase in ten years.

Competition for university research support is also keen. The number of applications for Summer Research Grants rose from 51 to 106 in the last decade; applicants for Semester Research Assignments, which are based on length of service as well as quality of proposal, also rose from 31 to 41. The College hopes to institute a research-leave policy for non-tenured faculty that seeks to guarantee them one semester after their third probationary year. This research-leave policy will put increased pressure on the already-constrained research budget and lengthen the minimum time-in-service for tenured applicants, as will the high quality of the new faculty. Of the 30 Arts and Sciences searches in 1992-93, William and Mary was able to hire 24 of its first choices, most of whom were products of the top fifteen graduate schools in the country.

It is remarkable that the faculty's scholarly productivity and quality are sustained under teaching assignments of nine hours per semester, nine hours one semester and six the next in most departments. We encourage all graduate departments, at a minimum, to create a "banking system" in which additional supervision of undergraduate and graduate research, teaching, ex-

aminations, theses, and dissertations (particularly in the summer) is given credit toward release time.

C. Students

Of the College's 7500 students (about 7000 Full Time Equivalent students), 2000 are in graduate and professional programs -- almost a quarter of them in the College of Arts and Sciences. In the 1992-1993 academic year, Arts and Sciences conferred 109 masters degrees and 22 doctoral degrees, an increase of 41% in ten years.

The ethnic and gender diversity of the graduate students in Arts and Sciences has grown considerably, reflecting a healthy national trend. In 1993 Arts and Sciences programs enrolled 47 non-white students (10.1%, up from only 5.6% in 1988) and 208 women (45%) in a graduate cohort of 463 students.

The College's strongest graduate programs attract incoming classes whose undergraduate average GPA is in the 3.4-3.6 range (on a scale where A is 4.0 and B is 3.0). However, in a few programs the incoming students' Graduate Record Examination scores are low and/or the grade point averages are near or below 3.0. These programs should publicize their offerings to attract more and better applicants or consider the benefits to the College of disbanding.

Between 1986 (when the program began) and 1993, sixteen William and Mary graduate students have been awarded prestigious Commonwealth Fellowships by the State Council of Higher Education, regularly two or three a year in state-wide competition.

D. Instructional Program

William and Mary believes that all faculty members should be capable of teaching and supervising the research of graduate students, and they are hired with those duties in mind. This prevents the development of a two-tiered faculty -- one for graduate teaching, a less prestigious or less qualified one for undergraduate teaching -- and ensures that all faculty are held to the highest standards of professional preparation, teaching skill, and scholarship.

The administration of graduate programs is decentralized. The primary responsibility for recruitment, admissions, financial aid awards, and placement rests with the individual departments or interdisciplinary program committees, which are also responsible for the curricula and degree requirements (within broad state guidelines) for their programs. Departments forward their proposals to

the Graduate Dean, who has final responsibility for such matters as admission and certifying that degree requirements have been met. The budgets for graduate financial aid for each program are determined by the Graduate Dean. The Committee on Graduate Studies, which the Graduate Dean chairs, approves all course changes and makes policies to ensure the uniform conduct of courses in Arts and Sciences. This balanced administrative structure works well. The Graduate Dean is freed from daily operations for the overall direction of and long-range planning for graduate programs in Arts and Sciences.

The Committee on Graduate Studies periodically reviews each graduate program. The conduct of the evaluation is the responsibility of a three-person committee of William and Mary faculty members appointed by the Graduate Dean. Only one committee member is from the department whose program is being evaluated. Upon the recommendation of this committee, a distinguished expert in the subject field from outside the College is invited by the Graduate Dean to evaluate every aspect of the program and to submit a written report to the internal review committee. The committee then writes its own report, which it submits along with the consultant's report to the Committee on Graduate Studies and to the department being evaluated.

In the past, two graduate departments were evaluated annually, but since the recent budget cuts, only one per year has been possible. The Committee on Graduate Studies hopes to return to the former schedule so that each graduate program may be evaluated at least once every ten years.

In the past decade, William and Mary has proceeded carefully in developing new graduate programs. We have established new programs only where (1) William and Mary has particular strengths in the field, and (2) a clear social need for the program has been demonstrated in the region, state, or nation. Since the last Self Study, accordingly, a Master of Public Policy (1992) and Ph.D.s in Computer Science (1986), American Studies (1988), and Applied Science (1990) were offered by the College in Arts and Sciences. Two other doctoral programs are being considered: Psychology and Historical Archaeology.³

3. The recently completed Strategic Plan recommends (1) "...the Department of Anthropology...forward its plan for a doctoral program to the Graduate Studies Committee..." and (2) the College, "Discontinue at this time the planning for a Ph.D. degree in Psychology...." (*Into the Fourth Century*, pp. 15 and 16).

E. Facilities

1. Libraries

The main library of the College of William and Mary is the Earl Gregg Swem Library. Since the last self study, Swem has added 28,000 square feet to house collections and seat readers, and greatly increased its technological access to information. As of mid-1993, the Swem system, which incorporates some separately-housed departmental libraries as well as the main library, contains 982,000 volumes. The Law School and VMI libraries increase this number to 1,203,000.

For most of the graduate programs in Arts and Sciences, the collection is regarded as adequate, strong in the major areas. Some departments (Biology, Geology, History, Physics, Psychology, and Chemistry) have departmental libraries in their own buildings which enhance faculty productivity. The library's recent efforts to meet graduate program needs also benefit the undergraduate programs and faculty research.

Financial exigency hurt the libraries for several years in the late 1980s. Although money for book purchases has nearly doubled from that low point, purchasing power has only regained its 1984 level. The results of this deficit are still being felt, and specific areas of weakness need to be addressed.

The graduate program in Psychology still requires stronger local library facilities to support particularly in periodicals. Although the Physics library, which also serves the Applied Science program, added five new journals to its subscription list last year, the total list of about 140 titles down from 180 at its peak.

The collection in Computer Science, which came a department separate from the Mathematics department in 1984, has been much improved since then. Serial money was devoted to Computer Science in recognition of the journal needs of the Ph.D. program, with the faculty actively participating in the selection of new journal titles to ensure that their research needs would be served.

The American Studies program received a library allotment under the heading of interdisciplinary Graduate Programs; its library budget is described as "decent." In general, the graduate students can do at least their preliminary research

in Swem library. However, the collection is stronger in the seventeenth, eighteenth, and early nineteenth centuries than in the late nineteenth and twentieth. American Studies students complain more about policies and procedures than about the collection itself. For example, some policies prohibit purchase of more than a single copy of some books no matter how much they are used, the recall system for outstanding books is ineffective, and there seems to be an inordinate amount of lost material.

In order to sustain instruction and research at graduate levels, steps must be taken to maintain and enhance the quality of the library collection at the College, especially the serial holdings in all fields germane to graduate study. Further funding for collection development should be found. The interlibrary loan service has improved in recent years, but it is still spotty and therefore expensive in lost research time.

2. Computing

The computing facilities are in flux. Those available for graduate students in the more technical fields (except Business) are adequate, but more comprehensive planning for the College's short- and long-term needs would be useful. The College's new campus computer networking will benefit the graduate programs along with the College as a whole.

User support is uneven. Support for Macintosh users is weak, even when the Macintosh share of users is over 50% in some departments and schools (including Education and Marine Science). William and Mary should have, as there seems to be for the IBM or IBM-compatible machines, site licenses for standard software. In addition, lower campus pricing for Mac machines, including the possibility of purchases for private use, should be obtained and faster delivery after initial ordering should be arranged. Currently, bids for computers must be obtained order by order, slowing the process. Yet the Mac Apple always wins the competitive bidding, so an agreement with Apple would obtain the same or lower price with faster delivery.

Space is a problem for several departments. Computer Science and History have graduate assistants who have no desk space in Tercentenary Hall. When it opens, Tercentenary Hall will be the Computer Science department, but they will not be able to articulate their problem.

Computer Science and Applied Science are both pressed

for laboratory space. Further, some faculty share office space with graduate students, and a number of visiting professors and adjunct faculty, whose primary workplace is CEBAF or NASA-Langley, need suitable space when they are on campus (note: several offices were created in a small building behind the Office of Budget and Planning for such use). The situation could be eased if Physics and Applied Science are allowed to share the space vacated by the Geology Department's move; even then, trailers may still be needed for faculty and graduate student office space.

4. Administrative Support

Some graduate departments need more secretarial help and/or more administrative help from the registrar's, admissions, and grants offices. For example, in Computer Science, the administrative structure contains one full-time person, one part-time person, and some students part time. This group must process more than 1000 annual inquiries about graduate studies and 200 plus applications and maintain records on about 70 graduate students in addition to their other duties. Either the overwhelming amount of paperwork should be reduced, or the staff enlarged.

F. Financial Resources

The College of Arts and Sciences has increased the number of endowed chairs, the total amount of student financial aid, and the number of course offerings. However, the growth of student financial assistance has not kept pace with the increase in the Arts and Sciences graduate programs nor with the growth of funds for our academic competitors.

The Arts and Sciences have gained several Eminent Scholar positions, funded mostly by outside foundations and private donors. The total amount of graduate students' financial assistance by private funds has tripled since 1987-88, while state-funded scholarships and fellowships have increased by only 15% during the same period. Arts and Sciences graduate student assistance currently stands at \$1,840,428.

The number of graduate programs has increased to six Ph.D. programs and fourteen M.A., M.S., and M.P.P. programs, in contrast to twelve graduate offerings in 1984. The growth of financial aid has not been sufficient to support students in most programs, and the availability of funds continues to vary significantly among different programs. While graduate awards in Applied Science, Computer Science, and Physics are slightly below the national average, awards in History and American studies doctoral programs and in

most of our fourteen M.A. programs are far below national averages, often by as much as \$2,000-3,000 per award. Because of the inadequate level of assistance, we often lose the best candidates to our competitors. Given limits of graduate student aid, most M.A. programs do little nation-wide recruitment, limiting the pool of potential applicants. If we are committed to competing seriously for the best graduate students, we must increase the level and length of our graduate awards and allow at least our very best students the opportunity to remain for an additional year so that they can go out onto the job market with theses or dissertations completed (note: the Provost announced in December that as part of the Strategic Plan stipends for doctoral students will be increased to competitive levels).

Another problem concerns faculty salaries. In 1989-90 the College's faculty salary average exceeded the 70th percentile of its state peer group and approached the 50th percentile of its alternative peer group. However, a significant decline in faculty salaries took place between 1991 and 1993, resulting in a drastic reduction in the College's percentile ranking relative to both the state and alternate peers. Today the College's rankings are 43rd and 24th respectively. The inadequate salaries of the faculty have depressed their morale and have caused some faculty members to seek alternative employment and/or to curtail the travel and research required by good scholarship. The College should establish as a salary goal the 75th percentile among state peer institutions.

SCHOOL OF LAW

A. Program Description

The School of Law offers programs leading to the Juris Doctor degree (J.D.), the Master's degree in the graduate tax program (LL.M.), and the Master's degree in the American Legal System program (LL.M.). The Law School's principal officer is the Dean, who is appointed by the Board of Visitors and reports to the Provost. The Dean is assisted by the Vice-Dean, the Associate Dean for Administration, Associate Dean for Admissions, Associate Dean for Development and Alumni Affairs, and Associate Dean for Planning & Placement, two assistant deans (for Admissions and for Development and Alumni Affairs), the Law Librarian, and elected and appointed committees of the faculty.

B. Faculty

In 1993-94 the residential faculty of the Law

School numbered 29, including two part-time faculty and the Librarian, who is also a full professor. The demographic breakdown of the faculty was as shown below in Table 1:

Table 1: Demographics of Law School Faculty

	Male	Female	Age Distribution			
			25-34	35-44	45-54	55-70
White	21	4				
African-American	1	2				
Asian	1	0				
TOTAL	23	6	1	11	14	3

In addition, the Law School engaged an additional 16 practicing lawyers or judges to teach courses on an adjunct basis, and an additional 10 practicing lawyers as part-time participants in the Legal Skills Program and in one or more Trial Advocacy courses.

Every member of the faculty holds a J.D. degree, the terminal degree in legal education. In addition, nine possess advanced degrees ranging from four LL.M. degrees and several M.A. and M.S. degrees (Economics, Management Technology and Divinity, among others) to a Ph.D. (in History). Seven members of the Law School faculty now hold endowed chairs which receive Eminent Scholar matching funds.

Full-time members of the Law faculty are expected to be productive, published scholars. The expectation that is reflected by and implemented through standards and procedures governing promotion, tenure, and periodic post-tenure review. The emphasis on scholarship is very strong within the Law School faculty, and scholarship productivity has increased dramatically over the past decade. Both the College and the Law School (through private fundraising) support release time for scholarly research. In addition, the Law School provides student research assistants for faculty who request them.

Currently, the Law School's standard teaching assignment (6 credit hours per semester) is one of the highest among the law schools with which William & Mary competes for faculty. The Law School needs to develop mechanisms to facilitate periodic adjustment to the teaching assignment of those faculty members who are especially productive of high-quality scholarship and

who make extraordinary contributions to the College through Committee leadership and other forms of service. It also needs to continue its efforts to reduce the teaching loads for junior faculty members as they approach the tenure decision.

The Law School's median faculty salary continues to rank below the median paid by our "official" peer schools and grossly below the median paid by the Law School's "true" peer schools.

C. Students

The Law School student body is an increasingly qualified and diverse group. In a typical year, 170-195 students enter the J.D. program. Those enrolling in August 1993 possessed a median LSAT score of 164 (93rd percentile) and a median undergraduate grade point average of 3.34 on a 4.0 scale, representing the best credentials of any class ever admitted at Marshall-Wythe. Overall, the student body represents students from 38 states and 164 undergraduate institutions. The demographic breakdown of these students for 1993-94 is depicted below in Table 2:

Table 2: Demographics of 1993-94 Law School Students

		Age Distribution				
		18-24	25-27	28-30	31-34	35+
In-State	406					
Out-of-State	132					
White	57					
African-American	57					
Hispanic	3					
Asian/Pacific	16					
Male	305					
Female	233					
TOTAL FULL-TIME	538	303	143	57	19	16

D. Instructional Program

The J.D. program is a three-year course of full-time study designed in part to enable students to satisfy academic requirements for admission to

the bars of all states. Currently students are required to complete 90 semester hours during the course of their three years in residence, to complete satisfactorily the required core curriculum (Contracts, Torts, Civil Procedure, Property, Criminal Law, Constitutional Law, Legal Skills and Ethics) and to write a major paper.

Only persons having undergraduate degrees from approved institutions are admitted to the J.D. program. The program is thus a graduate program in the usual sense of the term. However, J.D. programs are sometimes labeled "first professional" programs. To the extent that data presented in the Self-Study purport to pertain to a "first professional" program, those data should be understood to refer to the J.D. program in the Law School.

The graduate tax program leading to the degree of LL.M. is a part-time course of study (generally taught in the evenings) designed to permit an intensive concentration in the field of taxation.⁴ Candidates for the degree are required to hold law degrees from ABA-approved law schools. Typically, graduate tax courses are attended by a number of non-matriculated students as well as degree-seeking LL.M. students. To receive the LL.M. degree, students are required to complete 18 hours of tax law courses and six credit hours of either tax or tax-related law courses with a quality point average of at least 2.5. Tax Professionalism is required unless waived. Degree requirements must be completed within three years of the beginning of the semester in which a student receives degree candidate status.

The LL.M. program in the American Legal System is a full-time, one-year program for foreign students interested in careers in legal education or who wish to increase their familiarity with the American legal system. Candidates for the degree are required (1) to have completed at least six years of resident study at accredited colleges and law schools and must hold a professional degree from a law school approved by the American Bar Association, or (2) to present satisfactory evidence of substantially

⁴ The Strategic Plan recommends that the College, "Phase out the Master's of Laws in Taxation program.... No students will matriculate in this program after the beginning of the Fall semester 1995." (p. 13)

equivalent academic training at foreign educational institutions. To receive the LL.M. degree, students are required to complete 24 credit hours with a quality point average of at least 2.5. At least 15 credit hours must be earned in law school courses.

Non-Traditional and Off-Campus Graduate Instruction. The Law School now sponsors five student-edited law reviews, the *William & Mary Law Review*, the *William & Mary Bill of Rights Journal*, the *Administrative Law Review*, the *William & Mary Journal of Women & the Law*, and the *William & Mary Journal of Environmental Law*. In addition, students participate in the production of the *Journal of Bankruptcy Law & Practice*. Many students each year also participate in the second-year intramural moot court program and in third-year interscholastic moot court, trial, and client-counseling competitions. All of these programs, which are largely student-managed, add an important educational element to the traditional classroom programs at the Law School.

Students in the J.D. program are encouraged to participate in a number of off-campus learning opportunities, including work for credit in the Legal Aid Clinic, work for credit in various other clinic programs, and supervised "legal clerking" for credit in public and private law offices. Students may also receive credit for courses taken during the summer at other ABA-accredited law schools, including overseas summer programs, of which four currently are offered by the Law School.

E. Facilities

1. The Building

The Law School moved into its new quarters in the fall of 1980. While the building has been well-maintained, it is no longer adequate for the needs of the faculty, students, or programs. Specifically, the Law School has run out of office space for its faculty and its five student-edited law journals; it also has run out of sufficient classrooms for small-course academic programs. Anticipated growth in the size of the faculty will be impossible without additional office space. The Legal Skills Program, devised well after the construction of the Law School building, imposes many space demands that the building cannot comfortably accommodate now, and the future development of that program may be hampered in large part due to space constraints. Administrative space (particularly for placement and career counseling) is inadequate. One of the most urgent needs of the Law School today is to have additional space.

2. The Library

The 35,347-square-foot law library also is running out of space. The library should have the necessary research, study, and work space for library patrons and staff, and adequate space to house its collection. The current facility is lacking in each of these areas. For example, by July 1994 the law library shelves holding hard-copy materials will be 78% full. At the current annual expansion rate of 4%, the shelves will be 86% full by the summer of 1996, and 100% full by the turn of the century. (Experts agree that library shelves are considered full when they are shelved to 80% capacity).

Student seating, originally set at 458, is down to 423, only 130 of which are at individual study carrels. Student complaints about inadequate carrel space are common. Each law student at many other law schools has his or her own carrel. An additional 180 students can be seated at tables. However, much of this seating is located near the newly-installed computer labs, which generate much noise. Quiet, appropriate individual study space is at a premium and inadequate.

The library also is short of group-study space. The only two small study rooms in the library are used frequently by students working on Skills matters and for student interviewing. The library should have several conference rooms that can seat between four and six persons.

The 20-station student computer lab, installed in 1989, is located in an area previously used for shelf materials and for seating. The 12-station Lexis/Westlaw Permanent Learning Center occupies table space that was formerly used for manual research. Neither lab is enclosed, temperature-controlled, and the students frequently comment about the noise generated in the labs. Under these circumstances, neither the computer labs nor the surrounding study space provide the kind of atmosphere necessary for productive activity.

Finally, office and work-area space for staff, circulation/reserve activities, computer lounge areas, exhibits, and storage is inadequate. One staff member worked in a former photocopier room, and in January 1994 the library had to reduce student seating to create an additional reference office. In all, a major need for the Law School in the next five years is to replace the law library entirely or to significantly amend and add to it.

3. Technology

Technological resources at the Law School are inadequate to access current information and communication systems, thus inhibiting students' and faculty members' ability to perform their work at a competitive level. Access to information systems requires hardware and software capable of handling high-speed telecommunications, multi-tasking, and graphic interfaces. Law school students and faculty are utilizing personal computer and telecommunications systems that are unable to handle these requirements.

For example, the integrated library system expected to be installed during the summer of 1994 will perform best on a client computer with a 486 processor, operating under Windows, and accessing the server directly via fiber optic network. To access this system, virtually all faculty desktop computers and student lab computers will need upgrades to utilize Windows and the client software. The law school also needs building-wide network connections as well as a fiber optic connection to Swem Library to access the library information system at acceptable speeds.

Members of the law faculty also frequently use on-line information services (e.g. Lexis and Westlaw) that permit multi-tasking (e.g., rapid searching between the database and a word-processing program) and require reliable high-speed communication. Without Windows, law school faculty are unable to take full advantage of these services. In addition, the current telecommunications system is unreliable and inadequate to meet the needs of Lexis and Westlaw.

The Law School needs additional user support for new technologies. Identified needs include the installation and ongoing maintenance of network systems, training, and technical support for individual questions. Neither the support staff nor the College Computer Center is currently able to meet the day-to-day needs of the faculty, students, and staff.

Resources

Overall, the Law School is adequately funded, but student scholarship support is inadequate. Although the Law School receives approximately \$282,000 in private funds each year out of private funds, this is far short of demonstrated need. Over 70 percent of the Law School's substantial indebtedness is due to the Law School's expansion. Law students'

average indebtedness upon graduation (not including indebtedness from their undergraduate education) is approximately \$48,000. One of the Law School's greatest needs is to locate or generate additional scholarship support.

Another area where the Law School falls woefully short of where it should be as a highly-rated institution (in the top 25 law schools) is in the area of faculty research support. The amounts law faculty can receive for summer research grants are below the median of summer grants paid by our official peer schools and totally uncompetitive with comparable sums paid by our true competitors.

G. Future Initiatives

- The Law School anticipates a modest expansion of its faculty and course offerings over the next decade focusing particularly on the third-year curriculum. As specialization in the legal profession increases and new forms of legal scholarship emerge, the Law School will need to remain flexible in identifying opportunities for change and development in its curriculum.
- Courtroom 21 is the name applied to the new configuration of equipment in the McGlothlin Moot Courtroom. A program jointly sponsored with the National Center for State Courts, the courtroom has become a focus of national and international recognition of the Law School. The College contribution to this project has been less than \$1000, while that of the participating vendors now totals \$140,000. Dozens of judges, court administrators, lawyers, and architects visit each month to learn about the "most technologically advanced courtroom in the United States." We anticipate building on this strong base, perhaps entering into further cooperative projects based in the courtroom. Additional staff and technical support will be necessary for the full exploitation of this facility.
- The Legal Skills Program has been recognized across the country as a model for training law students in professional skills and legal ethics. In 1991, it received the first E. Smythe Gambrell Award for Professionalism from the American Bar Association, "in recognition of outstanding achievement in the design and implementation of a model professionalism program." The Program currently covers students only in the first and second years of law school. The Law School

hopes to expand this successful program to include a third-year component or to make third-year curricular enhancements based on the Legal Skills model.

- The Institute of Bill of Rights Law is often the most visible public face of the Law School. Through its annual Supreme Court Preview, attended by nationally-prominent journalists, its annual Symposium, attended by law scholars from across the country, and its student Symposium, featuring regional commentators on individual liberties issues, the Institute makes a significant impact on the College and wider community. The Institute is examining ways to build its program and become financially self-sustaining.
- The international program at the Law School is still in its formative stages. The Law School already supports four international summer programs annually in Madrid, Amsterdam, Exeter and Adelaide (Australia). It has a reciprocal scholarship relationship with Queen Mary College in London and has been building ties with law schools in Hong Kong, Brazil, the Czech Republic, Malaysia, and Poland. One important task for the Law School in the next ten years will be to evaluate systematically its role and capabilities in the international marketplace and to position itself so as to maximize the educational uses of its international network.
- Another objective of the Law School is to become more effectively integrated into the intellectual community of the College. While many individual faculty members have developed strong cross-disciplinary personal and professional relationships within the College, there have been few systematic attempts to generate and support interdisciplinary teaching and research activities. The Law School strongly desires to be recognized as a full partner in the academic life of the College.

SCHOOL OF EDUCATION

A. Program Description

Graduate study in the School of Education is administered by the Dean, the Associate Dean, program coordinators, and program faculties. The graduate program enrollment for 1992-93 was 505, including 189 advanced (Certificate of Advanced Study and doctoral) students and 316 master's

students. For several years the number of graduate students in Education has averaged about 500 per year.

The School of Education continues to grant a significant proportion of doctoral degrees awarded by the College (30 or 51% in 1992-93), although the most recent proportion is somewhat smaller because the College total has increased.

B. Faculty

There are 35 full-time faculty members in the School of Education, all of whom hold the doctorate and are eligible to teach both undergraduate and graduate courses. However, the proportion of teaching assignment devoted to graduate courses varies considerably among faculty members.

The cumulative record of research, scholarly activities, and publication of books, monographs, research reports, and journal articles by Education faculty is good. For the 1992-93 academic year, Education faculty research and writing included publication of 27 articles in peer-reviewed journals and presentation of 139 papers and talks at national and international meetings. Ten members now hold editorial positions.

Faculty research and development activities have been substantial and varied. Since the last Self-Study there has been a marked increase in the number of grants and contracts awarded to the Education faculty. During 1992-1993 the School of Education held grants and contracts for over a million. Education faculty members have continued to be successful in competition for awards granted by the College. Travel for professional development and scholarly conferences are meager, usually funding travel to a conference a year.

The standard teaching assignment for the Education faculty is nine credit hours per semester. In comparison to schools of education at doctoral universities elsewhere, teaching assignments for faculty who work in advanced programs at William and Mary are high. Standards of AAUP annual summaries of salaries by disciplines, Education faculty salaries are relatively low in comparison to those affiliated with educational doctoral programs at academically prestigious universities.

C. Students

Criteria for admission to advanced graduate study (Ed.D. and the Certificate of Advanced Study) in the School of Education are: (1) a master's degree, (2) a 3.5 grade

and (3) either a total score of at least 1000 on the GRE or a score above the 60th percentile on the Miller Analogies Test. To pass from an advanced certificate program into a doctoral program, an advanced graduate student must also pass a doctoral qualifying examination upon satisfactory completion of at least 12 semester hours of advanced graduate student course work.

Criteria for admission to regular status in a master's degree program in the School of Education are: (1) a 2.5 grade point average and (2) a total score of at least 900 on the GRE or a score above the 50th percentile on the Miller Analogies Test.

The School of Education has attracted well-qualified students to its program. The mean grade-point average for students admitted to advanced graduate programs in 1992-93 was 3.07 on a 4.0 scale. Those who took the GRE had a mean verbal score of 534 and a mean quantitative score of 594; those who took the Miller Analogies Test scored an average of 76. Master's students enrolling in 1992-93 had a mean grade point average of 3.02. Mean GRE scores were 533 verbal and 560 quantitative; the average Miller Analogies Test score was 67. These profiles show continued improvement since the 1984 Self-Study when GRE scores were 509 verbal and 541 quantitative.

During 1992-93 the School's Committee on Graduate Studies considered 404 applicants for master's and advanced graduate study. Of those applicants, 202 (50%) were admitted to regular status in the graduate program. About 70% of those admitted were actually enrolled. Cost and lack of adequate facilities were cited by most top candidates who were not admitted.

D. International Program

Graduate programs in Education require a minimum of 12 semester-hours of graduate course work beyond the bachelor's degree, including the dissertation. Students must demonstrate satisfactory performance of a qualifying examination taken after a minimum of 6 semester-hours of course work at the advanced stage, successful completion of a comprehensive examination, a dissertation proposal, and a completed dissertation. There are particular requirements for research training sequences and support areas. Graduate students are monitored by a faculty advisor and a Dissertation Specialist of the As-

30 doctorates, 46 Certificates of Advanced Study, and 159 master's degrees. Graduate programs are monitored and reviewed by different faculty groups in the School of Education. Changes in courses and programs must also be presented to the Education Curriculum Committee and then must be approved by the full Education faculty. The respective graduate degree programs comply with the standards and guidelines set by such bodies as the National Council for the Accreditation of Teacher Education, the Virginia State Department of Education, and other special professional accrediting groups appropriate to particular programs.

E. Facilities

The Learning Resources Center, located in Jones Hall, plays a significant role in the School of Education's graduate programs. The holdings of the Center include books on methods, textbooks in a variety of subjects, a small collection of professional texts, and a substantial collection of psychological test materials. The Center also maintains a wide range of audiovisual equipment to support the School's courses, programs, and projects.

The School of Education also maintains a small microcomputer lab which houses 10 Macintosh and Apple II computers and a laser printer. These, as well as only 6 student offices, are clearly inadequate for 500 graduate students. Moreover, the faculty is equipped only with outdated IBM 286 computers, which cannot give them access to even moderately good software and data linkages.

F. Financial Resources

For the 1992-1993 academic year, the School of Education allocation for student financial aid was \$364,380. In addition, the School received \$120,000 of matching funds to meet its tuition-match commitment for three federal special education personnel preparation grants. The School of Education supported nearly 100 full-time graduate students in 1992-93.

Although the total dollar amount and number of assistantships has risen since the last Self-Study, the funds allocated to the School of Education are far below the amount needed to consistently attract and retain the highest quality students. The relatively low graduate aid available to Education students has two direct effects. First, the School of Education is not able to attract and enroll the best students from a national field of candidates. Compared to our competition, the School of Education does not offer adequate finan-

cial aid. The result is the loss of our top prospects to other schools. Second, the lack of adequate financial aid requires most students to maintain employment outside the college. This results in a mainly part-time program of study even at the advanced levels.

Allocation of funds for Swem Library materials continues to be less than adequate. Additional funding is needed to improve the collection of professional education texts, journals, and related materials. Funding for the Learning Resources Center in the School of Education has remained the same for the past several years. The basic needs have been met through year-end transfers. This resource is increasingly requested to handle technology and computer issues. Current support for these activities is lacking.

SCHOOL OF BUSINESS ADMINISTRATION

A. Program Description

The School of Business Administration was created as a separate entity in 1968; the MBA as a degree program predates the school by two years. The Executive MBA and the Part-Time MBA were begun in 1985. In the fall of 1993, 78 students were enrolled in the full-time program, down from the usual total of about 100.

The Graduate School of Business Administration offers three related Master's programs: a Resident MBA, enrolling about 165 in two curriculum years; a Part-Time MBA (offered primarily off-campus), enrolling about 165 students across four years; and a commuting Executive MBA (EMBA), enrolling 57 students, half of whom will graduate in August 1994. While the three MBA programs are distinct and serve very different markets, they are characterized by a strong synergy. Without a well-known and respected resident MBA program, neither the part-time nor the EMBA program would be successful. Faculty recruitment would also be far less successful without the resident program as the School's showcase. Faculty teaching in the more demanding atmosphere of the EMBA and Part-Time MBA, with their more mature and experienced students, are challenged to improve their teaching in the resident program as well as undergraduate classes.

The MBA has been fully accredited by the

AACSB since 1973; accreditation is typically reexamined on a nine-year review cycle.

B. Faculty

Faculty in the School of Business are generally expected to teach at all levels, graduate and undergraduate. Some 47 Ph.D. faculty comprise the teaching staff of the Graduate School of Business Administration, assisted by several adjuncts and visitors. Faculty are recruited with an appropriate doctoral degree as the minimum qualification for tenure-track appointment. Faculty are recruited nationally and internationally, with research and publication in addition to teaching and service required for tenure or promotion.

While teaching requirements differ somewhat across the programs, emphasis on teaching excellence is consistent with William and Mary's tradition. Adult students typically come to the programs with business experience and responding high demands for relevance in the classroom.

C. Students

Students in the Resident MBA program come from a variety of undergraduate backgrounds. They are prepared in a core curriculum of required courses in the first year and two elective courses in the second.

Students in the Part-time MBA program must satisfy 12 undergraduate prerequisites for admission. EMBA students, typically employed in managerial positions, also reflect an array of undergraduate (and occasionally graduate) preparation. The baccalaureate is required for admission, although in exceptional circumstances an EMBA candidate will be admitted without an undergraduate degree. The mean undergraduate and GMAT scores differ slightly between the programs as indicated in Table 3:

Table 3: GPA and GMAT Scores of Entering Students in Business Administration Graduate Programs

	Part-Time MBA's	Full-Time MBA's
Mean Undergraduate GPA's, Fall 1993	3.00	3.02
Mean GMAT's Fall, 1993	570	580

The generally rising trend in GMAT scores is consistent with on-going efforts

rigor and intensity of MBA programs.

EMBA applicants have a median age of 37 years, typically with 8-to-10 years work experience (and thus are 12-to-15 years from their undergraduate training). They score in the 60th-to-70th percentile range on the GMAT. Except for extremely high or low scores, neither undergraduate GPAs nor standardized test scores are good predictors of success in the program. MBA students must maintain a cumulative grade-point average of 2.75 to graduate.

William and Mary MBA programs enroll a substantial number of women, minorities, and international students, more than other programs of comparable size (Table 4):

Table 4: 1993-94 MBA Enrollment

	Enrollment	
	Full-Time	Part-Time
Women	47	39
Minorities	7	6
International	12	0
Total	165	165

The Graduate School of Business currently receives for admission approximately 60% of all applications. About 350 apply, of whom 210 are accepted. The field of about 100 new students per year includes Southeast and mid-Atlantic MBA programs at Chapel Hill, Wake Forest, Georgia Tech, Duke and Vanderbilt typically admit 70% of applicants.

Students who were admitted and who were offered financial aid packages. The following schools: Emory, George Washington, University of North Carolina, Chapel Hill, VA, University of Virginia, Wake Forest. Of those who were polled, 80% were offered financial aid packages. Two top international students were offered much larger packages, in the form of a University of Maryland baccalaureate scholarship (we do not

have scholarships for foreign students).

Placement of MBA Graduates:

The programs differ as well in their graduates' needs for placement services: EMBA's and Part-Time MBAs typically have jobs, are often supported by their employers in their programs, and rarely use placement services. MBA graduates provide a much clearer picture (Table 5):⁵

Table 5: Placement of MBA Graduates

Graduates placed as of:			
June:	1991: 33%	1992: 65%	1993: 70%
November:	1991: 60%	1992: 80%	1993: 85%

The average salary for full-time MBA graduates in 1993 was \$44,107, which places W&M in the middle of *U.S. News and World Report's* "Best Graduate Schools" list.

D. Instructional Program

The Resident MBA Program is a two-year, full-time program of 65 graduate hours in a lock-step first year of 35 hours, with substantial elective options in the 30-hour second year. In addition, students attend a first-year "topic" program that addresses topical concerns such as business-versus-environmental issues, gender and cultural diversity, U.S.- Japanese relations, computer and information technology, and financial institutions. All first-year students compete in teams in a week-long computer simulation game requiring repeated business decisions and a justification of their strategy to a board of directors in formal presentation.

During their second year, students select eight electives to support in-depth knowledge in one or more of four areas: marketing, operations and information technology, finance and economics, or accounting. Electives in 1993-94 range from "Manufacturing Planning and Control Systems" and "Business Spanish" to "Doing Business in Japan;" 1993-94 saw a 25% increase in available electives. Specialized topics can be addressed in

⁵ Placement was initiated on Feb. 1, 1991. The MBA class of 1992 was the first class to use placement services provided by the Director of MBA Placement; the class of 1993 had placement services before February 1991, MBA placement was handled through the College placement

independent studies under direct supervision of a professor.

The Part-Time MBA Program is a 48-hour program requiring 12 specified hours of undergraduate prerequisites. The program is offered in three phases, consisting of a foundation core (15 units), a professional core (15 units), and business policy and electives (18 hours). Students are expected to complete the program in four years; those who successfully waive courses in phase I or II will earn these credit hours with elective courses in consultation with the Coordinator of the part-time program. Minimum time to complete the program is 36 months.

The Executive MBA Program is a 46-hour program (with 7 hours pass-fail) offered on alternate Fridays and Saturdays, punctuated by three week-long residencies in Williamsburg. Students commute to classes, typically continuing to fulfill their normal work obligations. In addition, a fourth residency week involves group travel to a foreign country to study its business and cultural environment. The program begins in January, with study continuing through five semesters including summers, to conclude in August, 20 months after entry. Students take 8 or 10 semester hours per term, covering the same core that resident MBA students take.

The Joint MBA-JD Program is offered in conjunction with the Marshall-Wythe School of Law, permitting students to complete both degree requirements in four academic years. Candidates must meet the admission requirements for each program with separate applications to each school. The first year may begin with the regular curriculum of either school, the second year will pick up the first-year curriculum of the other program. In the third and fourth years, the student may register for both law and business courses.

Program Accreditation: MBA accreditation requirements have significantly changed in recent years, reflecting a major shift in AACSB philosophy. The MBA remains a broad management degree, but increasing differentiation and specialization will distinguish school programs from one another in coming years. William and Mary's Graduate School of Business has adopted a mission statement.

Non-Traditional and Off-Campus Graduate Instruction: Most courses of the Part-Time MBA are offered on the campus of Christopher Newport University, the result of historic ties between CNU and William and Mary. However, efforts are under

way to secure a dedicated independent site for this program in the mid-Peninsula area. The Part-Time MBA will continue to be primarily an off-campus program, with students brought to the William and Mary campus for a small portion of their instruction, to familiarize them with the campus and its resources and to facilitate certain computer-intensive course offerings.

E. Facilities

The Graduate School of Business moved into the newly renovated Blow Memorial Hall in 1993. Blow Hall features specially designed classroom, study-room facilities, and computer laboratories, as well as common areas for meetings and activities. (Additional facilities in Tyler Hall serve primarily undergraduate programs.)

Computer Resources: It is difficult to identify any area of graduate education not significantly affected by computers today. Computers and the roles they play are central to the educational mission of a modern university.

Resource limitations are especially severe at William and Mary in computers, computer network availability, and computer support, which directly affect graduate program teaching and faculty research, with potential impact on faculty recruitment and retention. At present, all faculty in the School of Business have personal computers (though in some instances these are obsolete or insufficiently powerful). Faculty may wait months to receive "old technology" computers and specifications are limited to a few brands only, because what is on the state procurement list is not necessarily what faculty need. Constraints and delays are especially troubling for junior faculty, whose research and preparation are severely hampered at a critical point in their careers without appropriate resources.

While difficult funding constraints exist at the university in many areas, the need is especially acute in the Business School because of rapid changes in the technology environment. Firms to which our students must contribute, especially those with graduate degrees, are expected to be facile with computers and proficient in the use of popular software packages. This rapid technological change and our need to recruit faculty from international markets mean that we cannot afford not to be able to acquire the appropriate technology. Moreover, faculty must be kept up to date in software applications and computer proficiency. These needs will continue

for the foreseeable future.

Computer support for Business students consists of the Tyler and Blow computer labs. Both Macintosh and IBM equipment is available, although support for Macintosh is limited. The shortage of CD-ROM equipment constrains faculty and student research. Some network access to First Search and similar library databases is available, while others are not available at the Business School; Lexis/Nexis with NAARS is presently available only at the Law School. An increasing number of highly interesting international data bases are available from Disclosure and Compustat, as well as forecasting databases from IBES that we might utilize, with appropriate resources.

Some incoming faculty have retained teleconferencing links with their doctoral institutions, whose computer resources have provided subsidized assistance for these young faculty after their arrival at W&M, when the resources they desired for their research was unavailable here. Similarly, more severe difficulties affect our capability to utilize computer technology for student outreach via modem connection. While Gopher facilities have recently been added at William and Mary, support is limited by budgetary and staffing constraints.

A second aspect of the computer availability problem concerns communication with students who are not on the W&M campus, and who do not come here regularly. Limited incoming funds and severe capacity constraints on W&M's computers limit the utility of the current mail programs and incompatible student computer systems, as well as severely limited on-campus support and idiosyncratic interfaces on the part of the vendor. For instance, virtually all off-campus mail is handled by modems, while W&M utilizes asynchronous data interface) link, through which incoming and on-campus data must be transferred. Further, W&M's system does not accept compressed data calls, now the industry

standards. Computer resources could provide an important networking feature for W&M's part-time students through remote linkage. Such linkage is essential to students in any respect, especially in the business program, as virtually all business programs, as well as word processing, are computer-based. At present, however, the lack of such substantial strengthening, especially in the area of teleconferencing, appear to be superior to those

available for part-time students in other local programs. Computer resources will be increasingly important to recruiting and retaining faculty as well since computers are central to much analysis, database access, and, increasingly, library research. Finally, computers directly affect classroom offerings, both indirectly via research and student assignments on the one hand, and directly, in use of computers in the classroom. W&M has significant progress to make on all these fronts, and needs are urgent.

F. Financial Resources

Faculty salaries are a College-wide problem addressed elsewhere; these are especially difficult for a small faculty like ours, where departures can have substantial impact. Faculty salaries have slipped substantially in comparison with peer schools, especially alternate peer group schools. As our faculty has improved in credentials, research, and reputation over the years, salary disparities become increasingly troubling, because the potential grows that faculty may be hired away by other schools or by industry opportunities.

Student Financial Aid: Currently about 70% of our full-time MBA students receive financial aid of some type. Almost all are on federal loan programs to cover most of their tuition. We provide about 40 Graduate Assistantships annually, which range from \$2000 to \$5000 per year (about 15 at \$2000; 25 at \$5000). Students in these assistantships work between 7 and 15 hours per week with faculty or staff on research projects. Eligibility for all assistantships is based on need; all must complete the federal application for assistance. (This means that international students are not eligible.) With rare exceptions in specialty areas such as computers, Graduate Assistantships do not entail teaching. We also provide about \$80,000 annually in Graduate State Scholarships (which range from \$1000 to \$4000 per student) and \$18,000 in Virginia work study funds (six students at \$3000 each). Several need-based private scholarships are also available totalling some \$47,600.

G. Future Initiatives

International Outreach: A computerized international marketing game based at William and Mary is played by students at W&M, INCAE (a Costa Rican MBA program) and an Australian university. We hope to extend this linkage to possible teleconferencing of lectures and cases. In December 1993, we held a very successful teleconference between 15 W&M MBA students and fifteen MBAs from Auyoma Gakuin University in Tokyo.

We believe that this is the first such case discussion that has occurred between an American and a Japanese university, and that such interchanges are the wave of the future. Our exchange relationship with NH in Norway has grown from one student attending classes there in the fall of 1993 to four students attending in the fall of 1994.

5-Year Accounting Program: The School of Business Administration will offer a five-year MBA in Accounting. The program will be set up initially to be totally separate from the resident, part-time, and executive MBA programs—with separate courses, admissions, and placement activities. The program will be open to William and Mary undergraduates only, and the curriculum will be fully integrated across the third, fourth, and fifth years, as well as the summer between the fourth and fifth years. Students will emerge from the program with both undergraduate and MBA (in accounting) degrees from William and Mary.

SCHOOL OF MARINE SCIENCE

A. Program Description

The School of Marine Science (SMS) offers M.A. and Ph.D. degrees in Marine Science. The faculty are a subset of the faculty of the Virginia Institute of Marine Science (VIMS), an institution that, while part of the College, also has responsibilities for research and advisory service to the Commonwealth and the nation. Membership in the SMS requires education through the doctoral level, evidence of ongoing scholarly publication in peer-reviewed journals, and dedication to high-quality graduate education. The Academic Council is the governing body of the SMS; this body sets standards for maintaining membership on the SMS faculty, periodically reviews faculty performance for continued membership (in conjunction with the Dean of Graduate Studies), and makes recommendations to the Dean of the SMS/Director of VIMS for appointments of Associate and Adjunct status to the SMS faculty. (Associate faculty are VIMS or William & Mary main campus faculty with teaching or mentoring expertise in a given field whose association with the SMS enhances the graduate program. Adjunct faculty are scholar-scientists outside William and Mary who contribute in a sustained and substantive way to the program of graduate education, usually through service on thesis committees.) The governing body of the VIMS faculty is the Faculty Council.

Tenure is conferred through Board of Visitors-approved appointments to the instructional faculty of the College. The primary appointment is held

within the VIMS faculty. Appointments to the SMS faculty are appointments to a graduate faculty and are subject to the oversight and governance of the Academic Council. The Director of VIMS is also the Dean of the SMS; this person reports to the President of the College on matters pertaining to the advisory mission of VIMS and reports to the Provost on matters pertaining to the educational mission of the SMS.

The VIMS faculty is organized into five departments: Biological Sciences, Environmental Sciences, Fisheries Science, Physical Sciences, and Resource Management and Policy. Each department is led by a Chairperson. In 1993-94, the School of Marine Science was composed of 45 faculty and 123 students.

B. Faculty

The SMS faculty are involved in research and teaching in marine science at many levels. Faculty are expected to seek extramural support for their research program; these awards also include funding for graduate education in the form of tuition and research assistantships, which account for 60% of student financial assistance during the 1990-92 biennium. Extramural support for research generated by the SMS/VIMS faculty is \$10.9 million dollars during 1990-92. A variety of agencies fund research by the faculty including the National Science Foundation, National Oceanic and Atmospheric Administration, the Environmental Protection Agency, the Office of Naval Research, the Army Corps of Engineers, the National Aeronautics and Space Administration. While the focus of the majority of the research is conducted on organisms and processes common to Chesapeake Bay, the largest estuary in the United States, increasingly faculty are becoming involved in marine research at field sites around the world. Recent field sites include the Bahamas, Lake Baikal in Siberia, Papua New Guinea, Sweden, Germany, Australia, and

SMS/VIMS faculty published 43 reviewed journal papers or contributions during 1990-92 with an additional 7 data reports, 14 special reports in applied marine science, 6 special scientific reports, and 23 technical reports. Faculty involve graduate students in all aspects of their research, including the publication of results. Publications list graduate students as co-authors. Most SMS faculty encourage students to attend meetings of scientific societies at the national level with them, and these events provide valuable opportunities for informal education

practice at the art of "networking." The SMS faculty are very visible at national meetings of such societies as the Estuarine Research Federation, the American Geophysical Union, and the American Society of Limnology and Oceanography.

The Dean/Director has successfully concluded the hiring of 7 new faculty recently, including one endowed chair. The new faculty are younger than the SMS mean age and were attracted to the SMS by the competitive salaries, association with the College of William and Mary (including access to high-quality undergraduates), and excellent research facilities. Despite the success at recruiting younger faculty of high caliber and in promoting the advancement of under-represented groups such as women on the faculty, there is the danger that retention and promotion may become an issue if state funds for faculty salaries continue to stay at levels below the peer-group average.

C. Students

The SMS faculty endorses the notion that marine science is a field that is interdisciplinary at its core, and thus continues to support a teaching tradition that produces scientists conversant with all its component areas. Students come to the SMS from a variety of disciplines; the number and quality of applicants has risen substantially over the past decade. During the 1994 admission process, students needed a GPA of 3.0 and a combined GRE score of 1100 to be considered for admission. Three hundred thirty (330) applicants competed for approximately 20 places in the entering class. A large number of applicants had combined GREs greater than 1300 with high GPAs.

D. Instructional Program

The SMS faculty recently completed a two-year review of the educational program and made extensive changes in the course catalog. The SMS faculty believe that a student's first year in the graduate program is an extremely important phase of education and should be crafted with care. Incoming students, even those with a strong background from other institutions, need to be exposed to the fundamentals of oceanography. They need to be exposed to the techniques used in modern marine science, including that allows them to gain hands-on experience with the operating instruments, managing the meaning of the data using statistical techniques. Given the complexity of the data sets, training in computer graphics and data visualization) is also emphasized during the first year. An

especially important aspect of students' education during the first year is assessment of where they are on the continuum of critical thinking skills and then providing repeated opportunities to advance in sophistication. These skills can best be developed through exercises conducted in small-group settings involving faculty.

The institutional short-term goal of the SMS is to become the premier place for the study of estuarine and coastal processes. Thus, a course to be taken during the student's second semester explores estuarine and coastal processes and related environmental issues. An important educational goal of any graduate program in science is the development of the ability to pose hypotheses and to design experiments to test them. During the first and second semester, students are exposed to the joys and disappointments of real research by working on small teams.

Mentor advising receives high priority. The ambitious goals of the revised core curriculum notwithstanding, graduate students ultimately learn the most about how to become scientists from their mentors and their fellow graduate students. The SMS encourages faculty mentors to treat their graduate students in the spirit of junior colleagues as soon as possible.

During 1990-92, 27 M.A. and 12 Ph.D. degrees were conferred.

E. Facilities

The SMS main campus is located at Gloucester Point on the York River. Situated on an important estuary with easy access to the main arm of the Chesapeake Bay and the Atlantic Ocean, the Institute is a well-equipped modern marine laboratory. There are six major laboratory buildings, a large teaching and administrative complex with public aquarium (rated as one of the best of the small aquariums on the east coast by *Parade* magazine), and another large laboratory facility planned for groundbreaking in 1995, with replacement of one of the existing laboratory buildings occurring at that time. Instrumentation in the environmental, chemical, physical, and biological sciences is generally state of the art. Machine shop and electronic-fabrication facilities support graduate student and faculty research projects, and there is a flow-tank complex housed in the department of Physical Sciences, with a small flume and wind tunnel in Biological Sciences.

The library currently contains 528 periodical subscriptions, 800 periodical titles (current and non-current), 19,450 monographs, 45,359 bound

volumes (books and periodicals), and 4,154 maps and charts. The library has three workstations with connections to the Internet, an inkjet printer, and an 8 CD-ROM drive network for conducting literature searches. In addition, the library has a Sun Sparcstation which serves as a database server and a new microfiche/microfilm reader/printer. Funding for library resources increased slightly in the early '80s, but in the past half decade has been level funded, which has resulted in a net loss to inflation and escalating library costs.

A fleet of 22 research vessels (20 trailerable + 2 larger vessels) operated by the VIMS Vessel Service Center includes a 65-foot vessel (R/V Bay Eagle) capable of extended trips to the continental shelf. The diving safety officer, acting in conjunction with the Diving Control Board, provides a full range of training to VIMS faculty and oversees safety of all diving operations. A dive locker provides meeting and training areas, compressed air, and checkout of dive gear to trained individuals.

Computing facilities include a Users' Room (for exclusive use of graduate students) which houses 7 DOS PCs (5 - 386, 2 - 486), 2 Apple Macintoshes (Quadra 650 w/CD ROM), and a laser printer. The Computer Center houses 3 Sun Sparcstations with several Gb of storage, 1 Silicon Graphics Iris workstation with framegrabber, and a laser printer, and these facilities can be used by students and faculty. The Department of Physical Sciences

houses a student-user room with 9 DOS PCs (286, 5 - 386, and 3 - 486s) and a laser printer. The Department of Physical Sciences also has 3 Sun Sparcstations for use by students and faculty. The Department of Resource Management and Policy has 5 DOS PCs (1 - 386, 4 - 486), 8 Sun Sparcstations, and a laser printer which are available for student and faculty use. The Ecosystem modeling group in the Department of Biological Sciences has a Sun Sparcstation and laser printer that are available for student research. All of the above systems are linked by Ethernet with a gateway to the Internet located in the Computer Center.

The Eastern Shore Laboratory at Wagsapreague on the Eastern Shore serves as a field laboratory for visiting scientists desiring access to embayments, salt marshes, barrier islands, and coastal waters, and as an important center for research on bivalve aquaculture. It has wet and dry laboratory space, small boats, instrumentation, a flume, classrooms, and a dormitory.

F. Financial Resources

All students are fully supported during the first year in the SMS. After that point, faculty mentors pay tuition and stipends from research grants, although there are several multi-year assistantships controlled by the Department of Fisheries Science. Six SMS Fellowships are awarded yearly on a competitive basis to the incoming class and these carry three years of support.

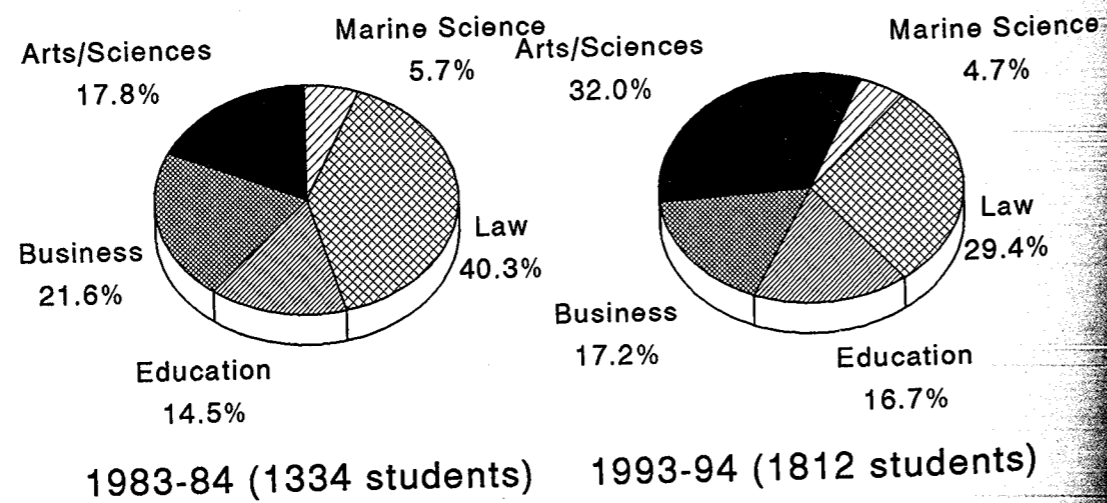


Figure 1: Full-Time Equivalent Graduate and Professional Students, 1983/84-1993/94

RECOMMENDATIONS

Programs:

(1) The College should fund the SCHEV-approved Ph.D. in School Psychology (School of Education) as quickly as possible.⁶

(2) The five-year B.A.-M.B.A. program in Accounting (School of Business Administration) should be approved and implemented at the earliest opportunity.

(3) The College should consider the feasibility and desirability of doctoral programs in Psychology and Historical Archaeology.⁷

Faculty:

(4) In departments offering graduate degrees, the normal teaching assignment should be no more than three courses one semester and two the next. In doctoral departments, faculty involved heavily in graduate teaching and supervision should teach no more than two courses each semester. In departments that offer only a master's degree, faculty who teach or supervise graduate students should receive credits toward course reductions in an explicit and standardized "banking system."

(5) In order to retain the best graduate faculty, faculty salaries and research funds must be raised across the board, particularly in relation to our graduate peer and alternative peer groups.

Students:

(6) Graduate fellowships and stipends must be raised substantially and immediately if we have any hope of attracting and retaining the best candidates in our peer group. The College should establish (and periodically adjust) a minimum stipend (in addition to tuition) for all graduate students in departments and programs at William and Mary, in which no graduate awards may be made.

(7) The College should better assist graduate students in the writing of theses and dissertations. Courses taught in the Writing Center by faculty in graduate departments and programs are essential.

(8) The College should improve its exit advising program for graduate students. The Career

Counseling Office should make a concerted effort to attend to graduate student needs, as should individual departments and schools.

Facilities:

(9) Computer access for graduate students must be increased dramatically if we are to compete with our peer institutions and enable our students to obtain the fastest, best, and most complete data for their course work and research.

(10) Space for graduate students to study and write should be found, preferably in their own departmental or school quarters. The planning of renovations and new buildings should pay more attention to graduate student needs.

(11) The College library must find ways to give graduate students and faculty greater and faster access to scholarly periodicals, which now number nearly 10,000 in the United States alone.

(12) For graduate education in particular, the library is indispensable; in times of financial exigency, the College should protect the library budget from disproportionate reductions.

Instructional Programs:

(13) All graduate departments and programs should be assessed by peers and outside visitors on a regular and timely basis.

Financial Resources:

(14) The College should establish funds for graduate students to attend scholarly and professional conferences to give papers and to interview for jobs, both of which are virtually mandatory for placement.

(15) Likewise, the College should establish funds to enable graduate students to pursue research in out-of-state and foreign libraries, archives, and laboratories.

(16) The College should appoint a Financial Aid Officer to assist graduate students in applying for loans, work-study, on- and off-campus jobs, and fellowships, and to coordinate the prompt and accurate disbursement of assistantships and fellowships.

⁶ The Strategic Plan recommends that the College, "Discontinue...the implementation of the approved Ph.D. in School Psychology." (p. 16)

⁷ Under the Strategic Plan recommends to continue planning the program in Anthropology, but not in Psychology.

(17) The Grants Office should hold workshops for graduate students seeking pre- and post-doctoral grants and fellowships and assist them in the application process.

Particularly in a time of fiscal responsibility and public accountability, graduate education is so important to the mission of the College, to the Commonwealth, and to the nation that William and Mary should strongly support its *strongest* graduate programs and departments as well as eliminate or downsize its weakest.

Chapter Five

Continuing Education, Outreach and Service Programs

Alan F. Edwards, Jr., Chair (Graduate Student, Education)

Lawrence Wiseman, Steering Committee Liaison (Professor of Biology)

Steering Committee Members

Introduction

The new Mission Statement formally acknowledges a "special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities. Teaching, research, and public service are all integral parts of the mission of William and Mary." While the College has provided, and will continue to provide, a variety of continuing education, outreach, and service efforts, most of these efforts are not offered as for-credit academic programs --and are therefore beyond the scope of Southern Association of Colleges and Schools criteria. This chapter follows the criteria in documenting those efforts which do carry credit, and attempts to survey some of the many other efforts which do not.

Faculty of Arts and Sciences

No freestanding for-credit continuing education, outreach, or service programs are offered within the Faculty of Arts and Sciences. The College does participate in VCES, the Virginia Consortium of Engineering and Science Universities, which broadcasts courses across the state and which was developed with the needs of students from the NASA-Langley Research Center; however, Consortium enrollees are not working graduate students at one of the participating universities. For further information see Chapter Seven, Consortia and Connections.

Arts and Sciences programs and departments provide graduate and undergraduate students with a variety of outreach and service activities through high course projects, community service projects, thesis research, internships, and practica. The 1994 "Report of the Task Force on Public Service" (on file in the documents collection) indicates that 80% of the academic units

which offer internships do award academic credit for such activities. The report recommends that more such opportunities be created across the curriculum, but it does not directly address related issues of academic credit.

School of Education

As part of its stated purpose, the School of Education provides considerable continuing education to teachers and educational administrators within the range of its programs. While a variety of courses serve a continuing education purpose, these are not differentiated as a separate continuing education program (the termination of the Evening College program was documented in the 1984 Self-Study). Graduate and undergraduate students receive academic credit for practica, clinical experiences, and internships which provide outreach and service to the educational community. Most graduate-level courses are offered in the late afternoon and evening to accommodate students who work full-time.

Students in the School of Education are able to develop programs of study which will lead to professional certification and/or recertification by the Virginia Department of Education (VDOE). The School's professional education programs are accredited by both the National Council for the Accreditation of Teacher Education (NCATE) and by VDOE.

School of Law

The Marshall-Wythe School of Law periodically sponsors Continuing Legal Education (CLE) programs, primarily for members of the Virginia State Bar. These programs are typically organized by individual faculty members and often involve presentations by practicing lawyers as well as by Law School professors. Each presentation is certified for credit through the Virginia Mandatory

CLE Board, and participants receive as many CLE credit hours as the CLE Board permits.

The Law School also sponsors annually the William and Mary Tax Conference, which provides CLE credits to tax and business attorneys throughout the region (not limited to Virginia), and Continuing Professional Education (CPE) credits for accountants. Faculty participating in the CLE and CPE programs utilize student evaluation surveys to aid in assessing their presentations.

In addition, advanced law students may elect to enroll in a variety of clinical courses which provide outreach and service to various communities. For example, under faculty supervision, law students provide legal services to the poor through the Legal Aid Clinic course and argue cases for prison inmates through the Federal Litigation Clinic course. Under practicing attorney and judge supervision, students may enroll in for-credit work with the Virginia Attorney General Practice Clinic, the Employee Relations Clinic, the Virginia Court of Appeals, and the Post-Conviction Assistance Project.

School of Business Administration

Undergraduate and graduate students in the School of Business Administration participate in outreach and service activities through practical and field studies for academic credit. In fact, the MBA Program holds "interaction with the external community" and "learning through doing" as two of the five basic principles through which it endeavors to accomplish its mission. These principles manifest themselves not only through consulting work in field-study projects, but also through independent study activities, internships, community service projects, and volunteer work.

The Business School also offers the Part-Time MBA Program and the Executive MBA (EMBA) Program. The Part-Time MBA Program serves working professionals who can pursue graduate study only in the evening. As such, the program functions more as outreach and service than as continuing education. Most of its faculty also teach in the full-time MBA Program; classes are held in the William and Mary Peninsula Education Center in Newport News to accommodate students from the Tidewater area. Criteria for admission and coursework requirements are very similar to those for the full-time program.

The Executive MBA Program provides more of a continuing education function, as it strives to enhance the job performance and broaden the managerial horizons of executives who already

have eight to ten years of managerial experience. Just as do students in the other MBA program, EMBA participants must hold at least bachelor's degrees and have satisfactory Graduate Management Admission Test scores. Courses are conducted on campus one day per week (on alternate Fridays and Saturdays) over five 12-to-15-week semesters by the Business faculty. Three or four week residencies and one weeklong study-abroad residency are required.

Graduates of the MBA, Part-Time MBA, and Executive MBA programs are awarded the Master of Business Administration degree. The programs are accredited by the American Association of Collegiate Schools of Business (AACSB).

School of Marine Science

The Virginia Institute of Marine Science (VIMS) and the therein contained School of Marine Science have functioned for over fifty years under a tripartite mission of research, advisory services, and marine science education. As the principal advisory body to Virginia resource managers and policy makers, the institution plays a central role in the identification of resource issues, the provision of scientific assessments, and the formulation of management strategies and policies for the Commonwealth. Staff from VIMS and the School of Marine Science also provide regional and national service through information dissemination, technical assistance, and by offering research to marine-related industries and businesses, educational organizations, and the general public.

Within the School's goal of providing a comprehensive program in the basic principles of marine science and marine resource management, graduate students have opportunities to gain knowledge, training, and skills on real-world issues and problems through field projects. These opportunities are provided through the curriculum -- including the Practical Application of Marine Management Techniques (which may vary as topics change and for which credit is awarded according to project difficulty) -- and through interaction with faculty actively involved in research and management issues.

A number of summer programs (including courses for advanced undergraduates and non-credit) and the Governor's Summer Superior Virginia high school student tutoring and outreach to aspiring managers and interested youth.

Non-Credit Programs and Services

In support of its belief in lifelong learning, the College sponsors and/or supports several continuing education efforts. The Office of Special Programs/Continuing Education offers non-credit, personal-development (vocational, cultural, and general interest) courses in a relaxed, informal atmosphere. During the Spring 1995 session, 14 of the 55 courses are eligible to award Continuing Education Units (CEUs) under the standards set by the State Council of Higher Education for Virginia. (Completion of 10 contact hours earns one CEU.)

Abolishment of this program is recommended in the College's Strategic Plan in order to promote the development of courses and activities which will be "more consonant with the mission of the University." Spring 1995 is scheduled to be the Office's last course-offering session. This announcement was protested by some members of the local community.

Other courses and other learning opportunities of a non-academic nature continue to be available to local retirees and/or persons aged 60 and over through the Christopher Wren Association for Lifelong Learning and through the Elderhostel International Network. The Wren Association is a non-profit organization operating under the auspices of the cooperation of the College. Its members participate in six-week courses, lectures and field trips; many activities take place on the William and Mary campus. The Association is affiliated with the Elderhostel Institute Network, which also maintains a presence on campus and offers week-long courses at local locations for persons

In each effort, the College provides a variety of additional, varied services and activities. For example, the School of Education sponsors the Eastern Virginia Writing Project, the Center for Career Counseling, Project Taproot (a career counseling program), the Reading Recovery Center for Staff Development; the Center for Staff Development; the Center for the Williams Public Service Internship Program; the IOLTA Public Service Internship Program; the Business operates the Center for Business and provides conferences to business organizations; the Center for Marine Science and VIMS maintains the Williams National Estuarine Research Reserve and the Center for Coastal Studies as well as publishing the

Marine Resources Bulletin, the *Commercial Fishing Newsletter*, technical reports, general interest booklets, special advisories, and K-12 curriculum materials.

All Arts and Sciences departments and programs offer lectures and events which are open to the public, as do Swem Library and the Muscarelle Museum. Also, the College annually hosts the summer Governor's School for high school students gifted in science (with a grant from the Virginia Department of Education). Summer 1995 will be the sixth, and probably final, edition of this successful program.

Conclusions and Recommendations

The College is committed to outreach, public service, and continuing education opportunities. This commitment is evidenced by the wording of the new Mission Statement and by the creation of the Office of Public and Community Service in 1993 (renamed the Office of Student Volunteer Services in 1994). Efforts to document and assess William and Mary's service activities have been undertaken by the 1992 Working Group on Public Service and the 1993 President's Task Force on Public Service. These groups have found extensive volunteer and service activity by students, student groups, faculty, administrators, and staff members.

However, the variety of forms which such outreach can take, and the variety of means through which members of the College community can undertake such service, prohibit a full, clear understanding of the scope of this involvement.

1. The recommendations of "The Report of the President's Task Force on Public Service" should be seriously considered both in attempts to document service types/hours and in future planning efforts, especially by the Strategic Plan's Implementation Committee (as it addresses outreach).

Continuing education courses for academic credit, offered as a separate program, are probably not consistent with the university's mission or character. However, such non-credit opportunities provide outreach and public service, as well as avenues of service for some faculty members. **Definitions which narrowly focus on continuing education as "intake" and on public service as "outreach" miss many of the cross-linkages and shared purposes of these activities.**

2. Future efforts to document public service should not overlook efforts in the areas of continu-

ing education and local involvement in campus learning opportunities.

3. As consideration is given to replacing the Office of Special Programs/Continuing Education, significant community input should be sought and used.

Chapter Six

Faculty

William J. Hausman, Chair (Professor of Economics)

Katherine K. Preston, Steering Committee Liaison (Assistant Professor of Music)

Peter A. Alces (Professor of Law)

John F. Boschen (Professor of Business Administration)

Susan Donaldson (Associate Professor of English)

Lisa B. Hammann (Graduate Student, Education)

Rebecca A. Helms (Undergraduate)

Satoshi Ito (Associate Professor of Sociology)

Jennifer L. Page (Undergraduate)

S. Laurie Sanderson (Assistant Professor of Biology)

James H. Stronge (Associate Professor of Education)

L. Donelson Wright (Chancellor Professor of Marine Science)

Introduction

The introductory section of the chapter on "the faculty" of the 1964 Self Study contains a brief history of the governance of the College, noting that prior to 1906, the "President and Masters, or Professors" were the corporate body that actually held title to and controlled the property of the College, subject always to the rules and regulations established by the Board of Visitors. The author of that section went on to note that although the legal structure of the College in 1964 was quite different from that of the distant past it still remained true in a real if not a legal sense that "the faculty of any college is the college." There followed immediately another bold statement: "A college can easily be better (or worse) than its physical plant and even, for some time, than its administration; but it cannot for long be much better or worse than the group of men and women who teach in it." This sentiment was echoed by the author of the introduction to the corresponding chapter of the 1984 Self Study, who stated that "the faculty is the essence of what students, alumni, the scholarly community, and the general public perceive as 'the College.'" While it is obvious that there would be no College without students, and while it is clear that an administration and a support staff are necessary to

aid the faculty in performing their tasks, it remains true that so long as the education of the students remains the primary goal of the College, the faculty will remain the key element in the process.

As will be documented throughout this Self-Study, William and Mary has a more than "competent" faculty at all levels and an excellent faculty in many respects. The faculty is much more diverse than it was ten years ago, and this entails both challenges and opportunities. One challenge will be to continue to attract excellent faculty, to retain the excellent faculty now at the College, and to seek ways to invigorate all members of the faculty throughout their careers. We fully expect faculty to pursue teaching, research, and service throughout their academic careers. In order to meet the challenges and take advantage of the opportunities mentioned above, it will be necessary to enhance the compensation of faculty, on a permanent basis, and to expand opportunities for faculty development. This is the primary recommendation of the Faculty Committee of the Self-Study.

Profile of the Faculty

Table 1¹ (p. 54) contains a profile of the faculty based on the Fall 1993 headcount. It updates

¹ The headcount is defined here as full-time instructional faculty not on leave and is consistent with the definition used in the 1984 Self-Study; thus it is useful for comparison with that report. This is not the best definition for all purposes. For example, the number of tenured and tenure-eligible faculty may be a better definition, but these data were not provided to the Committee. Another definition is full-time instructional faculty headcount (523 in Fall of 1993), which includes full-time replacement faculty.

Table 6 on p. 76 of the 1984 Self-Study. By this measure the number of faculty has increased in the past decade by nearly one hundred, or roughly 25% (although around 30% of this increase has occurred because of the reclassification of Virginia Institute of Marine Science faculty). Excluding Marine Science, the percentage increase in the number of faculty in the various schools has been 7% in education, 15% in Arts and Sciences, 19% in law, and 21% in business. The average age of the faculty has risen from 43 to 47 years, while the average number of years at William and Mary has increased from 12 to 13. At the same time, the proportion of the faculty at the Instructor or Assistant Professor level has increased from 19% in 1983 to 32% in 1993, indicating significant structural changes in the faculty between 1983 and 1993. Table 2 (p. 55) presents further evidence of change in the demographic profile of the faculty. It presents the proportion of women, black, and other minority faculty in each Arts and Sciences department and school (based on Fall 1993 headcount), the proportion of women, black, and other minority faculty hired since July 1, 1988 ("recent hires"), and -- as a rough measure of the pool of available faculty -- the proportion of Ph.D.'s obtained by women, blacks, and other minorities in 1992.² Fifty percent of the hires made since July 1988 have been women, which represents significant progress toward diversifying the faculty, but most of these (79 out of 90 women hired) have been at the Assistant Professor or Instructor level. This means that a majority are untenured. The percentages presented in Table 2 for black faculty represent only six hires. The percentages for "other minorities" represent five Hispanic, one Native American, and fourteen Asian hires.³

The Faculty Survey

In the fall of 1991 the Faculty Assembly conducted a survey "to gather opinions of the faculty concerning their current work situation and future

priorities of the College." We replicated the first part of this survey and mailed it to faculty in December 1993. Out of approximately 500 surveys mailed, precisely 300 usable forms were returned, a response rate nearly identical to that for the 1991 survey.

Overall, a substantial majority of the faculty are "satisfied" with their position at the College (69% being moderately or very satisfied, versus 31% who are a little or very dissatisfied). In terms of support from the College, a much smaller percentage of the faculty, 55%, believe that the College supports them fairly well ("well" or "completely"); however, 45% do not feel that the College supports them very well ("not well" or "not at all well").⁴ Table 3 (p. 56) presents results on a number of specific questions regarding the faculty work situation, along with results from the 1991 survey for comparison. Faculty gave very favorable ratings (more than 70% "excellent" or "good") to the undergraduate program, course assignments, academic advising, and student load. They gave positive but less enthusiastic ratings (50%-69% "excellent" or "good") to the graduate program, computing resources, tenure and promotion standards, research opportunities, and service load. They were slightly dissatisfied (45%-49% "excellent" or "good") of assistance in obtaining external grants, academic governance by the College administration, and library resources. They were fairly displeased (55%-70% "fair" or "poor") with internal support for research, the evaluation system, and the morale of their colleagues, and were quite displeased (more than 70% "fair" or "poor") with faculty salaries in general, with their own salary in particular. The proportion of the faculty giving a "poor" rating to their own salaries in general increased from 21% in 1991 to 37% in 1993.

The responses reported above were for all faculty who responded to the survey. To some extent they mask differences based on the department.

2. The source for Ph.D.'s given is Office of Scientific and Engineering Personnel, National Research Council, *Summary Report 1992: Doctorate Recipients from United States Universities*, Washington: National Academy Press, 1993. The terminology used here is that used in this report and in the hiring report provided by the College's Office of Planning and Institutional Research. In a separate document, the Dean of the Arts & Sciences reports that out of 85 tenured or tenure-eligible hires since the 1989/90 academic year, forty-four (52%) have been women and nine (11%) have been "minorities."

3. The College has hired a total of 181 full-time instructional faculty since July 1, 1988. The information is contained in a table, "Full-Time Instructional Faculty, Hire Date after 7/1/88 by Race, Gender, Mean Experience, % Tenured and % with Terminal Degrees, Fall 1993" prepared for the Strategic Planning Committee and deposited with this report. These data are also discussed in the section on "Selection of Faculty."

4. The survey results as well as the report on the 1991 survey will be filed with this report. In addition, faculty were invited to comment on any of the questions on the survey. These comments have been tracked and will be deposited with the survey results.

characteristics of the faculty. Out of many salient characteristics we picked two for further, brief analysis: rank and area or school. Table 4 (pp. 57-58) breaks down the results by these characteristics for two bottom-line questions: the overall support of the College and satisfaction with one's own salary. Visiting (non-tenure eligible) faculty and full professors appear to be most satisfied, while associate professors appear to be relatively dissatisfied. Is the dissatisfaction of associate professors primarily a problem of excessive time in rank, lack of prospects for eventual promotion, salary compression, or something else? This outcome may be worth exploring in more detail by the committee on faculty development created recently by the Faculty Assembly. The results based on area or school are perhaps more explicable. The School of Law appears to have the most satisfied faculty, while Arts and Sciences Area I (humanities) appears to be the least satisfied. Other differences are perhaps more subtle.

We believe that this survey has been a useful exercise in eliciting faculty opinion and recommend that periodic surveys be administered by the Faculty Assembly in the future.

Selection of Faculty

Appointments to the faculty of the College of William and Mary are made in accordance with the provisions of the *Faculty Handbook* (fourth revision, 1982, pp. 68-72). Each department and school assumes primary responsibility for the appointment process within its discipline. The appointments committee acts on behalf of the department to identify viable candidates for available positions and then arranges for personal interviews to determine whether the candidate's qualifications are consistent with departmental or school needs.

In recent years, the College has successfully recruited for scholars and teachers of national, international, stature, and has been able to attract some of the best and brightest entry-level faculty in the country. This is certainly due to the depressed academic market, but it is also a result of the College's enhanced reputation in the scholarly community. While this reputation has benefitted the College community, it has also introduced challenges, one of which is to retain the most talented faculty.

One of the responsibilities the higher education community has to individual members who have been under-represented in

higher education. African-Americans and women are only just beginning to attain the level of participation at the College that is indispensable to the development and maintenance of an enriched educational environment. The faculty and administration are committed to the spirit and letter of affirmative action policies and have conscientiously endeavored to realize the benefits of diversity.

All faculty appointment activities at the College are coordinated with the Director of Affirmative Action, who reports to the President. The current Director is developing a comprehensive set of affirmative action guidelines with the active participation of College administrators, appointments committees, and departmental chairs. The Affirmative Action office supports departmental and school efforts to comply with applicable equal employment opportunity laws and to pursue those appointment strategies that will accommodate the identification and appointment of qualified candidates to the faculty. The work of this office is ongoing and is dependent on the continued cooperation of the faculty at large. There is a clear institutional commitment to affirmative action policies and initiatives.

Because the composition of the faculty has changed in recent years to include more members of under-represented groups, the College needs to be cognizant of its responsibility to maintain a climate on campus that will assure that African-Americans, other minorities, and women find a supportive and nurturing environment. The faculty recognizes that it would be cynical to appoint women and people of color simply to satisfy numerical criteria without also providing the professional climates in which these new faculty may thrive as scholars and teachers. A consequence of confronting the challenges of including members of historically under-represented groups is the need to develop and maintain an atmosphere of tolerance for diverse perspectives in teaching and scholarship.

Academic and Professional Preparation

Of a total of 470 William and Mary faculty, 92% possess terminal degrees (Table 1). This represents a very slight increase above the 91% value that prevailed in 1984. In both 1984 and 1994 "terminal degrees" are considered to include, in addition to the Ph.D., the Ed.D., D.M.A., J.D., M.F.A., and other masters degrees where appropriate. Terminal degrees are possessed by 85% of the 181 faculty hired since July 1988. The fact that only 85% of new faculty possess terminal degrees reflects the

fact that much of the recruitment that has occurred in recent years has been at the entry level, where job candidates in some fields enter the job market before the degree is in hand, with the expectation that the terminal degree will be awarded in a timely fashion.

Thus far, only 14% of those hired after July 1988 have been granted tenure, reflecting the fact that the average length of time that these individuals have been at William and Mary is only two years. As a result of this increase in new, mostly untenured faculty, the percentage of faculty having tenure in the fall of 1993 was 63%, down significantly from 72% in fall of 1983. In fact, this represents a healthy trend insofar as it reflects the vigorous recruitment of highly qualified younger faculty.

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.

Part-Time Faculty

Between Fall 1983 and Fall 1993 the number of part-time faculty teaching at William and Mary rose from 96 to 153, a percentage increase greater than that for full-time instructional faculty. However, the number of part-time faculty FTEs over the same period stayed virtually constant (Table 5, p. 59), indicating that each part-time faculty member was teaching fewer courses on average in 1993 than in 1983 and that part-time faculty were a smaller proportion of total faculty FTEs in 1993 than in 1983.⁵ The School of Business is the only school that substantially reduced its reliance on part-time faculty in terms of both numbers and FTEs. Nearly half (47%) of the part-time headcount in Arts and Sciences can be found in two departments, Kinesiology⁶ and Music, where these instructors teach activity courses and applied music. The new program in Applied Science also relies on a relatively large number (8) of part-time faculty. The English department traditionally has employed a large number (6 or 7) of part-time instructors in the Freshman writing course.

In the fall of 1989 the Provost's Office issued an

internal report on tenure-ineligible faculty at William and Mary. A substantial part of the report focused on issues pertaining to part-time faculty employment, including a discussion of the reasons that part-time faculty had chosen this form of employment. It included an analysis of part-time faculty policies at other institutions. In particular, the Provost's report specified four reasons for hiring part-time faculty: (1) conserving resources, (2) adjusting to shifting enrollment figures, (3) facilitating communication between the workplace and the classroom, and (4) testing new course offerings. Chairs and deans surveyed by the Provost's office reported that thirty-four percent of part-time faculty were hired largely to conserve resources. Finally, the Provost's report included a sample part-time faculty handbook, specifying rights and responsibilities, which in revised form will presumably be used to supplement the full-time faculty handbook, a revision of which is in progress.

The 1989 report of the Provost notes the concern that tenured and tenure-eligible faculty have about the qualifications and commitment of part-time faculty and about the conditions under which they work. According to the Provost's report, 63% of Arts and Sciences part-time faculty and 63% of part-time faculty in the schools bear the same qualifications as full-time colleagues in their fields. The Provost's report also frankly acknowledges that no university-wide system for pay raises exists for part-time faculty. Nor does the College provide a general part-time faculty orientation specifying rights and responsibilities. Fringe benefits for part-time faculty remain scarce or non-existent and the work of part-time faculty often lacks systematic evaluation. Finally, the College currently makes no provision for part-time, tenure-eligible positions even though some part-time faculty have worked at William and Mary for a period longer than the traditional five-and-a-half-year probationary period.

Finishing the part-time faculty handbook outlined in the 1989 Provost's report, would address these specific problems by defining an institutional philosophy on the use of part-time faculty, specifying teaching responsibilities,

- Part-time faculty FTE's can fluctuate substantially from year to year. For Arts and Sciences over the past three years, the number has been as low as 21.9 in 1990/91 and as high as 37.5 in 1991/92. The average five-year period was 28.4, slightly above the Fall 1993 number of 26.44.
- Part of the large increase in part-time faculty headcount between 1983 and 1993 can be attributed to coaches employed by the athletic department have been counted with respect to their teaching activity courses.

plaining selection procedures for appointment, promotion, and dismissal, making provisions for fringe benefits, and spelling out procedures for shifting part-time faculty to tenure-eligible positions.

Graduate Teaching Assistants

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.

Faculty Compensation

One of the depressing commonplaces in each of the past three Self-Studies (1984, 1974, 1964) is the chronic problem of relatively low faculty salaries. Our salaries do not compare favorably with peer institutions and this undoubtedly has been the case in the past and will cause difficulty for the future if not rectified on a permanent basis. As indicated above, in the faculty survey 85% of those who responded believe that salaries in general are a problem (35% believe they are "poor") and 72% believe their own salaries are only "fair" or "poor." Thus salaries have become a major morale issue at the College. This situation has serious implications for the College, and it may make it more difficult to motivate

faculty.

The salary issue has been addressed time and again by various administrations, but a permanent solution remains elusive. Previous Self-Study reports have included tables and graphs documenting the levels and trends of faculty salaries. We will not do that here, because there has been a recent, thorough report on faculty salaries to which we will refer; this and other supporting documents will be deposited along with our report.

In February 1993, President Sullivan requested the Office of Planning and Budget to prepare an analysis of William and Mary's faculty salaries relative to its peers, and the Faculty Assembly appointed an advisory committee to review the study. The report was issued on August 5, 1993. The study used two peer groups for comparison: the College's official state salary peers and its "alternate peers" (a group of institutions identified in 1990 by the Advisory Working Group on Undergraduate Enrollments as similar to the College, based on student attributes and institutional characteristics). The report of the Office of Planning and Budget contained a number of observations and several conclusions. First, substantial relative progress in faculty salaries was made from 1986 to 1988, and this position was maintained through 1990. However, from 1990 to 1993 virtually all of the relative progress that had been made since 1986 was lost, and the College found itself at the 43rd percentile among its state peers and at the 24th percentile among its alternate peers.⁷ In response, the report contained the following recommendation:

In order to retain its current faculty and attract qualified candidates to new positions, the recent salary trend should be reversed. To this end, the College should identify its salary goal and move to that position over a period of time. Funding to reach the identified goal may come from 1) incremental State support (general fund or tuition authority), 2) incremental private fund allocations, or 3) reprogramming of existing College resources (state or private). It is recommended that the College establish as a salary goal the 75th percentile among State Peer institutions and that the Col-

⁷ The Board on Faculty Compensation (a committee under the jurisdiction of the Faculty Assembly) in its report dated May 10, 1993 confirms that this decline was not merely relative to peer institutions but also that average salaries were actually falling after adjusting for changes in the price level. Table 5 of that report indicates that faculty earnings at all ranks rose from 1983/84 to 1989/90 and have fallen every year since then. Part of this effect may be due to the changing composition of the faculty.

lege move to reach this goal over a four year period. While this goal exceeds the percentile ranking reached in 1989-90, it represents the minimum level necessary to retain and attract superior instructional faculty to the College. This goal would place the College at approximately the 51st percentile among the Alternate Peer institutions.

In a memorandum dated August 18, 1993, President Sullivan concurred in the recommendation of the report that salaries move to the 75th percentile, and indicated that he would share the report with the Board of Visitors, noting also that he wished to leave open all options for reaching the goal.⁸

One additional recommendation of the report, and one also endorsed in President Sullivan's memorandum, is that the Office of Planning and Budget provide an annual update on the College's overall salary position relative to its peers (based on AAUP data) and that peer schools be surveyed by academic units on a biennial basis. We concur in this recommendation and hope that the Office of Planning and Budget will work with the Board on Faculty Compensation to bring this about.

In addition to concern over faculty salaries, there have been several recent proposals regarding the enhancement of specific faculty benefits. These have included requests regarding child care on campus, tuition waivers for children of faculty, and health benefits for gay and lesbian partners of faculty and staff. We believe that exploring ways to enhance benefits is worthy but decline to make specific recommendations here. We would like the College to examine the possibility of moving toward providing a menu of benefits with the same or greater total benefit value as the present plan. This would provide more flexibility for individual faculty and replace the system of fixed benefits (which includes life insurance, health insurance, disability insurance, and a retirement program).

According to the *Criteria for Accreditation*, a satisfactory program of faculty compensation must include annual reviews of salaries based on clearly specified criteria for salary increments. We believe that such procedures are in place for all schools and departments. All deans and department chairs were recently asked to complete a questionnaire as

part of the Strategic Planning process at the College; standards and criteria for teaching, research and service were part of that questionnaire. These responses will be deposited along with this report.

Academic Freedom and Professional Security

Policies and procedures regarding academic freedom, tenure, termination, and procedural safeguards have been approved by the Board of Visitors and are set out in the *Faculty Handbook* (Fourth Revision, 1982, pp. 48-66; also see pp. 18-36 of the draft of the revised *Faculty Handbook*). The draft of the revised *Faculty Handbook* contains a "statement on professional ethics" (adopted from AAUP, *Policy Documents and Reports*, 1984), a statement of "Rights and Responsibilities" adopted by the Board of Visitors in 1977 and 1991, statements on sexual harassment and consensual amorous relations (policies adopted by the Board of Visitors in 1991), draft statements on "research, scholarship and artistic productivity" and "integrity in research and scholarly activity," and miscellaneous statements on employment, faculty salaries and benefits.

Professional Growth

The College provides a variety of opportunities for professional growth, including a semester research assignment program for faculty, summer research awards for tenure-eligible faculty, and summer development workshops (May Seminars). Departments also provide release time for faculty and some have instituted internal research leave programs in the absence of a college-wide program. Departments generally provide some support for conference attendance and for invited seminar speakers. Support for this type of professional growth tends to be limited and uncertain because of persistent budgetary problems of the College.

The general tone and policies of the College make it clear that individual faculty have the responsibility to promote their own professional growth. In making tenure and salary recommendations, all departments and schools evaluate teaching effectiveness

and scholarly or creative activity, and service. (See *Faculty Handbook*, fourth revision, 1982, pp. 63-66; draft *Faculty Handbook*, pp. 21, 59; and the relevant sections of the responses to the questionnaire to departments and schools from the Strategic Planning Committee.)

There is no centralized source of information on faculty development programs, and the availability of such opportunities varies among departments and schools. The changing needs of the faculty require a focused effort to adapt and expand faculty development programs, which currently lack focus and are rather haphazard. The Faculty Assembly, however, recently appointed a committee on faculty development, and faculty development is a component of the strategic planning process this year.

The Role of the Faculty and Its Committees

The most significant change since the 1984 study is the establishment of a Faculty Assembly for the purpose of advising the President and the Provost on matters affecting the welfare of the College as a whole. Representatives are elected to the Faculty Assembly for three-year terms, with approximately one-third elected each year. The Assembly was established in 1988/89, and has operated for 5/6 years.

In addition to the Faculty Assembly, the faculty govern themselves through participation in a variety of committees. The Faculty Assembly has appointed a Committee on Committees, which has appointed faculty members to review the jurisdiction, composition, and standing of each committee. In addition to the standing committees, faculty typically serve on university advisory and *ad hoc* committees, as well as school and departmental committees, and related functions.

Primary reasons for the creation of the Faculty Assembly were to increase the efficacy of faculty governance. It is too early in the life of the Assembly to adequately judge its worth. Some faculty continue to perceive institutional governance as burdensome. The results of the 1991 faculty survey

revealed that 51% of the faculty rate academic governance at William & Mary as "fair" or "poor." While this is down from the 61% that rated academic governance as fair to poor in the 1991-1992 survey, it still represents disapproval by half of the institution's faculty. Sources for this dissatisfaction could be the number of committees and faculty time and effort necessary to staff them and a continued lack of communication regarding committee/institutional decisions. Although the intention was for governance to become more efficient through the creation of the Assembly, the number of university-wide committees has remained at 42.

Faculty Loads

Faculty workload guidelines at the College of William and Mary, specifically teaching assignments, are established annually by the Board of Visitors and are expressed formally in the *Faculty Handbook* (fourth revision, 1982, pp. 72-73). The stated maximum teaching assignment in 1984 was twelve credit hours per week, with reductions to compensate for administrative duties, heavy committee assignments, graduate teaching, and significant research. The proposed policy for undergraduate faculty, as stated in the draft *Faculty Handbook* (p. 54), is nine credit hours per week, with adjustments for administrative duties, research, graduate teaching, and thesis/dissertation responsibilities.

The change in general policy regarding faculty teaching assignments reflects recent national workload studies that ascertained that the number of hours faculty members spend in the classroom/laboratory is not an accurate or comprehensive measure of faculty duties. These studies indicate that faculty work an average of 52-57 hours per week, divided among the traditional areas of teaching, research, and service.⁹

Many of the activities performed as part of these major areas of responsibility are not quantifiable. It is clear, however, that the responsibilities fulfilled by faculty as part of their teaching duties go well beyond those traditionally ascribed to it. These include, among others, class/lecture preparation, classroom instruction, course development, grading, writing recommendations, academic advising, instruction-related research,

8. The Office of Planning and Budget report also discussed the internal distribution of salaries at different ranks across schools. One member of the advisory committee on Faculty Compensation recommended that the methodology used with respect to the heterogeneous departments within the College of Arts & Sciences be consistent with the methodology used with respect to the heterogeneous departments within the College of William and Mary. See Memorandum from Robert Archibald to David Lutzer, Dean of the Faculty of Arts & Sciences (with this report).

9. *Faculty: Expectations, Priorities, and Rewards*, Washington: AAUP, 1993; National Center for Education Statistics, *Profiles of Faculty in Higher Education Institutions, 1988*, Publication NCES 91-389, Washington, D.C.: Department of Education, Office of Educational Research and Improvement, 1991.

and thesis/dissertation/practicum supervision. In addition to teaching, faculty are expected to engage in scholarly research. Research expectations generally have increased in recent years as evidenced by the increased emphasis placed on research for purposes of merit, tenure, and promotion. Service is also an essential element of faculty responsibilities, and involves institutional and professional service, as well as professional consultation. A policy requiring written permission from the President or his representative for faculty to engage in outside employment (i.e., consulting) remains in place. It is anticipated that expectations for faculty service may increase as reflected in the following excerpt from the provisional university mission statement:¹⁰

William and Mary, recognizing its special responsibility to the citizens of Virginia, will serve as a resource to the local, state, and global communities and enhance its own programs by interactions with these communities.

Because of the complex nature of faculty responsibilities, the current policy at William and Mary is a flexible one that attempts to account for variations in how individual faculty members spend their time, based on individual, departmental, school, and institutional needs. This is appropriate. Individual faculty members, departments, or schools can request a review of teaching assignments at any time. The Deans of each school, department chairs, the faculty, and ultimately the Provost, have the responsibility of reviewing such requests and adjusting individual or department/school assignments to better meet the teaching, research, or service needs of the institution.

Criteria and Procedures for Evaluation

The October 1993 draft of the *Faculty Handbook* specifies the procedures and criteria used in evaluating faculty for retention, promotion, and tenure. The 1974 Self-Study report was critical of the variation among academic units of the College with regard to evaluation procedures and recommended establishing a college-wide special committee to review such procedures. The Procedural Review Committee was subsequently created. It reviews and approves the procedures of each department, school, or program. According to the draft *Faculty Handbook* (p. 21), the primary criteria for retention, promotion, award of tenure, and

evaluation of faculty members include the following: "possession of the professional education, experience, and degrees necessary for their duties; conscientious and effective teaching with proper command of the material of their fields, and helpfulness to their students; significant contributions to their fields through research and scholarly creative activity, and through professional service and responsible participation in College governance." That the great majority of faculty applicants for tenure in the past ten years were successful suggests a consensus among faculty in their interpretation of those criteria, but the recent survey suggests that these criteria continue to prompt a certain amount of controversy. In the survey, 36% of the faculty rated the merit evaluation system "good" or "excellent" but 64% rated it "fair" or "poor." However, 59% of the respondents rated tenure and promotion standards "good" or "excellent," and 41% as "fair" or "poor."

The tenure process itself is viewed by many of the younger faculty as one of rising expectations, especially in regards to research. In the past few years, scholarship has been perceived by many as receiving stronger emphasis in the evaluation of applicants for tenure and promotion. What has been perceived as a new emphasis upon research has led to a college-wide move toward more rigorous standards for tenure and promotion, changing perceptions of the evaluation process have sparked concern among probationary faculty members about the standards they are required to meet. The Teaching Sub-Committee of the Curriculum Review Committee reported a few years ago that rising expectations about research, combined with high standards for teaching and governance, had created a 'stretching' of the faculty that made it more difficult to sustain the commitment to excellence in teaching" (p. 2). Changing perceptions of the tenure and promotion process have led to a tendency to create divisions of sorts in the units between some older faculty who are mostly on teaching and service and some younger faculty who are more focused on balancing teaching, research, and service.

Provisions in the draft *Faculty Handbook* specify the timing of tenure decisions, the number of time limits on full-time, non-tenure-track employment. The draft *Handbook* also specifies the number of decisions on the award of tenure, and that decisions "made before the end of five and a half years of applicable service" (p. 21). The

period, however, may be extended by one year, according to the new *Handbook*, in the event of a medical disability or a sick or parental leave of 120 calendar days or one semester. Under such circumstances, the probationary faculty member waives his or her right to a tenure review and award of tenure within the seven years specified by the *Handbook*. Finally, the draft *Handbook* limits specified-term appointments to a total of five years, after which such appointments may not be renewed.

Recommendations

I

We affirm the recommendation of the report of the Office of Planning and Budget, endorsed by President Sullivan. In order to retain its current faculty and attract qualified candidates to new positions, the recent salary trend must be reversed. **The College should establish as a salary goal the 50th percentile among State Peer institutions and the College should move to reach this goal within a four-year period.** This goal represents the minimum level necessary to retain and attract the instructional faculty to the College and to place the College at approximately the 51st percentile among the Alternate Peer institutions. Progress toward reaching this goal may come from 1) increased State support (general fund or tuition support), 2) incremental private fund allocations, and 3) reallocation of existing College resources (private). Progress toward reaching this goal should be monitored on an annual basis.

II

The College should seek to expand opportunities for faculty development and should explore the possibility of developing programs to address the professional needs of faculty at all stages in their careers. The recent influx of a large number of new faculty is an imperative that the funding and effectiveness of faculty development programs be monitored.

The College should publish a comprehensive report on faculty development opportunities, including criteria, and availability of such programs. The Office of Grants and Development should be more active in exploring outside opportunities for faculty development.

The College should explore the possibility of developing more flexible benefits programs (e.g., a cafeteria approach). The

value of such a benefit package should be at least the equivalent of the current package.

d. The *Faculty Handbook* revision should be completed in an expeditious manner.

e. College-wide policies on faculty workload should be consistent with the institution's high expectations for research, teaching, and service. It is important, however, that the College protect faculty from assuming, or being assigned, internal or external responsibilities that might encroach upon either fair expectations of amount and type of work or quality of performance. Assessment of faculty workload, and in particular any future workload policy revisions, should take into consideration such issues as the number and type of courses taught, number of preparations, number of students served (advised or taught), the nature of research and service responsibilities, and the level of support services made available by the College. The College should recognize that differences in all of these areas may exist across disciplines and schools.

f. The College, both through its administrative leadership and through the efforts of its individual faculty members, must remain considerate of the opportunities and challenges provided by the diversification of the faculty. The College must persevere; the price of genuine diversity is tireless dedication to the affirmative action process and an understanding of the challenges that remain even after the initial appointment is made. Awareness of the problems as well as an appreciation of the benefits is indispensable.

g. The Faculty Assembly must continue to provide guidelines and policies to streamline and improve the system of faculty governance at the College. The Assembly must look critically at the number of institution-wide committees and their roles to determine their merit and worth to faculty governance and the college community.

h. The College should complete work on the part-time faculty handbook mentioned in the 1989 Provost's report. The goal of the handbook should be to define and regularize part-time employment and working conditions; it should address issues such as teaching responsibilities; selection procedures for appointment, promotion, and dismissal; provisions for fringe benefits; and procedures for shifting part-time faculty to tenure-eligible positions.

i. The Faculty Assembly should administer periodic surveys of the faculty to elicit faculty opinion

10. See Interim Report of the Strategic Planning Committee.

on their work situation and other matters of interest to the College.

j. The College should provide a published set of guidelines for the administration of graduate assistantships. These should include appointment criteria, remuneration, rights and responsibilities, and evaluation and reappointment. The guidelines should address the need for graduate students to

receive training in classroom and/or laboratory instruction.

k. The College should explore the possibility of establishing a mentoring system between tenured and untenured faculty to clarify evaluation criteria and procedures and to exchange ideas on teaching and scholarship.

Table 1: Faculty Profile

	Headcount Fall 1993	Professors	Associate Professors	Assistant Professors	Instructors	Mean Age	Mean Years at W&M	% Tenured
American Studies	4	1	1	1	1	38	2	25
Anthropology	10	5	2	3	0	49	10	50
Applied Science	2	1	0	1	0	38	1	50
Art and Art History	10	5	2	2	1	45	14	70
Biology	18	8	3	6	1	49	17	67
Chemistry	15	6	2	6	1	41	9	58
Classical Studies	5	2	2	1	0	51	22	80
Computer Science	11	3	4	3	1	45	11	64
Economics	16	6	3	4	3	39	9	56
English	33	6	9	14	4	45	11	40
Geology	5	3	0	2	0	50	18	18
Government	17	5	4	7	1	42	9	42
History	24	12	6	5	1	52	16	16
Kinesiology	14	4	5	2	3	49	17	17
Mathematics	16	2	11	3	0	47	15	15
Modern Languages	40	4	13	11	12	43	9	9
Music	7	1	4	2	0	45	9	9
Philosophy	10	4	4	2	0	48	14	14
Physics	21	19	2	0	0	48	16	16
Psychology	17	8	4	5	0	60	16	16
Religion	6	5	1	0	0	54	24	24
Sociology	10	3	7	0	0	42	10	10
Theatre and Speech	9	2	2	4	0	42	10	10
Arts & Sciences Total	320	115	91	84	30			
Business	41	18	8	15	0	44		
Education	31	11	12	8	0	49		
Law	25	19	3	3	0	45		
Marine Science	53	22	18	13	0	47		
TOTAL	470	185	132	123	30	47		

% Other Minority

	Fall '93 Headcount	Recent Hires	Ph.D.'s '92
American Studies	0	0	1
Anthropology	10	17	7
Applied Science	0	0	4*
Art and Art History	0	0	11
Biology	0	0	13
Chemistry	0	0	2
Classical Studies	18	50	20
Computer Science	0	0	12
Economics	3	6	8
English	0	0	5
Geology	0	0	10
Government	0	0	4
History	12	20	13
Kinesiology	29	30	11
Mathematics	0	0	8
Modern Languages	0	0	7
Music	6	20	6
Philosophy	0	0	10
Physics	0	0	11
Psychology	6	20	6
Religion	0	0	10
Sociology	10	0	11
Theatre & Speech	0	0	6
Arts & Sciences Total	5	11	9
Business	10	20	12
Education	0	0	7
Law	4	11	9
Marine Science	9	8	9
TOTAL	5.5	11	10

	Recent Hires	Ph.D.'s '92
Chemistry	0	10
Classical Studies	17	2
Computer Science	0	1*
Economics	0	2
English	0	1
Geology	0	0
Government	0	0
History	11	1
Kinesiology	12	0
Mathematics	0	0
Modern Languages	0	0
Music	0	1
Philosophy	0	5
Physics	0	2
Psychology	0	2
Religion	0	1
Sociology	0	3
Theatre & Speech	0	4
Arts & Sciences Total	3	3
Business	0	3
Education	8	8
Law	11	0
Marine Science	0	0
TOTAL	3	4

	Recent Hires	Ph.D.'s '92
Chemistry	25	10
Classical Studies	10	2
Computer Science	0	0
Economics	0	0
English	0	0
Geology	0	0
Government	0	0
History	12	6
Kinesiology	6	0
Mathematics	0	0
Modern Languages	4	4
Music	0	0
Philosophy	0	0
Physics	0	0
Psychology	0	0
Religion	0	0
Sociology	0	0
Theatre & Speech	0	0
Arts & Sciences Total	2	2
Business	5	5
Education	3	3
Law	8	8
Marine Science	0	0
TOTAL	2.5	37

	Recent Hires	Ph.D.'s '92
Chemistry	30	30
Classical Studies	44	44
Computer Science	7	7
Economics	40	40
English	9	9
Geology	25	25
Government	44	44
History	75	75
Kinesiology	0	0
Mathematics	18	18
Modern Languages	25	25
Music	64	64
Philosophy	6	6
Physics	60	60
Psychology	29	29
Religion	10	10
Sociology	0	0
Theatre & Speech	20	20
Arts & Sciences Total	44	44
Business	31	31
Education	27	27
Law	50	50
Marine Science	32	32
TOTAL	27	27

* Art History only

Table 3: Faculty Survey Results: 1993 compared with 1991

Question: How would you rate the following?	% "good" or "excellent" 1993 (1991)	% "fair" or "poor" 1993 (1991)
teaching assignments (courses)	87% (85%)	13% (15%)
student load	72% (62%)	28% (38%)
internal support for research	37% (40%)	63% (60%)
assistance in obtaining external grants	45% (45%)	55% (55%)
research opportunities	57% (57%)	43% (43%)
service load	53% (53%)	47% (47%)
merit evaluation system	36% (34%)	64% (66%)
tenure and promotion standards	59% (53%)	41% (47%)
morale of colleagues	39% (33%)	61% (67%)
academic governance	49% (39%)	51% (61%)
the College administration	45% (36%)	55% (63%)
library resources	45% (35%)	55% (65%)
computing resources and facilities	61% (66%)	39% (34%)
academic advising	76% (69%)	24% (31%)
the undergraduate program	93% (87%)	7% (13%)
the graduate program	61% (53%)	39% (47%)

Table 4: Selected Faculty Survey Results

Overall Support of College versus Faculty Rank

Rank	Meets Them Completely or Well	Does Not Meet Them Very Well or Not At All
Visiting (non-tenure track)	80.0%	20.0%
Instructor	71.4%	28.6%
Assistant Professor	53.3%	46.7%
Associate Professor	38.0%	62.0%
Professor	64.1%	35.9%
All	55.5%	44.5%

Own Salary versus Faculty Rank

Rank	Good or Excellent	Fair or Poor
Visiting (non-tenure track)	46.7%	53.3%
Instructor	14.3%	85.8%
Assistant Professor	28.6%	71.4%
Associate Professor	16.5%	83.5%
Professor	35.4%	64.6%
All	28.9%	71.1%

(Table 4 continued next page)