



1984

REPORT
OF
SELF-STUDY

The College of William and Mary

**College of William and Mary
Report of Self-Study
1984**



College of William and Mary
Williamsburg, Virginia

CREDITS

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Production supervisor: S. Dean Olson, Publications Office, College of William and Mary.

April 1985

Archives

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CONTENTS

Foreword	1
Committee Membership	2
I. Statement of Purpose	7
II. Organization and Administration	9
Introduction	9
The Governing Board	11
Bylaws, Policies, and Faculty Manuals	12
Administrative Organization	14
Institutional Advancement	17
Appendix I: Organizational Charts	17
III. Educational Program	19
Introduction	19
The Educational Program and the Statement of Purpose	22
The Freshman Experience	24
New Programs	25
The Use of Adjunct Faculty	26
The Use of Computing Machinery	26
Admission of Transfer Students	27
The Academic Regulations	28
Projections	28
IV. Financial Resources	31
Introduction	31
Organization and Administration	35
Budget Planning	36
Sources and Stability of Income	46
External Budgetary Control	53
Purchasing, Stores, and Inventory Control	54
Management of Income and Cashiering	59
Summary and Projections	59
V. Faculty	65
Introduction	65
Faculty Organization	67
Professional Growth and Faculty Support	67
Faculty Compensation	71
Part-Time Faculty and Graduate Assistants	73
Faculty Recruitment and Selection	73

Projections	75
Appendix 1: Professional Competence	79
Appendix 2: Professional Security and Academic Freedom	80
Appendix 3: Teaching Loads	81
Appendix 4: Criteria and Procedures for Faculty Evaluation	82
VI. Library	
Introduction	83
General Statement	84
The Earl Gregg Swem Library	86
The Marshall-Wythe Law Library	100
The VIMS Library	103
The VARC Library	105
Appendix 1: Summary of Library Operating Expenditures	107
Appendix 2: Academic Support Fee Percentage Distribution	108
Appendix 3: Earl Gregg Swem Library and Media Services	109
VII. Student Development Services	
Introduction	111
Objectives and Administration of Student Development Services	111
The Keeping of Academic and Personal Records	114
Orientation and Advising	115
Counseling	116
Guidance and Placement	117
Housing and Boarding	117
Health Service	122
Extra-Curricular Activities	123
Student Participation in Government	128
Non-Academic Discipline	130
Student Financial Aid	131
Major Recommendations	135
VIII. Physical Resources	
Introduction	137
First Priority Needs	138
Physical Plant	140
Human Resources	140
Equipment	141
Intramural and Recreational Facilities	142

Computer Model for Scheduling of Maintenance	143
School of Marine Science	143
Campus Coffee Shop	143
Rustic Park	144
Projections	144
IX. Special Activities	
Introduction	147
The Evening College	147
International Studies	150
The Virginia Associated Research Campus	155
Special Programs, Conferences, Professional Development, and Service Activities	157
The Institute of Early American History and Culture	161
The Summer Session	164
Summer Facilities Use	167
The Institute of Bill of Rights Law	168
The Muscarelle Museum of Art	169
Rita Welsh Adult Skills Program	169
Ashlawn	170
Other Activities	170
General Projections	170
Appendix 1: Mission and Objectives of the Office of Special Programs	171
Appendix 2: Summer Session Enrollment Summary	173
X. Graduate Program	
Introduction	175
Program Descriptions	176
Faculty	178
Students	183
Instructional Program	185
Non-Traditional and Off-Campus Graduate Instruction	190
Facilities	190
Financial Resources	192
Projections	194
Appendix 1: Graduate Programs	196
XI. Research	
Introduction	199
Local Retrospective	199
National Comparison	210
Projections and Recommendations	218

XII. Computer Resources	
Introduction	223
History and Present Status of Computing at William and Mary	224
Survey of Students	230
Survey of Administration	232
Areas of Computer Usage at the College	237
Personal Computers	240
User Services	241
Recommendations	243
XIII. Summary	
Introduction	245
Statement of Purpose	245
Organization and Administration	247
Educational Program	249
Financial Resources	251
Faculty	253
Library	254
Student Development Services	257
Physical Resources	260
Special Activities	261
Graduate Program	264
Research	265
Computer Resources	267
Conclusion	269

FOREWORD

In fulfillment of the requirements for reaccreditation by the Southern Association of Colleges and Schools, the College of William and Mary carried out its decennial self-study in 1983 and 1984. This report, representing the culmination of the project, is submitted in preparation for the evaluation of the university by a visiting committee in the spring of 1985.

The 1974 and 1984 Self-Studies have coincided approximately with the beginning and end of the administration of President Thomas A. Graves, Jr. (1971-1985). The first one gave him the opportunity for a thorough review of the problems and opportunities he would face. Of course the President did not conduct or direct the self-study, but the university community was well aware of its significance in shaping the plans of the new administration. The 1984 Self-Study was carried out in a different spirit. Again one of its principal beneficiaries will be a new administration, but at this writing the President and Provost are still unknown. This circumstance endows parts of the report with a tentativeness that is absent from its predecessor.

Compared to the 1964 report, the 1974 report was unusually complete and detailed, partly because of its role as manual for the new administration. Remembering the extraordinary effort associated with the last Self-Study, it was generally agreed that the 1984 report should be briefer, the committees smaller, the schedule tighter, and the list of recommendations more succinct. Working in the context of the guidelines of the Southern Association, each of the committees focused on a handful of those topics that it found to be most pressing. The 1984 Self-Study report is more primer than handbook.

The first section to be finished was the Statement of Purpose adopted in the spring of 1984. A draft written by the Committee on Purpose was widely circulated and discussed. Suggestions, comments, and criticisms by members and committees of the Faculty of Arts and Sciences and each of the Schools, as well as by deans, general administrators, and students, resulted in extensive revisions. The final document was formally adopted in separate actions by the Faculty of Arts and Sciences, the School of Law, the School of Business Administration, the School of Education, the School of Marine Science, the Student Association Council, the Board of Directors of the Society of the Alumni, and finally the Board of Visitors on April 27 and 28, 1984. It is as close to a universally accepted statement as is tactically possible. The difficult process of its formulation and adoption has contributed to the clarification of the self-image of the university.

Each of the reports of the other committees, submitted during the summer of 1984, was considered by the Steering Committee and returned for changes. The revised reports were lightly edited and again discussed by the Steering Committee. The members of each committee received copies of the final versions of their reports, together with comments by the Steering Committee. The first 12 chapters of this document, written by 12 different committees with different goals and different emphases, differ considerably in style and format.

2 William and Mary Self-Study

The last chapter, written by the Steering Committee to provide an overview and a summary, depends heavily on the first 12. It agrees with most of their recommendations, but occasionally it amplifies or contradicts one. The rich complexity of this university is more faithfully represented by a heterogeneous and occasionally idiosyncratic report than by a forcibly homogenized representation or a monograph prepared by a single author.

The final draft of this report was held on reserve in Swem Library during January of 1985. Public announcements in the *William and Mary News* and the *Flat Hat* invited the university community to read it and make comments. Corrections and clarifications elicited in this manner are included in the printed version.

The process of self-study began in the spring of 1983 when President Graves appointed Hans C. von Baeyer as Director of the 1984 Self-Study and Chairman of the Steering Committee. The Steering Committee which was subsequently appointed by the President worked steadily on the project for two years. Two of its original members had to drop out and were replaced. Jack Edwards, Professor of Government, had agreed to serve as editor but was unexpectedly called to another duty as Acting Dean of the Faculty of Arts and Sciences in the summer of 1983. The place of John Pagan, Associate Professor of Law, who left the university after serving on the Steering Committee for a year, was taken by his colleague Douglas R. Rendleman. Of the 12 committee chairs appointed by the President upon recommendation of the Steering Committee, Thomas F. Sheppard, Professor of History, was unable to complete the task for personal reasons. The Steering Committee is grateful to Judith Ewell for coming to the rescue as she has on other occasions in the past.

With the advice of the committee chairs, the Steering Committee chose the roster of people who would carry out the bulk of the work of the self-study. The resulting list, reproduced below, reflects compromises between conflicting desiderata. All constituencies should be represented, and each committee should overlap with the Planning and Priorities Committee, but the size of the committees should be kept small. A balance should be struck between insiders and outsiders, experts who may play the role of advocate on the one hand, and disinterested critics on the other. Efficiency suggests that the committees be composed of those people in the community who are known to be most effective, but fairness requires that everyone should participate. Ultimately, by means of service on committees, questionnaires, open hearings, individual letters, and private conversations, a very large fraction of the university community did take part.

In addition to the committee members listed below, many others contributed to the 1984 Self-Study in large and small ways. Four who should be singled out for special thanks are Ronald Rapoport, Associate Professor of Government, who helped develop the questionnaires, and Nell Jones, Anne Stewart, and Gail Wilson who provided help beyond the call of duty.

Committee Membership

Steering Committee

Hans C. von Baeyer, Professor of Physics (Chair)
Theodore R. Reinhart, Associate Professor of Anthropology (Editor)
David A. Evans, Associate Professor of Marine Science
Robert J. Faulconer, Member, Board of Visitors
William T. Geary, Associate Professor of Business Administration

Peter J. Gordon, student
Charlotte P. Mangum, Professor of Biology
Richard Palmer, Professor of Theatre and Speech
Linda C. Reilly, Associate Professor of Classical Studies and Associate Provost

Douglas R. Rendleman, Mills E. Godwin, Jr. Professor of Law
Vinson H. Sutlive, Jr., Professor of Anthropology
John R. Thelin, Associate Professor of Education

Purpose

William F. Davis, Jr., Professor of English (Chair)
J. Bernard Corr, Associate Professor of Law
Alan E. Fuchs, Professor of Philosophy
William F. Losito, Associate Professor of Education
Richard Powell, student
Thaddeus W. Tate, Jr., Pullen Professor of History
John M. Zeigler, Professor of Marine Science and Associate Dean/Director, School of Marine Science

Organization and Administration

Eric L. Bradley, Associate Professor of Biology (Chair)
Elizabeth Armistead, student
Edward P. Crapol, Professor of History
William J. Hausman, Associate Professor of Economics
Robert Maidment, Professor of Education
Paul K. Stockmeyer, Associate Professor of Computer Science
Rolf G. Winter, Professor of Physics and Graduate Dean, Faculty of Arts and Sciences

Educational Program

Richard H. Prosl, Associate Professor of Computer Science (Chair)
Tom A. Collins, Professor of Law
Bruce A. McConachie, Associate Professor of Theatre and Speech
Lisa R. Middleton, student
Roger R. Ries, Professor of Education
Jack D. Van Horn, Associate Professor of Religion
Stuart L. Williams, Associate Professor of Business Administration

Financial Resources

Melvyn D. Schiavelli, Professor of Chemistry and Dean, Faculty of Arts and Sciences (Chair)
Lawrence Broomall, Vice President for Business Affairs
Morton Eckhause, Professor of Physics
Clyde A. Haulman, Professor of Economics
Roy L. Pearson, Professor of Business Administration
Elmer Schaefer, Professor of Law
Dennis Shea, student
James Smith, Professor of Business Administration

Faculty

Judith Ewell, Professor of History (Chair)
Roy L. Champion, Professor of Physics
Mark Gulesian, Professor of Education

4 William and Mary Self-Study

John C. Jamison, Professor of Business Administration and Dean, School of Business Administration
 Fredric J. Lederer, Professor of Law
 Frank O. Perkins, Professor and Dean, Virginia Institute of Marine Science
 Demetra Yeapanis, student

Library

John E. Selby, Professor of History (Chair)
 Ann Bugg, law student
 Linda Butler, Associate Professor of Law
 Margaret W. Freeman, Associate Professor of Music
 Donald Johnson, Head, Reader Services, Swem Library
 Nancy Margaret O'Brien, student
 Jean C. Wyer, Associate Professor of Business Administration

Student Development

David W. Thompson, Professor of Chemistry (Chair)
 Jay L. Chambers, Director of Psychological Service
 Nicholas Conte, student
 Robert J. Hanny, Professor of Education
 Richard L. Kiefer, Professor of Chemistry
 David E. Kranbuehl, Professor of Chemistry and Director of Grants and Research Administration
 Terry L. Meyers, Associate Professor of English
 John B. Nezlek, Assistant Professor of Psychology
 W. Samuel Sadler, Dean of Student Affairs
 John H. Sprinkle, Jr., graduate student

Physical Resources

Patrick H. Micken, Associate Professor of Theatre and Speech (Chair)
 James J. Connolly, Director of Facilities Planning and Construction, Buildings and Grounds
 Jack D. Edwards, Professor of Government
 George W. Grayson, Professor of Government
 Frank T. Lendrim, Professor of Music
 Jeffrey Allen Ryer, student
 Millie West, Professor of Physical Education and Director of Athletics for Women

Special Activities

Bradner W. Coursen, Professor of Biology (Chair)
 David P. Aday, Jr., Assistant Professor of Sociology
 Carson H. Barnes, Jr., Director of Special Programs
 Carolyn V. Blackwell, Director of International Programs
 James R. Haltiner, Associate Professor of Business
 John M. Nagle, Professor of Education and Dean, School of Education

Graduate Program

John A. Musick, Professor of Marine Science (Chair)
 James L. Axtell, Professor of History
 John W. Conlee, Associate Professor of English
 John E. Donaldson, Professor of Law
 Marsha Krotseng, graduate student

Donald J. Messmer, Professor of Business Administration
 Robert J. Scholnick, Professor of English
 John R. Thelin, Associate Professor of Education
 Frances L. Musick, (W&M, MA in English, 1973), consultant

Research

Kelly G. Shaver, Professor of Psychology (Chair)
 Armand J. Galfo, Professor of Education
 Susan Jackson, graduate student
 John F. Kottas, Zollinger Professor of Business Administration
 Gary A. Kreps, Associate Professor of Sociology
 Thomas Misteale, student
 David C. Montgomery, Professor of Physics
 Donald L. Wright, Professor of Marine Science

Computer Resources

Norman J. Fashing, Associate Professor of Biology (Chair)
 George M. Bass, Associate Professor of Education
 Duane A. Dittman, Vice President for University Advancement
 Henry Krakauer, Assistant Professor of Physics
 Robert E. Noonan, Professor of Computer Science
 Anne M. Pratt, Assistant to the Vice President for University Advancement
 Richard B. Sherman, Professor of History
 Karen L. Stone, student

I. STATEMENT OF PURPOSE

The College of William and Mary, chartered in 1693, is a public university supported by the Commonwealth of Virginia and supervised by a Board of Visitors appointed by the Governor. The College serves the Commonwealth and the nation by its dedication to excellence in education. It is distinctive in associating, in an institution of moderate size, the diversity of a university offering graduate and professional programs with the commitment to liberal education of an undergraduate college of arts and sciences.

1

An institution of liberal education embodies a program of learning and at the same time provides an appropriate setting: a community in which learning takes place. The undergraduate program in arts and sciences, as a curriculum and a community, is central to the aims of liberal education at William and Mary.

The curriculum makes accessible to students both the substance of existing knowledge and the contemporary disciplines of thought and investigation by which knowledge is acquired. The division of the university into schools and departments embodying these disciplines constitutes the formal organization of the curriculum. More fundamentally, the curriculum seeks to develop those abilities that characterize a liberally educated mind: literacy, a command of language and sound argumentation in speech and writing; mathematical and scientific methodology; understanding of foreign languages and cultures; knowledge of the historical roots of our contemporary world; appreciation of the creative arts as an ordering and expression of human perceptions; and the ability to recognize and examine the values which infuse thought and action. An athletic program emphasizing the development of each student's physical skills and sense of sportsmanship complements a program of liberal education.

Liberal education requires not only a curriculum but also a community in which students and faculty practice together the disciplines of learning. This participation makes possible the discovery, exchange, and examination of ideas that are fundamental to an intellectual community. The life of the community depends upon all of its elements: a faculty actively engaged in scholarly, scientific, and artistic creativity and dedicated to dialogue with students; a selected, full-time, largely residential student body prepared by ability, training, and personal initiative to participate in the community, and fully representing the diversity of society; a residential environment designed to provide and protect the conditions of living necessary for an intellectual community; essential resources of learning, such as libraries, laboratories, studios, and computers; and an administration which maintains and safeguards the environment and resources and which represents the university to the Commonwealth and nation which it serves. Research, a fundamental activity of the community, is intrinsi-

8 William and Mary Self-Study

cally valuable in producing new knowledge, essential to the intellectual vitality of the faculty, and integral to the student's program. Participation in the community results in the special mastery of a single discipline and in a breadth of view that comprehends what each discipline means to the others.

As a curriculum and as a community in this sense, the undergraduate program fosters the aim of liberal education: the development of that critical and creative intelligence through which men and women realize their human potentialities and serve the ends of society through productive work in a world of change.

2

Graduate and professional study provides the rigorous preparation essential to skill and achievement in the academic disciplines and in business administration, education, law, and marine science.

The graduate and professional programs have evolved during the twentieth century to fulfill the educational needs of an increasingly complex society. The program in education became an important mission of the College when the Commonwealth assumed responsibility for its public financial support in 1906; today the School of Education's undergraduate programs are complemented by graduate studies offering both master's and doctoral degrees. The Marshall-Wythe School of Law, which originated in the Revolutionary era, offers the Juris Doctor degree and the Master of Law in Taxation. The School of Business Administration evolved from a program in business established in 1919 and now offers both undergraduate and master's degrees. The College's concern for the marine interests of the Commonwealth for almost half a century is expressed through the research facilities as well as the master's and doctoral programs of the School of Marine Science. Where educational needs of the Commonwealth and institutional strengths coincide, the College has undertaken graduate programs in the arts and sciences; these now include doctorates in history, physics, and psychology, as well as master's degrees in twelve fields.

3

The College values the benefits which derive from the association of teaching and research, undergraduate and graduate programs, and liberal and professional education, in a compact university community. Academic specializations and professional skills are best developed within a community of liberal learning; and conversely, undergraduate liberal education benefits from the presence of advanced specialized, and professional studies.

The service of the College extends beyond its degree programs and the perimeters of its campus. The College's advanced research institutes further enrich its community of learning and provide the Commonwealth with the cultural and economic benefits of their research. In sponsored programs, conferences, and non-credit course offerings, William and Mary serves the needs of the wider public.

The development and change of the past ten years, both at William and Mary and in the world, leave unaltered the College's commitment to excellence in all of its programs. To perpetuate that mission, the College now reaffirms its fundamental educational values and seeks to develop further a community in which such values will flourish.

II. ORGANIZATION AND ADMINISTRATION

INTRODUCTION

The chapter is divided into the four major areas concerned with the organization and administration of the College. Each section was developed by members of Committee who researched one of the specific topics and then presented their findings to the full Committee for discussion and final editing. Relevant published materials (such as the Bylaws of the Board of Visitors, the 1974 Self-Study, and the President's Report and Report of Gifts), as well as personal interviews, were used as the primary data for the report. The complete report has been approved by all Committee members.

A. THE GOVERNING BOARD

The legal authorization for the College of William and Mary is Title 23, Chapter 5, Section 44, the Code of Virginia, and the Royal Charter of the College of William and Mary, 1693. The Board of Visitors of the College is clearly identified and understood as the body that is granted responsibility for institutional policy.

The Board of Visitors is accountable to the Governor of Virginia for the administrative, fiscal, and program performance of the College agencies. There are 17 members of the Board of Visitors who are appointed by the Governor and serve without compensation. They are empowered to select a Rector of the College, a Vice Rector of the College, and a Secretary, and to appoint a President, a faculty, and such other employees who in their judgment may be necessary or appropriate.

The Bylaws state that the Board of Visitors shall meet in regular session five times each year at times designated by the Rector. Special meetings may be called by the Rector and, in his/her absence or disability, by the Vice Rector, or shall be called on request of any five members of the Board. The elected officers of the Board of Visitors are a Rector of the College, a Vice Rector of the College, and a Secretary of the Board. Each officer holds office for a term of two years (or until a successor is elected) and is eligible for re-election to that office for one additional term.

The Executive Committee of the Board consists of the Rector, Vice Rector, Secretary, the Chairperson of the Committee on Financial Affairs, and three members of the Board appointed by the Rector; it exercises the powers and transacts the business of the Board between Board meetings.

There are ten standing committees of the Board of Visitors appointed by the Rector and subject to the approval of the Board. These are: Financial Affairs, Buildings and Grounds, Academic Affairs, University Advancement, Student Affairs, Athletic Policy, Honorary Degrees, Personnel Policy, Legislative Relations, and Audit. The Rector, who serves as Chairperson of the Committee on Honorary Degrees, also designates the chairpersons of the other standing committees. A nominating committee of three persons is appointed biennially by the Rector at any regular or special meeting of the Board that may be called prior to the meeting at which officers will be elected. In the opinion of the former Rector, the present committee organization appears to be appropriate. The majority of the work of the Board is accomplished in committee, and members of the Board generally think that their system is an efficient one.

The President of the College reports at each Board meeting as directed by the Rector of the College. All other staff members report through the President. The Provost and the Vice Presidents of the College also deal directly with certain standing committees, since they are ex officio members of the committees of the Board which serve their particular spheres of responsibility.

The Committee thinks that the background of the various Board members is the source of both the Board's strength and its weakness. On some issues the Board members are eminently qualified; indeed, there may be a number of experts on the Board who can deal with administrative and financial matters. However, on some issues in higher education there may be very little expertise and the Board needs to draw heavily on outside advisors. The Board does not presently use lay advisory committees, but it does grant authority to the administration to hire outside consultants.

The continuity of the Board is assured by appointments to staggered terms of office. The Bylaws of the Board permit nominations for members of the Board to be submitted from any source. However, the Bylaws place a special emphasis (Title 23-42, Code of Virginia) on the role of the alumni association in providing a list of qualified persons to the Governor. At least since the time of the 1974 Self-Study, the Board has been composed primarily of persons who are alumni and who have a prior history of service to the College. In general, these individuals have served the College for strong personal reasons. However, the Committee is concerned that the special emphasis on the alumni association as the primary mechanism for identifying prospective Board members may preclude the selection of outstanding and qualified non-alumni and distinguished alumni who are not active in the Society of the Alumni. The Committee recommends that other nominating mechanisms be *formally* established to insure that the many constituencies of the College have a voice in this most important matter.

The orientation for new Board members is provided in part by a workshop conducted under the auspices of the Governor's office. New members are tentatively assigned to committees according to their personal interests; adjustments in these assignments may be made for the following year. Board members are not assigned to committee chairs during their first year of service.

The Members of the Board are informed of important issues by periodic mailings from the Office of the President. There also are faculty and student liaisons to the Committee on Academic Affairs and the Committee on Student Affairs. The intention of this arrangement is to provide a direct conduit between these two constituencies and the Board. Some members of the Board think that the system works very well and that they are well informed on all issues.

However, interviews with several past and present liaisons from Arts and Sciences reveals that faculty and students dislike the system. In particular, these liaisons claim that they only discuss issues with the committees of the Board; and, hence, they do not have input to the full Board. The liaisons have experienced considerable difficulty in correcting misunderstanding or misreporting by the committees or in providing new information if new issues are raised during a meeting of the full Board. This situation has promoted a significant isolation between the Board and the Arts and Sciences faculty and students. The situation is perceived by the Committee to be a source of real frustration and at the center of a distrust of the Board's actions. The Committee believes that better access of faculty and student liaisons to the full Board is indispensable both to restoring some level of collegiality to what should be an important partnership and to increasing the Board members' awareness of prominent campus issues.

In the opinion of the previous Rector of the Board, the Board of Visitors has made several major decisions during the past five years, including the following: (1) Fund raising efforts have been greatly strengthened; (2) It was decided that the College should not go into "big time" sports and that a Division IAA program is appropriate; (3) There was a shift of the budgeting responsibilities to the Office of the Provost to reflect the belief that the academic program must be kept foremost; (4) The School of Marine Science was brought into the College in a way equivalent to the other professional schools; and (5) The College administrative organization was changed so that all Deans report directly to the President, except in curricula, budgetary, personnel, and educational policy matters, in which case they report to the Provost. (However, see the committee's recommendation in this subject in section C).

In response to a specific question presented in the scope of the Self-Study section on governing boards, the Committee has determined that some members of the Board and the administration have said in interviews that the distinction between the Board's policy-making responsibility and the administration's responsibility for policy implementation is understood by both parties. However, despite the perception of the previous Rector and the President that any disequilibrium between the groups is restored by frank discussion, the Committee observes that an appropriate balance of leadership has not always been present. The Committee believes that there is an urgent need for the President to educate the Board continuously concerning the special needs of a quality educational institution and to set, along with the faculty, the priorities that are unique to this College.

B. BYLAWS, POLICIES, AND FACULTY MANUALS

The bylaws and policies of the Board of Visitors are formalized, published, distributed, and periodically updated. The College of William and Mary *Faculty Handbook* is also formalized, published, and distributed in accordance with generally acceptable procedures. The faculty manual contains basic statements regarding roles and responsibilities, as well as procedures regarding tenure, academic freedom, due process, conduct of classes, research grants, payroll, and information bearing on other faculty issues and interests.

College policies and bylaws must be accurate, clear, concise, legally precise, and systematically reviewed. The Committee has collected ample evidence to

suggest that the current *Faculty Handbook* falls far short of meeting these criteria. For example, there are: (1) irrelevant material - it contains information applicable only to students; (2) lack of clarity - lines of authority and reporting relationships are not clearly defined; and (3) deficiencies in writing - there are numerous statements that are ambivalent, redundant, outdated, or inaccurate. It is strongly recommended that the current *Handbook* be thoroughly edited, revised, and checked for compliance with legal mandates. A return to a loose-leaf format permitting an easy insertion of revisions and additions is also recommended. The use of photo reduced, line-adjusted type, and offset printing would add to the attractiveness of the *Handbook* and reduce its cost.

C. ADMINISTRATIVE ORGANIZATION

A number of significant changes in the organization and administration of the College have occurred since the 1974 Self-Study. The organizational chart (see Appendix 1) details the current administrative structure of the College and reflects the changes implemented since the last Self-Study. It is not deemed necessary either to provide a narrative history of the modifications in the administrative structure or to analyze the rationale for the various alterations implemented over the past decade. Rather, the focus of this discussion will be on the most important aspects of the present administrative arrangement.

Perhaps the most far-reaching modification has involved the Office of the Provost. In 1974 this position was called Vice-President for Academic Affairs, later converted to the title of Provost and Vice-President for Academic Affairs, and recently simplified to Provost. Several highly important changes have transformed the duties and responsibilities of that administrative post. The Provost as the chief academic officer has assumed control over the budget of the College and, on a bi-weekly basis, chairs a newly formed Budget Advisory Committee. This Committee is comprised of the Vice-President for Business Affairs, the Vice-President for University Advancement, the Director of Planning and Budget, the Dean of Arts and Sciences, the Dean of the School of Business Administration, the Dean of the School of Education, the Dean of the Marshall-Wythe School of Law, the Dean of the School of Marine Science, the Dean of Student Affairs, the Chairman of the Planning and Priorities Committee, the Chairman of the Faculty Compensation Board, and the Chairman of the Faculty Liaison Committee. In addition to asserting control of the budgetary process, the Provost has assumed basic responsibility for all personnel decisions throughout the university.

These developments represent a significant and important improvement in the administrative process at William and Mary. It has led to a more centralized decision-making process whereby budgetary matters are under the direct control of the College's chief academic officer. In addition, the creation of the Budget Advisory Committee represents a welcome change in the budget process. It should lead to a more open and participatory process whereby various options and priorities are carefully and thoroughly evaluated. The expanded role of the Provost and the new budget process need to be encouraged to guarantee that the College's top academic officer retains control of this crucial aspect of administration.

Another recent encouraging development has been the emergence of the Planning and Priorities Committee as an instrument for improving the process by which the College's priorities are established and its resources allocated. The President has charged the Committee with identifying major planning and priority issues. The Committee also is charged with reviewing its task force reports and making recommendations to the President. In this capacity the Committee has strengthened the implementation of several major initiatives at William and Mary, the most notable being the Ross Report on preparations for a major capital campaign (see section D below). Other important contributions have been: initiation of a formal process for annually updating and reviewing the College's private fund raising priorities; publication of a Planning Calendar that lists the College's major planning documents, procedures, and timetables for a two-year period; and publication of an annual report that analyzes trends in enrollment, sources of funds, and expenditure patterns. In sum, the Committee has had some success in formalizing the planning process and through its recommendations to the President has had some beneficial impact on identifying and establishing the institution's priorities.

As the organizational chart makes clear, the reporting relationships of the Deans of the various schools that has evolved since 1974 somewhat anomalously bypass the Provost by allowing Deans to report directly to the President, even though the Provost is involved in all curricula, budgetary, personnel, and educational policy matters. This rather unusual reporting relationship began when the incumbent Dean of the Marshall-Wythe School of Law assumed his post. He was allowed to report directly to the President, while the other Deans continued to report to the chief academic officer, then the Vice-President for Academic Affairs. In 1983 when the current Dean of the School of Business Administration was hired, he demanded parity with the Law Dean as a condition of employment. The Business Dean was granted the same reporting relationship as the Dean of the Law School and, subsequently, in 1983 all other Deans were allowed to report directly to the President. The Committee believes that this reporting relationship is confusing, undesirable, and does not serve the best interests of the College.

The Office of Student Affairs has undergone a number of significant changes in the last decade. The 1974 Self-Study stressed the necessity of student affairs becoming part of academic affairs and having an academic administrator oversee the Office of Student Affairs. That essentially has been the mode of operation since 1974, although there has been some erosion of academic control recently, primarily focused on efforts to upgrade the position of Dean of Student Affairs to the level of vice president. Such a change would be highly undesirable and many faculty join with the members of the Planning and Priorities Committee in strongly recommending against it. The change would reverse the educational and structural initiatives which were implemented in 1974. It would mean that the administrator responsible for student affairs would no longer report to the Provost and consequently would not be under the supervision of the chief academic officer of the College.

In light of the above discussion of the present administrative arrangement at the College, we make the following recommendations:

1. The Provost should remain the chief academic officer of the College and must retain all educational and budgetary duties and responsibilities presently associated with that administrative office.

14 William and Mary Self-Study

2. The Deans of all the Schools should report to the Provost as the chief academic officer. The present reporting system whereby Deans report directly to the President should be abolished.
3. The Planning and Priorities Committee should be maintained and strengthened as the primary group responsible for review and oversight of the College's nascent planning process.
4. The Office of Student Affairs should function within academic affairs and the Dean of Student Affairs should report to the Provost.

D. INSTITUTIONAL ADVANCEMENT

The Vice President for University Advancement administers programs in development, fund raising, and communications. In addition, he is involved informally in alumni relations and participates in the institutional planning process. The office has now been in existence for just over a decade and has made progress, with total voluntary private support rising from \$1.1 million in 1973 to \$5.1 million in 1983. There is a widespread belief, however, that the importance of private fund raising will increase over the next decade and that renewed and more intensive efforts in this direction are both necessary and possible. Since this effort will entail both increased costs and benefits, it is important that neither side of the equation be ignored and that a careful and professional evaluation of the program be made on a regular basis.

The success of the Office of University Advancement depends on many factors including: the quality of the individuals involved; the degree of support received from the Board of Visitors, administration, faculty, alumni, staff, and students; and the adequacy of donor records. Although an evaluation of the staff of the Office has not been performed by this Committee, the Vice President for University Advancement believes that the level of compensation for development staff relative to that at comparable institutions may be as much of a problem for the morale of current employees and the ability to attract and retain qualified personnel as it is for the faculty of the College. This appears to be a College-wide problem.

The Vice President indicates that support from the various constituencies is in many instances superb, but it tends to fluctuate. Strong and consistent leadership by the Board of Visitors, the President, and all levels of the administration are crucial to success, especially in terms of fund raising. The faculty tends to be supportive of development efforts but skeptical and cautious when it comes to advocating the allocation of more resources in this direction. Adequate evaluation of the program on a regular basis should tend to alleviate some of this skepticism, since the faculty should expect to be a major beneficiary of these activities.

Relationships between University Advancement and the Society of the Alumni over the past decade have been contentious rather than cooperative. Recent changes in the administration of the Alumni Society have altered this relationship, and there is now a much more cooperative environment that should benefit the College. Some residual problems remain, such as the duplication of efforts in record keeping and the designation of class reunion gifts.

University Advancement maintains records on over 40,000 alumni, as well as maintaining files on parents, friends, corporations, and foundations. Alumni files are updated on the basis of a questionnaire every five years, corresponding to reunion classes. Approximately 21% of locatable alumni made gifts to the College in 1983. This indicates that there is a relatively large pool of apparently uninterested alumni that might be encouraged to participate in the future if programs to reach them are imaginatively devised.

Regarding institutional relations, the Office of University Advancement professes continuous efforts to build and maintain an environment conducive to acceptance of the institutions and its purposes. The Communications Office conducts a variety of public information programs for internal and external audiences, including publication of various brochures, the *William and Mary News*, and an annual *Report to Investors*, and preparation of press releases to the media. Despite these efforts, the Committee is aware of a widespread belief among faculty, students, and the general public that William and Mary is not getting its message across to the public. Much like Gresham's law regarding money, it is felt that "bad press" dominates "good press." Partitioning blame for this perceived situation is not particularly fruitful. The Communications Office should be made aware of this perception, however, and should be encouraged to address the problem. Evaluation of the Communications Office is difficult since its output relates to perceptions such as those stated above. No formal evaluation has been conducted in the past four years and the College is currently engaged in a search for a new Director of University Relations. One of the first acts of the new Director should be to execute a comprehensive, external and internal evaluation of the Communications Office.

Because both results and costs are quantifiable in dollar terms, evaluation of the development effort is conceptually straightforward, but difficult in practice. It is not always possible to attribute specific gifts to specific efforts and actual results are difficult to compare to what results "should have been," given a particular level of effort or costs. Prior to 1982 there were only limited attempts to evaluate the development program. A more comprehensive analysis was conducted in 1983. Using guidelines established by the National Association of College and University Business Officers and published in *Management Reporting Standards for Educational Institutions: Fund Raising and Related Activities*, the results for 1982-83 indicate total gifts of \$5,060,269 and costs (which of necessity include some arbitrary allocations for the Alumni Society and Communications Office) of \$1,037,400, producing a cost ratio of 20.7%. Although there is no concrete standard by which to compare this figure, the Vice President for University Advancement is convinced that it represents an acceptable ratio for this type of institution, although some faculty committees are skeptical (see below). Efforts should be made to reduce this ratio in the future, preferably by increasing the productivity of fund-raising activity.

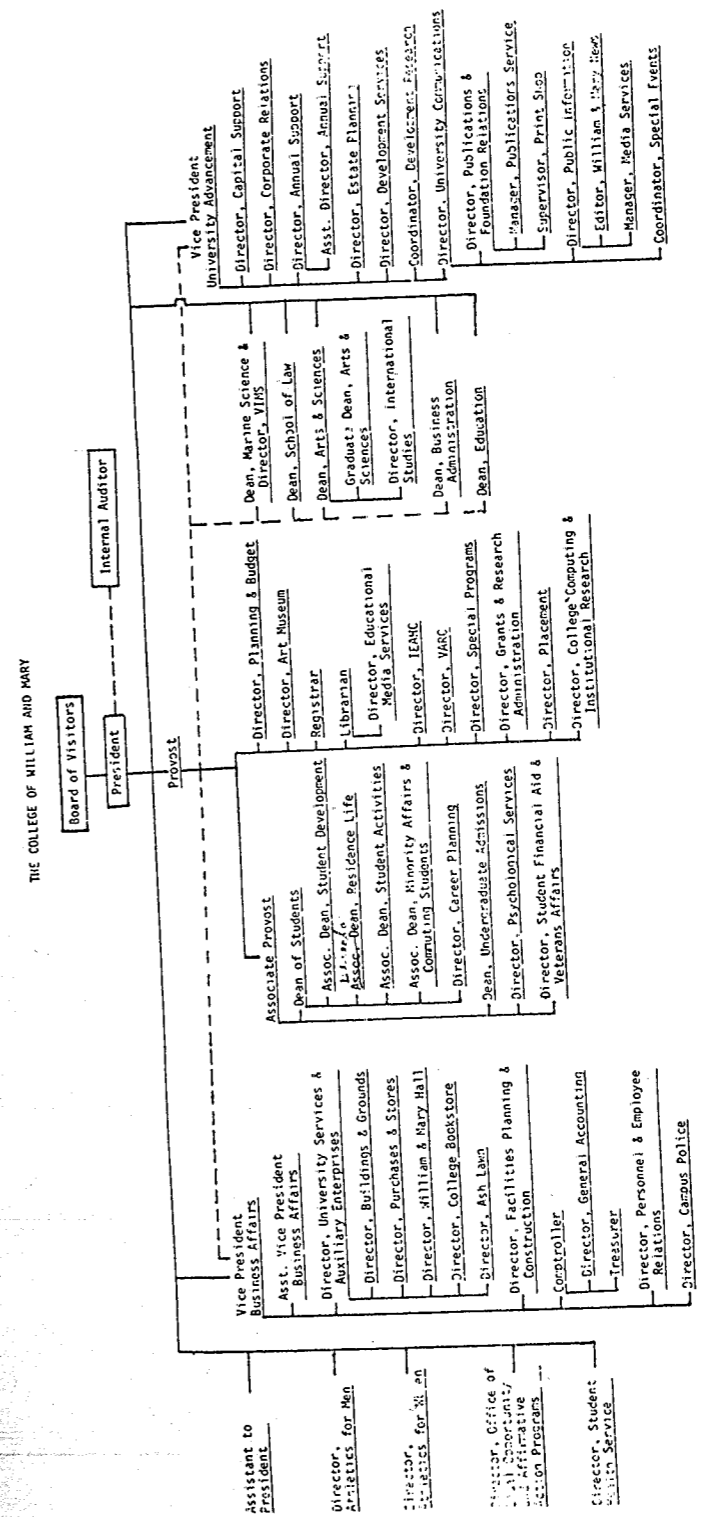
In November of 1982 the firm of Ross, Johnston & Kersting, Inc. was retained by the College to review the advancement operation and the College's state of readiness for a major capital gifts campaign. After conducting a series of internal interviews and examining documents provided by the College, the firm presented a report in April 1983 (Ross Report). This report included 29 principal findings, 33 recommendations, and 11 immediate next steps. Shortly thereafter, the Ross Report was reviewed by the Planning and Priorities Committee, the Faculty Salary Endowment committee, and the Faculty Liaison Committee, which issued their response in June 1983. It is possible neither to

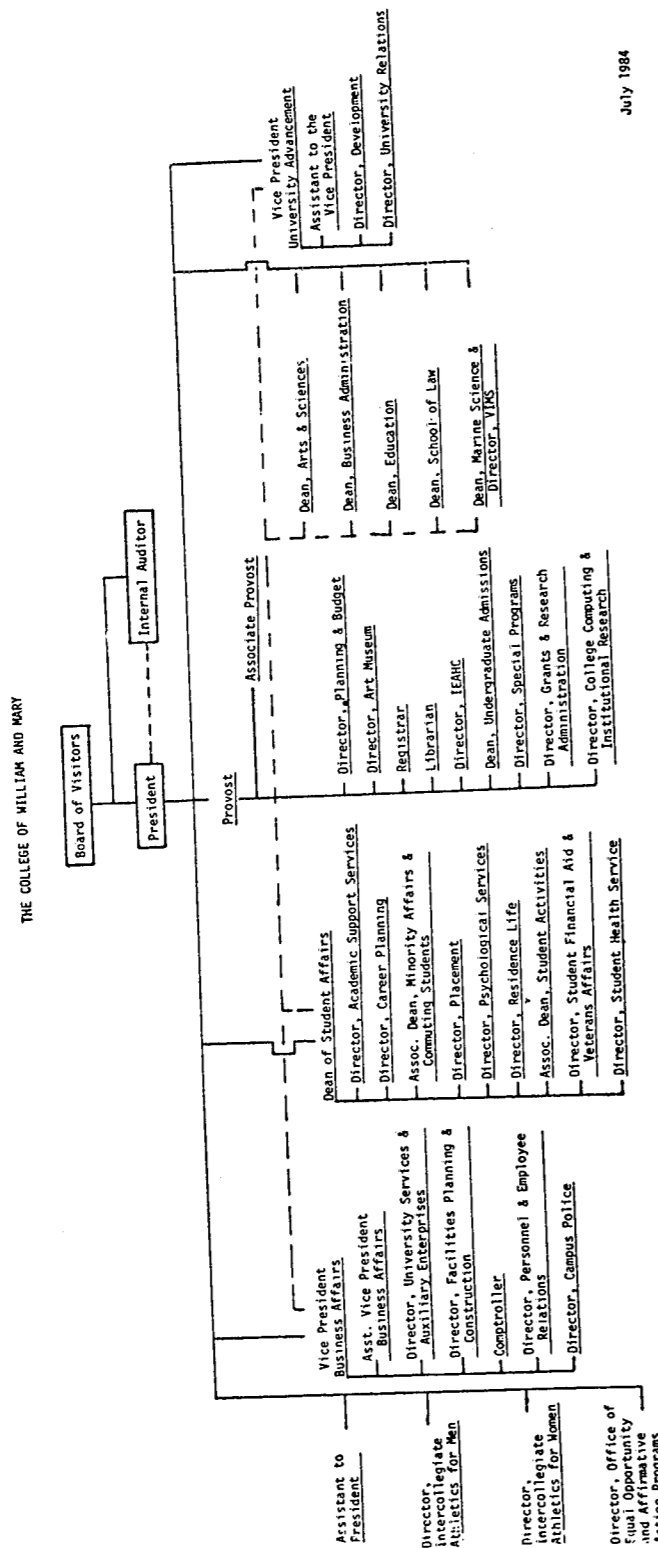
review all of the findings of the Ross Report nor to list every response by the faculty review committees, but it is worthwhile to indicate some of the major areas of agreement and disagreement. Both the Ross Report and the faculty committees strongly endorsed the need for William and Mary to identify its areas of excellence and to articulate the ways in which William and Mary wants to develop its undergraduate, graduate, and professional programs. Regarding an evaluation of the Communications Office (mentioned above), the faculty committees suggested that a reallocation of resources and personnel toward fund-raising efforts be considered. Substantial concern was exhibited regarding development costs, and the 1983 report on costs and results (discussed above) can be viewed as a response to this concern. It is anticipated that these reports will continue to be refined and presented on an annual basis.

A major recommendation of the Ross Report was that an ad hoc Long Range Planning Commission be established and prepare a written report and recommendations on William and Mary's needs for the next ten years. The faculty committees concurred with this recommendation and argued for the broadest possible representation since ultimate success will depend on both the President's strong support and widespread support within the College community. In January 1984, President Graves appointed the Commission, whose 37 members include faculty, students, the Deans of all the schools, the Provost, and representatives from the administration (including the Vice President for University Advancement), Board of Visitors, Alumni Society, Endowment Association, Parents Association, and Friends of the College. In his charge to the Commission, President Graves noted that we need "a clear and realistic consensus within the College community as to our goals, needs and priorities." He asked that the Commission prepare a report which "identifies, evaluates, and places in order of priority the needs and goals of the College over the next ten years." This will then "serve as a basis for an external feasibility study of potential private financial resources, which in turn would lead to the establishment of realistic goals for fund raising." It is clear that the College intends to rely increasingly on private fund raising to maintain and strengthen its position in the next ten years.

There is a need within every institution for accurate information and coordinated long-range planning. According to the 1974 Self-Study, "Lack of such planning is one of the major deficiencies revealed in the self-study report" (p. 454). William and Mary officials are now doing a much better job of planning. In addition to the Long Range Planning Commission, there is an active Planning and Priorities Committee (see section C above). There is extensive cross-membership between the two committees, and the President has asked the Planning and Priorities Committee to comment on and endorse the Long Range Planning Commission's final report. Although much improved, the planning process is not perfect; and there have been occasions when established procedures have broken down. On these occasions the Committee has communicated its concerns directly to the President. It is hoped that this will not be necessary in the future. The ability of the Planning and Priorities Committee to obtain information from the administration and to make it available is a crucial endeavor if the trust and support of the faculty is to be enhanced.

APPENDIX 1





III. EDUCATIONAL PROGRAM

INTRODUCTION

The Committee on Educational Program met six times during the Fall semester for organizational and exploratory purposes. The main object of these sessions was to identify those issues at the College of William and Mary which fall within the purview of the Committee and which ought to be brought before the audiences which will read this report. The advice and opinions of administrative and teaching colleagues and of undergraduate and graduate students were sought to determine areas of concern and to sharpen focus within those areas. Greatest attention was paid to programs related to the liberal arts components of education of undergraduate students. Less attention was given to issues arising in connection with graduate and professional programs. The professional programs and some Arts and Sciences graduate programs are regularly reviewed by professional societies. Also, a separate committee of the Self-Study focuses on the graduate programs.

When the issues to be addressed were well defined, Committee members collected information, studied problems, and solicited opinions by whatever methods seemed best. Naturally these methods varied from member to member and from issue to issue. However, most of the data were drawn from standard sources: records of the Office of the Registrar, publications of the Office of Institutional Research, College of William and Mary undergraduate catalogs, departmental records, and files of administrative offices. Some casual use was made of the Self-Study questionnaires. Where specific sources inform particular sections in the body of this report, their use is noted.

Committee members wrote draft reports presenting findings on individual areas of concern. Group discussions helped to modify and refine conclusions and recommendations.

A. THE EDUCATIONAL PROGRAM AND THE STATEMENT OF PURPOSE

The Statement of Purpose which was developed by the Committee on Purpose and Aims of this Self-Study directly addresses the goals to be met by curricular and instructional strategies:

...the curriculum seeks to develop those abilities that characterize a liberally educated mind: literacy, a command of language and sound argumentation in speech and writing; mathematical and scientific methodology; understanding of foreign languages and cultures; knowledge of the historical roots of

20 William and Mary Self-Study

our contemporary world; appreciation of the creative arts as an ordering and expression of human perceptions; and the ability to recognize and examine the values which infuse thought and action.

The fundamental question here must be whether our curricular structure and instructional modes facilitate the educational mission of the College. While it is probably impossible to obtain objective knowledge on this issue, enough evidence exists to make some tentative judgments. How well, then, do our educational strategies meet our self-professed goals?

1. Literacy

Students at the College of William and Mary are required to take an introductory course in writing unless their past performance exempts them from it. According to a new requirement implemented by the faculty in 1983, students must also pass a writing requirement in their field of concentration. Partly to assist students with this latter task, the faculty instituted an Auxiliary Writing Program which has been in operation for a year.

Because of the newness of the current program, it is too early to assess its overall effectiveness. In so far as the new program continues to place major responsibility for teaching writing skills in a single course, however, we are not especially optimistic that this new program will substantially improve our students' writing abilities. Further, the new program has led to some confusion as to what constitutes a "writing-intensive" course within a concentration. Were these ambiguities resolved in a way which would strengthen the writing program, there remains the problem that few instructors outside the Department of English have had any training in effective strategies to teach writing. Finally, the Auxiliary Writing Program attracted too few students in 1983-84 to make a significant contribution to the overall writing program at the College.

A better writing program, however, would do little to make our students better speakers. There is no requirement at the College concerning the development of students' speaking skills. Problems of good speaking, like those of good writing, are probably best addressed early in students' academic careers. Freshman colloquiums, begun in 1970, partly filled this purpose but have since fallen into disuse. The small size of classes in the Honors Program engages those students in often intense class discussions, but affects a minority of freshmen and sophomores. The Honors Program also improves the writing abilities of this same minority of students. Due to the large class size of most introductory courses (a serious concern which is addressed in some detail below), freshmen and sophomores frequently find themselves in courses taught in a lecture format which do not encourage discussion. The Committee believes that students who are induced to take the opportunity to develop discussion skills early in their college careers are better prepared to participate in and benefit from small seminars in their junior and senior years.

2. Mathematical and Scientific Methodology

The current Area-Sequence requirement mandates that students pass at least three courses of science and/or mathematics, at least one of which must be a laboratory science. This requirement may well guarantee that students gain an

introductory understanding of mathematical and scientific methodology. Whether or not such an introductory understanding is sufficient for a liberally-educated person is certainly open to question.

3. Understanding of Foreign Languages and Cultures

This goal is partly fulfilled by the language proficiency requirement. Each student must pass two years of a language or its equivalent. But learning a foreign language is not the same as understanding a foreign culture. Of course, the language requirement does provide a firm base for such understanding, and many students do seek to know a foreign culture, whether through language courses, exchange programs, or the variety of inter-cultural events which occur on the campus. Nevertheless, nothing among the proficiencies or area-sequence requirements mandates that our students comprehend the many ways that their own culture differs from that of others.

4. Knowledge of the Historical Roots of Our Contemporary World

As with understanding foreign cultures, students may graduate from the College of William and Mary without taking any courses which encourage them to investigate this vital ingredient of a liberal education. Here, too, many of our students are involved in historical studies in a variety of disciplines, but students can avoid such courses if they wish. In fulfilling their Area II requirement of three courses, for instance, students may take ahistorical courses in psychology and anthropology. Other students, though they take courses which include an historical component, achieve only fragmentary knowledge of the roots of our present world.

5. Appreciation of Creative Arts

There is no requirement at the College of William and Mary which guarantees that undergraduates take courses in art, music, dance or theater before graduation. Less than half of the students do so. Once again, there is a hopeful side of this issue. Some students participate in creative activities on campus and many more enjoy their endeavors. Further, there has been an increase of nearly 80

in enrollments in theater courses over the past four years. Still, most students receive no instruction in appreciating the perceptions and expressive statements of past and present artists. Of all of the goals articulated in the Statement of Purpose, this one is certainly poorly served by the present curriculum.

6. Recognizing and Examining Cultural Values

It is likely that we do a substantial job instructing students in "the values which infuse thought and action." Courses in all three areas of the curriculum involve clarifying and probing implicit and explicit values. This goal of a liberal

education, however, would no doubt be strengthened by a curriculum which placed greater emphasis on historical, artistic, and inter-cultural knowledge.

7. New Developments in Curriculum and Instruction

The College of William and Mary has moved into some new areas of study, broadening and deepening our commitment to liberal arts, but other possibilities of curricular development are fragmented or untouched. Curricular additions in the areas of linguistics and computer science, for instance, are now firmly in place. Film studies, however, remain fragmented among several departments, with little coordination of efforts. Despite past courses in television history and production, no courses are presently being offered in this area of liberal concern.

Included in the Statement of Purpose is that participation in the College community ought to result "in the special mastery of a single discipline and a breadth of view that comprehends what each discipline means to the others." In general, our students do gain special mastery of a single discipline. Few students, however, leave William and Mary comprehending the relatedness of the Arts and Science disciplines. The new program of academic minors may draw students away from double concentrations and leave them with more time to uncover this relatedness. The minors programs have been in place too short a time for data on this question to be conclusive. Interdisciplinary Studies offers students the opportunity to discover these continuities by allowing them to design a logical package of courses around a broad subject or theme. Interdisciplinary courses to assist students in this purpose, however, do not exist at William and Mary. If students wish to learn what each discipline means to the others, they must do so on their own.

8. Curriculum Review and Reform

At the present time there are three faculty committees responsible for reviewing and changing the Arts and Sciences curriculum: the Educational Policy, Interdisciplinary, and International Studies Committees. The Educational Policy Committee is certainly the foremost of these. The other two committees should keep themselves informed of the opinions of the Educational Policy Committee to assure that all programs and strategies be developed and evaluated on the basis of the same goals. For additional recommendations in this important area, see section G below.

B. THE FRESHMAN EXPERIENCE

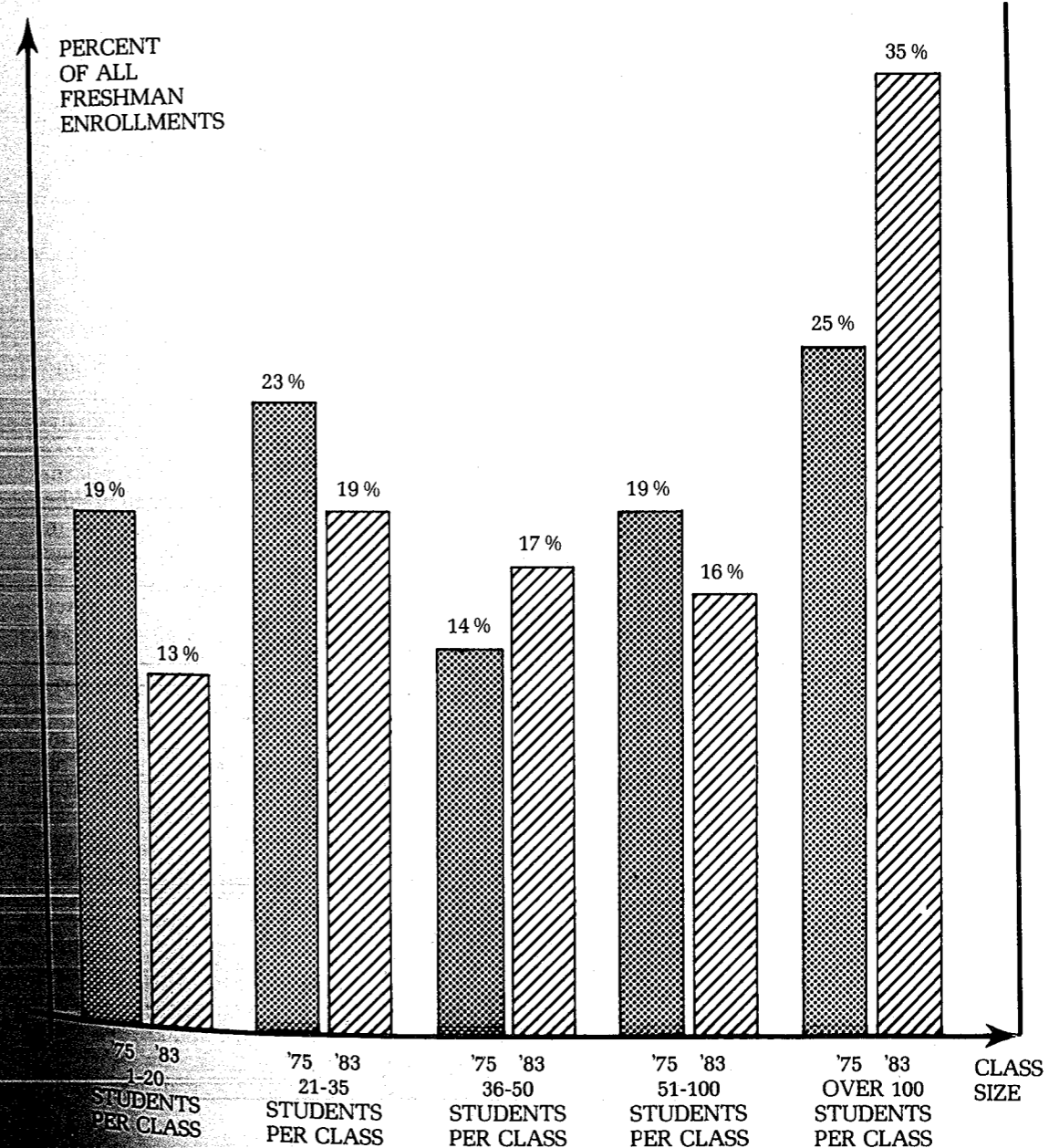
Reference was made above to the large size of many of the classes in which most freshmen find themselves most of the time. In this section documentation concerning shifts in the size of introductory classes is provided and issues arising in light of the shifts are suggested.

Data for Figure 1 were taken from the Registrar's records for class registrations in Fall 1975 and in Fall 1983. Only registrations of freshmen in courses offering three or more academic credits were counted in the tabulation presented below.

FIGURE 1

FRESHMEN ENROLLMENTS AND CLASS SIZE

The percent of total freshman enrollments is plotted against the size of the classes into which the students enrolled



24 William and Mary Self-Study

It should be noted that 68% of all freshman enrollments in Fall 1983 were in classes with 36 students or more. This should be contrasted with what is likely to have been the case for these same students in the high schools which they just left. The impact on the students must be negative and severe and it must color each student's impression of the academic climate at the College of William and Mary. Finally, though it could not be depicted in Figure 1, it is true that about half of the 13% of freshman enrollments in the smallest classes (those with from 1 to 20 students) are enrollments in Writing 101.

It is very likely that the size of the introductory classes at the College and the effect that those large classes have on the freshmen who enroll in them detract significantly from the chances of the College accomplishing its purpose. There are no rules governing departments at the College which require that introductory classes be large. There are circumstances which induce departments to choose this way of coping with large numbers of students, large numbers of courses, and small numbers of faculty members. To alter the direction of the shift indicated in Figure 1, faculty members and administrators will have to join together. They will have to agree to make plans and to set priorities. Then it may be possible to take appropriate action.

C. NEW PROGRAMS

The College's program in Computer Science has been established and developed in the past ten years. Thus a review of this program and of a few of the special issues which it raises is appropriate here. Prior to 1973 the Department of Mathematics offered a few lower-level courses in this area. The 1971-72 *Undergraduate Catalog* listed four such courses. The announcement of a concentration in Mathematics with Computer Science option first appeared in the 1973-74 *Catalog*. Six undergraduate courses in Computer Science are listed in the *Catalog* for that academic session. In the 1977-78 academic session the name of the former Department of Mathematics was changed to the Department of Mathematics and Computer Science and a separate Concentration in Computer Science was established. During the most recent session (1983-84), all approvals were obtained to separate the two disciplines. In the 1984-85 *Undergraduate Catalog* two separate departments, a Department of Mathematics and a Department of Computer Science, will be listed.

The growth and popularity of the computer science program can be seen in the growth of the number of students who graduate with a concentration in Computer Science (Table 1). Data for the years from 1979 to 1983 were obtained from the *Student Data Book August 1983* published by the Office of Institutional Research. Data for the later years are based on the numbers of students who have declared a concentration in computer science from the Class of 84 through the Class of 86. All data include secondary concentrators.

It is exciting to watch a popular new program grow. Rapid growth, however, presents its own problems and concerns. The usual institutional monitors must exercise special care to assure smooth development. At the College of William and Mary, the normal assistance and monitoring has been available to the new program and the new department; and these seem to have handled any normal problems and concerns. However, precisely where the new program presents unusual characteristics, unusual care and planning must be available. Two

TABLE 1
BACHELOR DEGREE RECIPIENTS
WITH COMPUTER SCIENCE CONCENTRATIONS

Academic Year	Number of Recipients
1978-79	21
1979-80	24
1980-81	23
1981-82	29
1982-83	38
1983-84	50 (est.)
1984-85	41 (est.)
1985-86	75 (est.)

special issues which arise in connection with the program in computer science and which have implications in other areas as well are discussed in the next two sections.

D. THE USE OF ADJUNCT FACULTY

It is very difficult to hire well-qualified computer scientists. This fact is known to all educational institutions. It is the good fortune of the College to be located in a geographic area in which many fine computer specialists live and work. Many of these people are interested in serving as adjunct faculty members. In Spring 1984, the equivalent of 16 courses in the combined Department of Mathematics and Computer Science were taught by adjuncts. This practice brings much good to all concerned. It also holds some risks.

The practice creates special pressures for the regular faculty. Adjunct faculty members do not help to do all the usual work which must be done to keep the programs of the department running. They do not work to develop or maintain curriculum, screen applicants for graduate programs, or work on personnel matters. Further, the department which uses adjuncts extensively must be continually at work recruiting adjunct faculty members for the next semester.

26 William and Mary Self-Study

The use of adjunct faculty members' expertise in teaching specialty and/or graduate courses has been considered helpful and desirable by the academic community for a very long time. The use of adjunct faculty members to teach regular undergraduate courses may be less agreeable. Adjunct faculty members cannot be assumed to share the regular faculty's attitudes toward the importance and practice of good teaching techniques nor the importance of the individual disciplines in a liberal education. They cannot be expected to play a full role in the academic life of the campus. A great deal of care and planning must be done to assure that the expanding program's needs are met and that the educational mission of the College is not compromised.

Questions concerning the positive and negative effects of employing adjunct faculty have been raised here in the context of a new program which is a strong user of adjuncts. These questions do arise throughout the College of William and Mary. Many of the departments in Arts and Sciences and all of the schools make use of adjunct faculty members to some extent. There is a great variation in the ways in which adjunct faculty members are recruited and in how they are treated. There does not seem to have been any comprehensive study done to guide and inform the various branches of the College of wise use of this important community resource.

E. THE USE OF COMPUTING MACHINERY

A study of the needs for and the use of computing machinery at the College of William and Mary appears elsewhere in the Self-Study. The issue is raised here only in the context presented above. A careful, comprehensive study of the College's computing needs was completed in November of 1979 by an Ad Hoc Computer Planning Committee. The report on that study contained detailed plans for meeting computing needs through Fall 1986. Where academic computing is concerned, the plans have been carried out. In fact, machinery has been bought and services put in place as the needs have actually occurred, not as they were projected to occur. The result is that we have exhausted the plans set forth in the report prior to end of the time period which it was intended to cover. Comprehensive planning has not continued. We are entering a period in which there is no plan for academic computing at the College. This fact could cause difficulty for the young program and many other groups and individuals at the College.

F. ADMISSION OF TRANSFER STUDENTS

A persistent problem over the past decade is the quality of the students who apply for admission as transfer students. This problem was addressed in 1977 in a thorough study by the Associate Dean of the Faculty of Arts and Sciences. That study noted the low retention rate of transfer students and its costs.

The situation remains problematic. Too few highly qualified students apply as transfer students. The problem is especially acute in January.

1. Current Policies

When the administration knows the number of those not returning, notice is given to the Admissions Office, and twice that number are offered admission. If there are 90 places available, then 180 are offered admission.

The number of available places for freshmen transfers is limited by the number of places available in residence halls assigned to freshmen. When a student applies as a first semester freshman and is turned down, the application is kept for one year. An applicant can activate the file with a one page addition to the file. If a student has 15 credit hours of work elsewhere, the application need not include SAT scores, although many do submit these scores. Many who are turned down as first semester freshmen apply in mid-year as transfer students. Highly qualified applicants who are not admitted in September receive no written encouragement to activate their file and come in as transfer students.

2. Observations

The number of those applying as transfers is declining. Since the retention rate is stable, the Admissions Office must go into the lower ranks to fill up the student body. This means that the College admits many poorly qualified applicants who would never be admitted as first semester freshmen.

The policy requiring all freshmen, even those who have completed one semester elsewhere, to reside in a freshman residence hall severely limits the number we can admit. The College admits upper-class students with weaker records than those of prospective freshman transfers because of this limitation. A mildly mitigating fact is that some freshman transfer students enter as day students. There are very few of these.

There is an extent to which the policies which relate to the admission of transfer students can help the College deal with its concerns for recruiting students from minority groups. In this regard, the Committee endorses the participation of the College in the Virginia Student Transfer Grant Program. Where the general issue of the recruitment of minority students is concerned, the Committee supports the Minority Student Recruitment Plan of the College of William and Mary.

G. THE ACADEMIC REGULATIONS

The rules and regulations which govern the academic lives of students affect the students deeply. It is very important that the rules be reasonable, consistent, and consistently applied. While there are no overwhelming problems in this area at the College, there are some reasons for concern. Some regulations have negative effects which they need not have. Some seem to be somewhat at odds with others. Some have unforeseen and unintended effects. The two examples given below may illustrate, but do not exhaust, the problems. Resolution of any such problems will make the College a more reasonable place in which to live both for students and for those charged with the consistent application of the rules of the College.

The regulations cited here were written by the Faculty of Arts and Sciences. It is the prerogative of that body to resolve any problems it may perceive here.

1. Suspension from the College Without Warning

It can happen, and all too frequently does happen, that the first official notification which a student receives concerning his or her academic deficiencies comes in the letter which actually suspends the student from the College for failure to meet one of the regulations which govern continuance in college (see page 46 of the *College of William and Mary Undergraduate Catalog, 1983-84*). The regulations are unambiguous. A student can determine his or her own status. Certainly any student who is in any danger of being suspended should make such a determination. In many cases, however, it is useful for students to be contacted by someone who is skilled both at reading complicated transcripts and at interpreting the regulations to assist in evaluating the record. The point here is not that students are suspended from the College for poor performance. It is that it seems reasonable that a student be warned or placed on probation prior to being suspended.

The Office of the Dean of Students does try to identify and warn students who seem to be in danger of violating the regulation in question. In the absence of instructions from the Faculty, however, it is difficult for that office to know which students should be contacted. Currently, each student who receives two or more grades of F in a single semester is contacted.

2. Inconsistent Attitude Toward Summer School Courses

When a student of the College takes a course in the Summer School at the College it is treated almost as all other courses which appear with grades on the student's record. The exception to normal and usual treatment lies in the fact that no course taken in Summer School can be used to help a student meet the continuance requirements. This seems inconsistent with the extensive list of other ways in which Summer School courses are used in determining a student's academic status. Such a course does count toward the 120 hours required for a degree. It participates in the computation of the student's grade point average, the 2.0 grade point average required in the student's concentration (if the course was taken in the student's concentration), and in the student's rank in class. It is used in calculating whether the student is in violation of the ten semester rule or the 48 hour rule. If a student who is on probation at the time at which the course is taken does not maintain a 2.0 average in Summer School, the student is considered to be in violation of the conditions of probation and may be suspended from the College. The value of maintaining one exception to the usual role of graded courses ought to be reconsidered.

H. PROJECTIONS

The Committee on Educational Program recommends that:

1. The Dean of the Faculty of Arts and Sciences appoint ad hoc curriculum study groups. Taking the Statement of Purpose as their guide, these groups shall

consider and recommend to the Dean new curricular strategies and instructional modes aimed at better fulfilling our goals of a liberal education.

The Dean of the Faculty of Arts and Sciences initiate a comprehensive review of the curriculum at some time in the next decade. The committee which undertakes this review shall make its recommendations to the Faculty of Arts and Sciences.

2. The Provost of the College, with the assistance of the deans of the schools, create guidelines for the hiring and overseeing the treatment and responsibilities of adjunct faculty members.
3. The Admissions Policy Committee review current practices with the aim of upgrading the quality of transfer students.
4. The Educational Policy Committee, with input from the Committee on Academic Status, the Degrees Committee, the Office of the Dean of Students, and the Office of the Registrar, review the academic regulations to assure that these are both reasonable and consistent.

IV. FINANCIAL RESOURCES

INTRODUCTION

The Financial Resources Committee took as its charge an examination of the financial resources and expenditure profile of the College. In deciding what information was to be included in this report, it was guided by the 1974 Self-Study and by the Southern Association Guidelines provided by the Steering Committee. Members of the Committee spoke with nearly all of the individuals involved in the management of the financial resources of the College. It received considerable assistance from the Provost, the Director of Planning and Budget, and the Office of the Vice President for Business Affairs. It sought input from the College community through the *William and Mary News* and the Self-Study Survey. In the end the Committee limited its recommendations in the report to its specific charge. This report thus represents a snapshot of the university's current financial resources. It makes relatively few recommendations but provides the data to make well-reasoned decisions in the future. Nonetheless, the Committee feels strongly that the expenditure profile of the institution represents a de facto priority list for the institution and that in reviewing the tables, charts, and narrative of this report readers should be able to discern patterns which bear on issues raised by other committees of the Self-Study.

A. ORGANIZATION AND ADMINISTRATION

The administration of the business and financial affairs of the College is centralized under the Vice President for Business Affairs, who operates under the direction of the President in accordance with policies established by the Board of Visitors. The Vice President for Business Affairs is appointed by the Board of Visitors upon the recommendation of the President and serves as one of the principal administrative officers of the College. While reporting directly to the President, the Vice President is responsible for working directly with the Provost on all budgetary matters, the filling of vacancies, and the establishment of new positions in Business Affairs. The Vice President for Business Affairs heads a service arm whose basic purpose is to assist the College in furthering its educational programs. Toward this end the Vice President

- has custody of the College's valuable papers;
- is responsible for the deposit of copies of all deeds and deeds of trust and for the proper recording of all such deeds;
- determines that land surveys have been made on all properties;