

challenge those who are a part of it. In this latter regard, a high priority is placed on student participation in self-governance and in institutional governance.

That part of the College administration charged with the responsibility for student development services is directed by the Dean of Student Affairs. The Dean reports to the President of the College, but his recommendations concerning budget and personnel are directed to the Provost. Since the Office of Student Affairs bears such an important relationship to the academic program, a strong working relationship is maintained between the Dean and the Provost. In addition to directing and coordinating the work of the following offices, the Dean also is responsible for planning and implementing Parents Weekend and serving as the College's liaison to the Association of Parents, planning and directing the Washington Program, and administering Commencement activities. Reporting to the Dean of Student Affairs are:

1. The Director of Academic Support Services

The Director is responsible for providing those services that relate most directly to the academic program. The administration of the undergraduate regulations of the College on behalf of the Committees on Academic Status of the Faculty of Arts and Sciences and of the School of Business Administration is a primary activity. The office administers deferred examination requests, is responsible for undergraduate student discipline (including the Honor Council), plans and directs orientation activities, and serves an important role as liaison to the faculty advising program. The Director is aided by an assistant and also supervises the Director of Study Skills.

2. The Associate Dean of Student Affairs for Minority and Commuting Student Affairs

The Associate Dean plans and coordinates all retention activities for minority students, directs the Black Culture Series, and supervises two summer programs, the STEP program which enrolls approximately 50 rising high school senior students and the VSTP program, a summer transition program for minority students which is a part of The Virginia Plan. The Associate Dean also supervises the Off-Campus Student House and its director, advises the Off-Campus Student Council, and maintains and off-campus housing referral service. In addition, she provides special counsel and support services to the College's handicapped students.

3. The Associate Dean of Student Affairs for Activities and Organizations

The Associate Dean is responsible for developing and supporting a broad range of student activities. In addition to working with all student organizations, the Associate Dean directs the College's two Concert Series, chairs the Board of Student Affairs Speakers Program, directs the work of the Campus Center, and supervises the Intramural and Sports/Club Program. The Associate Dean is also the advisor to fraternities and sororities and serves as the official scheduling

officer for the College. He also is responsible for the administration of discipline as it applies to organizational behavior.

4. The Director of Residence Life

The Director of Residence Life is responsible for the management of a comprehensive program of resident services. The office is responsible for selecting, training, supervising, and evaluating the residence hall staff, for residence hall self-governance, for programming in the residence halls, and for all housing assignments. In addition, the office is charged with the responsibility of insuring the proper maintenance of the resident facilities, of planning to meet future needs, of coordinating the cleaning and maintenance needs of the facilities, and of preparing and managing the residence hall budget.

5. The Director of Career Planning

The Director of Career Planning offers professional assistance to students in career decision making. Services of the office include personal and group counseling in the area of goal assessment, career decision-making, and vocational preparation. The office provides special programs on career options, such as the Alumni Career Advisory Service and the Alumni Speakers Program, and is responsible for maintaining such resources as the Career Information Library, the computerized career development program, and appropriate testing services. In addition, the Director has assumed responsibility for the College's Venture Program and for developing internship opportunities.

6. The Director of Placement

The Director is responsible for providing services to assist students and alumni in obtaining employment. He provides career search seminars which include information regarding resume writing, interview techniques, and other aspects of job-search strategies and coordinates the visits to the campus of recruiters from a wide range of fields. He also maintains reference materials related to the job search process, maintains credential files for students and alumni, and directs special activities such as Career Exploration Day. In addition to the work of this office, the School of Education operates a Placement and Scholarship Office to assist graduate and undergraduate students in securing positions in the field of education; and an Office of Placement is also located in the Marshall-Wythe School of Law.

7. The Director of Psychological Services

The Director is responsible for providing professional assistance to students with personal problems, problems with social relationships, and the understanding of one's self and others. Staffed by clinical psychologists, the Center for Psychological Services offers individual psychotherapy, group psychotherapy, and personality testing and assessment. In addition, the Center serves as a regional testing center for nationally administered examinations including the GRE, the LSAT, the MCAT, and the MAT.

8. The Director of the Student Health Center

The Director is responsible for providing a comprehensive program of health care for the students of the College. These services include medical evaluation and consultation, short-term inpatient care, and educational programs. The Director manages the Student Health Center, which is staffed by three full-time physicians, seven nurses, a full-time pharmacist, and a lab technician.

9. The Director of Student Financial Aid

The Director of Student Financial Aid is responsible for assessing the financial need of the students of the College and allocating the resources available to meet those needs. Assistance includes grants, deferred loans, part-time employment, and merit scholarships. The office coordinates the on-campus employment of all students, supervises the student payroll procedure, and provides special services to veterans.

The offices listed above comprise the basic divisions through which student development services are provided. Additional staff members direct specific programs (for example, the Campus Center, Study Skills, and Intramural Sports) and are available to assist with other programs. Funding for the various offices is derived from two primary sources. The Student Health Service, the Center for Psychological Services, the Office of Residence Life, and the Campus Center are all funded from auxiliary fees. The other functions are funded through the Education and General Budget of the College.

Note should be taken of the diversity of the staff that comprises the Office of Student Affairs. At the Dean, Associate Dean, and Director level the staff is almost evenly divided between men and women, represents a 30-year range in ages, and has racial diversity.

B. THE KEEPING OF ACADEMIC AND PERSONAL RECORDS

Academic Records are kept and supervised by the Office of the Registrar. Appropriateness, storage, security, and retention are well in hand and adequate. The Committee found no problem in the area of Academic Records, though we must mention the necessity of rapidly implementing the long-desired and long-designed automation of student records.

The non-academic records kept on students at the College can be divided into three categories: records maintained by the Office of Student Affairs, professional counseling records, and medical records. A central file of student records is maintained in the Office of the Director of Academic Support Services. The file includes an academic summary on each student, information concerning the student's involvement in out-of-class activities and special recognitions achieved, disciplinary information, and notes from conferences with each student. Letters of correspondence, notification of action by College committees such as the Committee on Academic Status, and recommendations of the student are also maintained in the folder. These records are kept in locked file

cabinets, and access to the records is restricted to those staff members who have a direct need to have the information contained in the records. Each student is permitted to review the contents of his/her file. In a separate locked cabinet, the records of disciplinary and honor decisions for the past five years are maintained. Each record includes a written summary of the hearing, copies of evidence introduced, correspondence concerning the case, and a taped recording of the hearing. Access to these records is restricted to the Office of the Director of Academic Support Services, the Dean of Student Affairs, the President or his designated representative, the committee or body which produced the record, and the accused student. When a student is found not guilty of an honor offense, the record and tape recording are destroyed two weeks after acquittal. Records of honor and disciplinary cases more than five years old are kept in the College's Archives. Access to these records is restricted to the President of the College, the Dean of Student Affairs, the Director of Academic Support Services, and the accused student. In the case of the records maintained in the Office of the Director of Academic Support Services, once the student has graduated, the information from the student's folder is purged and only a card containing summary information is maintained. This card is also kept in a locked cabinet with access restricted to members of the staff or the student named in the record.

All medical and psychological records are kept in locked cabinets and access is strictly limited. Both the Student Health Center and the Center for Psychological Services are careful not to release information about a student's medical or psychological condition without the student's written consent. Medical and psychological records are never merged with other records of the College and are maintained separately at the Student Health Center and the Center for Psychological Services respectively.

The Committee thinks that these procedures provide proper safeguards for the student's right to privacy and are consistent with the College's own Statement of Rights and Responsibilities and with the state and federal statutes governing student records.

C. ORIENTATION AND ADVISING

The Committee found that the undergraduate orientation program is well-established, sound, and effective. Nevertheless, the program is reviewed regularly, and each year new options and/or modification are introduced to enhance its impact. The orientation program introduces the incoming student in a coherent manner to the range of academic, social, and cultural opportunities that the College provides. Further, orientation acquaints students with the numerous services available to them and introduces them to their responsibilities as citizens of a residential academic community.

The fall semester orientation program extends over a two-week period. The majority of the program takes place during the week before classes begin; however, additional activities are scheduled during the first academic week. The Director of Academic Support Services is responsible for the orientation program. In matters involving academic advising, the Director works with the Dean of Undergraduate Studies. While orientation for incoming first-year

students in August is the major focus of the overall orientation program, special orientations also are held in both August and January for transfer students.

The impressions and attitudes that incoming students form in their first few weeks on campus are important in establishing a continuing pattern of academic and social well-being. Orientation is a key to the student's successful integration into the College Community. Thus, it is crucial that all new students attend the sessions. The Committee recommends that the College consider instituting a policy which, except for medical reasons, would ensure attendance at orientation programs.

Advising of upperclass students is undertaken by the departments in which they have declared concentrations. Freshmen and sophomores are advised by faculty members from throughout the College. In recent years, emphasis has been on broadening faculty understanding of advising, on focusing faculty and student expectations, and on providing more accurate information to more advisors through increased publications and in service training. Such efforts appear to have improved the advising process, but more remains to be done. With the installation of a new Dean of the Faculty and a new Dean of Undergraduate Studies, the advising program should be carefully evaluated, especially in the light of such questions as the following: Should all faculty be involved in advising? Should advisors be paid? Should advising be tied to an academic experience? Should advising be done by a small core of faculty, or by professionals?

There is a need for new graduate students to receive materials emphasizing the major programs and services available to them.

D. COUNSELING

Individual and group counseling and psychotherapy are the primary services provided by the Center for Psychological Services. The Center also administers national tests such as the GRE, MCAT, and LSAT. Career counseling, previously provided by the Center, is now provided by the Office of Career Planning. Because Psychological Services is an auxiliary enterprise, budgeted entirely from student activity fees, psychotherapy is provided only for students. However, one or two time consultations are available free-of-charge to all members of the College community.

A number of significant changes have been made at the Center since the 1974 Self-Study and some of these changes were recommended and initiated by that study. Two clinical psychology positions and two half-time PsyD students were added, bringing the present staff to six and one-half FTE clinicians, a secretary, and a part-time data processor. The Center also moved from its former location in Old Rogers (now Chancellor Hall) to the Old Western Union Building which was renovated to house Psychological Services. This is a good location, slightly off-campus but readily available to students. The building is attractive, and the offices are sound-proofed to provide privacy. The office space, however, is limited.

A description of the services provided by the Center is presented in the *Student Handbook*. The Center is expanding its practice of making educational presentations to student organizations upon request.

In recent years a working relationship has developed between Psychological Services and Office of Residence Hall Life. This area should be developed further. A close working relationship with Area Coordinators, Head Residents, and Resident Assistants in preventing and coping with psychological problems of students is desirable.

E. GUIDANCE AND PLACEMENT

As presently instituted, Career Counseling and Placement are two separate offices. Both report to the Dean of Student Affairs. Given the importance of such offices, especially in an institution with a dedication to liberal education, they must continue to receive appropriate staff, space, and financial support. In the near future it seems appropriate that the career planning and placement services be merged into one center. Some suggest that a special career services office for the School of Business Administration might have advantages. The Committee, however, is committed to the idea of a single coordinated placement program for all departments and schools who have undergraduate students.

F. HOUSING AND BOARDING

The 1974 Self-Study drew attention to serious problems in the housing/boarding area. Because of previous concern, this section details changes and improvements in this vital area of student services in the past decade.

1. Housing

Residential life at the College of William and Mary has been significantly upgraded in the past decade. All of the College's older residence halls have been renovated. Old Dominion Hall, Monroe Hall, Jefferson Hall, Chandler Hall, Taliaferro Hall, and the houses of Sorority Court have all been completely renovated and several other facilities have received improvements to heating systems, electrical and plumbing systems, and/or have been given a general face-lifting. The former fraternity lodges have been converted to student residences, additional facilities have been secured at the Ludwell Apartment Complex, and a new residence complex, the Randolph Village, has been developed. Not only have these developments resulted in a significant increase in the quality of the physical environment in the residence halls, but they have also provided an increase in the number of students who can be accommodated on campus. At present, the College's residence hall capacity is 4,011. The College has continued to emphasize small residence facilities where community can be readily developed. Currently, the residence population is housed in a total of 69 buildings. These facilities permit the College to accommodate 82% of its undergraduates and approximately 14% of its full-time graduate population.

As facilities were renovated, design modifications were implemented to create smaller, more intimate residential units and to provide the kind of facilities which had been lacking in the residences in the past. Every renovated building has a student-to-lounge ratio of approximately 20 to 1. In most

facilities, each floor on each wing of a building has a multi-purpose room for studying and hall gatherings. Each facility also has kitchen facilities, laundry units, and television rooms. Materials have been used where possible to provide an added measure of quiet in the buildings, carpeting in the hallways, for example; and there has been a significant upgrading of the number of spaces available for handicapped students.

At the same time that the buildings have been modernized and expanded, care has also been taken to coordinate and maintain the furnishings of the facilities in a way that would complement their basic mission. A phased furniture replacement program has been implemented as have inventory control measures. Special attention is given to color schemes and design features which would enhance the attractiveness and utility of public spaces, and the furnishings provided in student rooms permit individual students a great deal of flexibility and creativity in room arrangements and comfort.

Two measures have greatly improved the maintenance of the residence facilities. All residence halls have been assigned to one of eight maintenance zones. Each zone consists of approximately 500 residence spaces and is staffed by a full-time zone maintenance worker. This individual is skilled in a variety of trades and works closely with the residence hall staff to make the minor improvements and repairs which are needed in the area. When a repair requires resources and skilled craftsmen beyond the capacity of the zone office, the zone worker requests these services from the central crafts shops. The zone workers are encouraged to take initiative in spotting areas requiring preventive maintenance and initiating the work which needs to be done in addition to responding to requests for repair. The system has resulted in greatly improved maintenance and a higher level of satisfaction from the students. Repairs are made quickly and the buildings maintain a brighter physical appearance.

This innovation has been accompanied by a budgetary planning process which annually allocates funds for major repairs on a schedule which is mutually agreed upon by the Office of Residence Life, the Office of Business Affairs, and the Director of Capital Projects. At present, a four-year capital improvements process is maintained. Furthermore, the Office of Residence Life has employed a room inspection process which determines the quality of each room and its furnishings prior to occupancy by a new tenant and reevaluates those conditions at the time the tenant leaves College residence facilities. Damage beyond normal wear and tear and unusual cleaning charges are billed to the tenant. Residence hall staff members also are required to make regular inspections of all public facilities in the residence halls and submit their findings to the Office of Residence Life.

Improvements in the physical facilities and their maintenance has been accompanied by an equally impressive improvement in residence hall staffing. In addition to the Director of Residence Life, there is an Assistant Director responsible for making all room assignments, approving room changes, counseling students with roommate problems, maintaining appropriate records for the assignment process, and providing liaison with the Office of the Treasurer with regards to room charges. Another Assistant Director is responsible for assisting with budget management, facilities planning and maintenance, and for overseeing the inspection process and the room damage deposit system. Together, the two assistants aid the Director in selecting, training, supervising and evaluating the staff, developing programing options, and long-term planning.

The residence halls themselves are divided into nine distinct areas. Each area is directed by an area coordinator who is a full-time professional staff member. Most of the coordinators possess a master's degree and each is expected to spend 12 hours per week working one of the student affairs offices in addition to managing the work of his/her area. The coordinator supervises the work of the student staff, facilitates self-governance in the area, oversees the implementation of self-determination, provides general counseling to students, advises the hall councils, works closely with the zone maintenance director and other Buildings and Grounds personnel, and seeks to promote an environment in the residence halls which is truly conducive to growth and personal development. The coordinators are aided by two levels of student staff: head residents and resident assistants. Head residents are experienced senior student staff members who are responsible for one building and its occupants. Head residents supervise the resident assistants in that building. Resident assistants are assigned to all of the College's residence halls on a ratio of approximately 1 to 20 in the freshman areas and 1 to 35-45 in the upperclass areas. Through the work of the residence hall staff, a significant amount of educational, social, and recreational programing is implemented in the residence halls. Each residence hall has its own governing council and programing budget. Funds for programing in the student residences are provided by the distribution of income from vending machine profits and from resources generated by the student residents of each building.

The concept of self-determination provides a substantial measure of self-governance in each facility. The residents of each unit on an annual basis determine, within the limits available to them, the rules and regulations under which they will live for the coming year. They are responsible for implementing the rules and regulations they adopt and for adjudicating offenses of these regulations through their residence hall council. To assist new students in adjusting to the amount of responsibility they must accept under the policy of self-determination, intensive orientation programs are provided dealing with the policy, values clarification, and assertiveness training. At least one discussion is held each year in the residence halls to assess how self-determination is being implemented and to make any adjustments felt necessary. While the residents themselves are expected to enforce their own rules and regulations, the members of the residence hall staff are also charged with responsibility for maintaining an environment which is conducive to learning and to the development of meaningful personal relationships. Recent evaluations, both quantitatively and anecdotally, suggest that the staff is effective in developing a strong sense of community in the residence halls and support for the members who live there. Testimony to the degree of student satisfaction with residential living is the maintenance for the last several years of an annual occupancy rate in excess of 98.5% capacity.

The College continues to separate freshmen from upperclass students in the residence halls. This approach permits the new student to become immediately involved in self-governance and permits the College to focus services and resources on the entering freshman in a way which would be otherwise difficult. Most of a faculty member's academic advisees, for example, live in contiguous rooms in the same residence hall. Faculty advisors assigned to a building are often invited to work as a team with the residents of the building and frequently establish close relationships which are mutually supportive with the members of the residence hall staff. A recent study conducted by a researcher from Purdue

University found that William and Mary students prospered in this environment and had the most positive attitudes about their residential experience of any college assessed by the researcher.

A variety of housing options exists for the students of the College. Approximately 2,400 of the students reside in co-educational residence facilities. Coeducation at William and Mary means that men and women assigned to the same building either live on alternate floors or alternate wings. The College does not have facilities in which students of the opposite sex live in contiguous apartments or rooms. The coeducational option is available to entering freshmen and approximately 60% of the freshmen live in coeducational facilities by their own request. No student is assigned to a coeducational residence unless he/she specifically requests it. The College also maintains fraternity and sorority housing and provides special interest housing in the form of a Creative arts House, a Russian Studies House, an Italian House, and French, German, and Spanish-language houses. A new Committee on Special Interest Housing has been created to set the conceptual framework for the work of the special interest houses to oversee the program budget for the houses and to provide evaluation and support for the programs. Considerable attention should be given to this area in the future, as some of the language houses, in particular, have not enjoyed the level of student support which they once possessed. A concern which is shared by both special interest houses and other residential areas is what appears to be a decline in faculty involvement in residential programs. With some notable exceptions, in many residential areas, the faculty is not as prominent and involved in programs and activities as the students and the residence hall staff would desire. New initiatives should be undertaken to rekindle this involvement and sustain it in view of the significant potential it has for enriching the experience of our undergraduates.

While the College has historically provided a strong residential experience for its undergraduate students, it has not developed the capacity to offer an equally strong experience to its graduate student population. A plan has just been implemented which, for the first time, will permit all graduate students to reside in the same residence complex. A new contract will permit graduate students the option of 12-month occupancy, if they desire it, and will offer a limited amount of married student housing as well. While these measures are important steps towards an improved program of housing services for graduate students, the College should continue to explore its need for graduate housing and its options for meeting that need. The proposal for a Law School residence hall, which has been discussed in several committees in recent years, deserves consideration and should be viewed in the larger context of the College's total need for graduate accommodations. The development of new apartment and condominium projects in Williamsburg and its environs may answer some of the currently perceived demand for graduate housing, but the issue should continue to be assessed lest the College find its ability to sustain quality graduate programs affected by its inability to provide quality graduate housing. Also, the College should give attention to the housing needs of students at VIMS.

On the whole, the College has developed a strong residential program, one which is, in fact, an attraction to potential applicants and highly desirable to enrolled students. While areas such as faculty involvement and graduate housing should continue to be addressed, the program appears to be on the right course and directed by a well-trained and competent staff.

The Office of Minority and Commuting Student Affairs maintains an off-campus housing referral service for the undergraduate and graduate students at the College. The College makes no effort to approve off-campus housing but serves simply as a clearinghouse for information. At the present time, though this has not always been the case in recent years, there appears to be adequate off-campus facilities to meet student demands. Given the popularity of the College's residence hall program only approximately 18% of the undergraduate students live off-campus, although a majority of graduate students do.

While the 1974 Self-Study suggested that there should be a single administrator responsible for all on-campus and off-campus housing, it seems appropriate that the administrator responsible for off-campus student services should coordinate the off-campus housing referral program. That office publishes a handbook for off-campus living and provides other services to the non-resident students. While some would contend that the office should take a more vigorous role in approving off-campus housing options, as a state university, the course currently followed seems appropriate and prudent.

2. Boarding

All freshmen students at the College are required to purchase a 19-meal board plan if they reside on campus. Other students may choose among 19-meal, 15-meal, and 10-meal board plans. A la carte service is also available. Approximately 2,300 students purchase one of the boarding plans each year.

The College's food service is provided by the Shamrock System of Atlanta, Georgia. The contract is reviewed on a regular basis and annually is sent out for public bidding. The quality of the food service is tightly controlled by the contract, which specifies not only the general expectations and financial arrangements for the food service but also the number and size of portions to be served, the USDA grade of fruits, vegetables, and meats which are to be served, and the number and variety of these items which must be offered at each meal each day. Furthermore, food service operation is overseen by a college-wide Food Service Advisory Committee which consists of students, faculty, and student affairs administrators, including the Director of the Student Health Service. This Committee regularly and periodically evaluates the food service, reviews complaints and suggestions, and recommends contractual changes. Such evaluations have taken place each year on an annual basis and the food service has received generally favorable marks.

The facilities for serving food have just been expanded. The College's main boarding facility remains The Commons which has a seating capacity of approximately 800 students. In September 1984, the College will open a new dining room for boarding students in the expanded Campus Center. The recently renovated Colony Room will seat an additional 120 per seating with overflow capacity in the Garden Room which has been created between the Wigwam and the Colony Room. The Wigwam in the Campus Center will continue to meet the needs of the College for an a la carte service for the campus and the community. New kitchen and dishwashing facilities have been added to the Campus Center to support food service capacity on that end of the campus. The expanded food service facilities are very much needed and will greatly relieve overcrowded conditions which have existed for the past several years.

All of the College's food service facilities are regularly inspected by the Department of Health and copies of the reports are made available not only to the food service manager, employed by the Shamrock System, but also to the Assistant Vice President for Business Affairs, who supervises the food service operation on behalf of the College, and to the Food Service Advisory Committee, when appropriate.

Under the current management, several improvements have been made in the physical arrangement in the Commons in an effort to create a warmer and more personal atmosphere and to speed service. User surveys are utilized to determine interest in menu items and special services, and the food service manager has access to a professional nutritionist for advice on menu planning.

While occasional complaints are made about the blandness of the food and its tendency to be overcooked, in general, the professionally managed food service receives favorable to good marks. The leadership of the Shamrock System and their on-campus staff are responsive to the advice of the Food Service Advisory Committee and continue to work cooperatively with both that group and the students at large.

In addition to the professionally managed food service at the College, several sororities and fraternities continue to provide a supper club program in their individual houses. Where such an arrangement is made, the social organization purchases all of its own supplies, employs its own cook, and manages the program entirely as a private venture. There is some evidence that this practice is on the decline at the present time.

G. HEALTH SERVICE

The facilities at the College for health care are excellent. An on-site inspection of the Center revealed that it was spacious, well-equipped, and well-maintained. The staff appears cooperative, qualified, and respected by the students on an individual basis.

The Health Service should be viewed as an integral part of the College community. The staff has undertaken a number of measures to increase its visibility and its impact on the general level of health among the students. A prevention oriented approach emphasizes the concept of "wellness." The Health Service operates a self-examination center and has a source materials room where students can acquaint themselves with different materials regarding health and wellness. These services are underutilized at present and deserve greater support.

Students' evaluations of the Health Service revealed that students were generally satisfied with the care received there. Approximately 55% of them reported that they were either satisfied or very satisfied with the service they received, while only 15% reported any degree of dissatisfaction. Too many students, however, do not think that they will receive quality care from the Health Service; and they may not be using the service or they may discourage their friends from using the service.

The recent restructuring of student services, which merges the Student Health Service with the Office of Student Affairs, has potential for expanding the educational and preventive activities of the Health Center staff. Efforts are under way to coordinate a campus-wide "wellness" approach and similar co-

operative efforts should be undertaken to address the image problems this study has identified. Continued attention, of course, must be given to meeting the day-to-day treatment needs of our students; but these new directions hold great promise for raising the level of student awareness about their health and enhancing their ability to play a greater role in determining their own well-being.

H. EXTRA-CURRICULAR ACTIVITIES

There are numerous social and cultural opportunities available to students through the College's complement of extracurricular activities. The activities are conveniently grouped into three categories: (1) activities, such as debate, lectures, music, dance, etc., which are related to and/or sponsored by academic departments of the College; (2) activities associated with social, governmental activity, and service (such as sororities and fraternities, the Student Association, Circle K, etc.); and (3) intercollegiate and intramural recreation sports activities. Extra-curricular opportunities are detailed in the *Student Handbook*. The presentation below is meant to be more representative than exhaustive.

1. Music, Dance, Theater, Debate, Lectures, and Concerts

There are many opportunities for students within the above categories; and, indeed, there is substantial student participation. The Department of Music sponsors four large performing ensembles: the William and Mary Band, the William and Mary Orchestra, the William and Mary Choir, and the William and Mary Chorus. The Department also sponsors several small instrumental ensembles such as string, woodwind, percussion, brass, and guitar ensembles. There is also a departmentally sponsored vocal ensemble, the Botetourt Chamber Singers. The music programs are healthy and of high quality; however, opportunities in these areas would be substantially improved by a badly needed new music building.

In the dance area, Orchesis provides interested students, both women and men, an opportunity to choreograph dances and present them in an annual concert. In 1979, Dancetera, a second dance group, came into existence for the intermediate dance students who wish to have an "in-depth" experience in movement invention.

The William and Mary Theatre continues an active program which enjoys a fine national reputation. In general 25-30 studio productions are given each year. All of the productions are open to students through auditions.

The Committee on Concerts annually provides a wide variety of musical events. This Committee should strive to increase the quality and variety of programs and encourage stronger support from the College community, particularly from students. Tickets are modest in cost for students. The Committee on Lectures makes awards of up to \$200 to help departments and organizations bring to campus speakers of interest. The Intercollegiate Debate Council provides students with opportunities to train and participate in debate.

2. Student Organizations and Clubs, Fraternities and Sororities, and Student Publications

Student organizations, clubs, and special interest groups continue to be a very important aspect of the extra-curricular activities available to students at the College. At the present time there are 65 interest groups, seven honor societies, 22 religious organizations, seven community service organizations, and 20 professional societies established as recognized, active organizations. While most of these groups have a long history at the College, several groups are formed by a group of students to deal with a particular issue or event; and once that is past, the group will disappear or become inactive. Students are encouraged to affiliate with organizations that have an appeal to them and to organize those groups that are not represented at the present time. Any groups can be formed provided it is in compliance with the "Statement of Rights and Responsibilities" and has an approved constitution and bylaws. Requests for creation and recognition for organizations are handled by the Associate Dean of Student Affairs for Activities and Organizations who also provides assistance and support in any possible way to forming or existing groups.

Because of the value placed on the personal growth that can take place by participation in extra-curricular activities and the positive impact that the organization and the individual can have on the institution, the creation of new groups and the revitalization of older existing groups are constantly encouraged. The last Self-Study cautioned against excessive regularization or control by the faculty or administration and recommended a policy of broad tolerance in dealing with groups. This recommendation is being followed as our student organizations are permitted to be formed and operate on campus with little interference. Special workshops and training sessions on topics that would assist officers or leaders in their jobs are offered to those who wish to take advantage of them. Special attention should be focused in the future on assisting graduate organizations, especially those in Arts and Sciences which experience extensive turnovers in leadership and membership due to the length of the graduate programs.

Serving as a major outlet for social activity on campus, fraternities and sororities continue to attract large numbers of undergraduate students as new members each year. At the present time, approximately one-third of the student body is affiliated with a fraternity or a sorority. The popularity of sororities in recent years has increased as evidenced by the addition of a new national sorority chapter, while participation in fraternities has remained fairly constant. There are 12 chapters of national fraternities and 13 chapters of national sororities on campus.

The fraternities are governed by the Inter-Fraternity Council (IFC); and the sororities, by the Inter-Sorority Council (ISC). While the mission of both organizations is the same, to foster a spirit of cooperation and unity among their organizations, the ISC is the stronger and more aggressive body. Much attention is focused on both organizations and the individual chapters by the Associate Dean of Student Affairs for Activities and Organizations, and some improvements have been noted in the strength of the IFC. An attempt has been made to insure continuity of leadership in the IFC, as there is in the ISC, with significant progress being made. A Council of Presidents of fraternity and sorority presidents has been formed to improve the rapport within the organizations and

to keep channels of communication open. The hiring of a coordinator for housing should help tremendously in keeping maintenance related problems in the fraternity and sorority houses from becoming major issues. Since the last Self-Study, the notion that a fraternity or sorority affiliation is necessary to be successful in extra-curricular activities, such as student government, residence hall counseling, or orientation assistants, is no longer valid. This affiliation today is not a major consideration for people seeking leadership positions in government and publications; and these organizations, individually or collectively, wield little political power. A continued emphasis should be placed on strengthening the Inter-Fraternity Council and developing long-range plans for the system at William and Mary in the next five to ten years.

The student body currently supports a variety of publications through their student activities fee allocation, such as *The Flat Hat*, a weekly newspaper, *The Colonial Echo*, a yearbook, *The William and Mary Review*, a literary and art magazine, *The Advocate*, a bi-weekly newspaper focused at law students, *The Colonial Lawyer*, a topical magazine dealing with legal aspects of a variety of issues, WCMC-FM, a non-commercial FM radio station, and *JUMP*, a news magazine featuring interviews and feature articles. All of these publications are under the purview of the Publications Council, with the exception of *JUMP* which will petition for full recognition during this coming academic session. Through a contract with the Board of Student Affairs, the Publications Council receives approximately \$98,000 for the funding of its publications. These funds are supplemented by the sale of advertisements in many of the publications. The various publications currently on campus enjoy substantial support from the student body and collectively have about 400 students working in some capacity on their staffs. While the various publications and the radio station receive support and advice from the Publications Council and the Associate Dean of Student Affairs, who serves as their advisor, the editors and station manager are responsible for the content of the publication. Neither the Publications Council nor the administration of the College exercises editorial control or censorship over the publications.

Since the last Self-Study, pay for editors has been eliminated. Attempts to secure scholarships or waivers of tuition and/or academic credit have been unsuccessful. The Publications Council plans to undertake a study during the coming year to consider whether editors and station managers should be compensated for the large number of hours they put in. Another major issue to be addressed is the ever increasing cost to the student for the publication. The Publications Council should explore ways to reduce the costs to the student. With printing costs increasing as much as 14% in a single year, it is likely that we will soon reach the point where no additional money will be available to continue the publications in their present form. The College has acquired a typesetting system from a publishing company which will provide the publications with typesetting capabilities in their offices. The system is not yet operational, but indications are that a substantial savings can be realized through its use.

3. Intercollegiate and Intramural Athletics

Athletic programs are governed by the "Statement of Athletic Policy" adopted by the Board of Visitors in 1978. The policy commits the College to providing "its students with the opportunity for a high quality and broad athletic

recreational experience as an integral part of (the) overall educational experience." These athletic recreational experiences are provided primarily through the women's and men's intercollegiate and the intramural sports programs.

The intercollegiate programs are administered by a Director of Women's Athletics and a Director of Men's Athletics. Thus, intercollegiate athletics for women and men remain separated. While many institutions have moved toward a combined women's and men's program under a single administration, the dual system at William and Mary seems to be working well and is satisfactory to both athletic directors. The intercollegiate programs are supported primarily from student intercollegiate fees, contributions from interested alumni and friends, gate receipts, and concessions: "No private funds of the College are used to support, in full or in part, the intercollegiate... athletic programs except in the instances where gifts and endowments are specifically designated by the donor for that purpose" (1978 Athletic Policy). The Committee has no objection to the present administrative structure. The means of financial support of the programs are not inconsistent with those used by many of our peer institutions.

The intramural and club sports programs are administered under the Associate Dean of Student Affairs for Activities and Organizations who is responsible to the Dean of Student Affairs. These programs are funded through the Board of Student Affairs solely with funds from the student activities fee (not from the intercollegiate athletic fee). Within this structure, a Director of Intramural and Club Sports (beginning in the fall of 1984) for both women's and men's programs will be responsible for implementing athletic and recreational programs. The Committee is pleased to note the development of new club sports opportunities and the enhancement of intramural programs which are particularly strong for men and developing for women.

In January 1984, the College proposed to reduce the number of intercollegiate sports by six (two women's and four men's teams). The reductions were proposed in an attempt to maintain the overall quality and competitiveness of the intercollegiate programs, to reduce the rate of growth in the athletic budgets, and to reduce the rate of growth in the intercollegiate student fee. The student fee in the year just prior to the announced reductions increased by 15% when the total comprehensive cost to students increased by only 7.6% for in-state students and 12% for out-of-state students and when William and Mary already had one of the highest intercollegiate fees among state colleges. The proposed reductions, as well as women's and men's athletic budgets, were discussed by the Athletic Policy Advisory Committee at several meetings during the 1983-84 year; and that Committee did not oppose the proposed reductions. It is revealing to point out that the College as of the 1983-84 year had 15 men's and 14 women's intercollegiate sports, whereas the average for all Division I institutions is 10.2 and 7.1 respectively; for southern Division I institutions the averages are 9.3 and 5.7. Thus, with the proposed attenuation, William and Mary would still have significantly more than the average number of intercollegiate sports. We also note that the College has not always had such a large complement of varsity sports. For example, five of the 15 men's intercollegiate sports were added during the relatively resource-rich 1960s.

This Committee recognizes that intercollegiate and other recreational/athletic opportunities for students are a valid part, although not a primary focus, of the college experience and supports a diverse program of recreational and athletic activities — activities available to a cross-section of students much broader than the "coach-recruited," special-admission student-

athletes on which the intercollegiate sports heavily depend. On the other hand, the Committee is keenly aware of the great increase in overall cost of education. In these times of substantial financial constraints within the university community, we simply may not be able to afford to continue even worthy and wholesome programs in styles allowed by previously more affluent times.

In view of the above, it is this Committee's considered judgment, fully aware of the deliberations of the Athletic Policy Advisory Committee, that a thoughtful, objective, realistic, and sympathetic review of the intercollegiate program, including the possibility of diminution, is appropriate and reasonable. Discussions which have ensued since the first announcement (January 1984) of the proposed athletic reductions should be continued until a well-reasoned solution is achieved. We ask that the participants in these discussions maintain the awareness that it is the consensus of this Committee that essential to the College's stated goal of "broad athletic recreational" opportunities for students is a strong intramural and an expanded club sports program in addition to intercollegiate sports.

Since the 1974 Self-Study there have been two particularly noteworthy changes in intercollegiate athletics. First, the intercollegiate athletic budget for women has grown from approximately \$20,000 in 1972 to approximately \$800,000 in 1984, and we now have in place an excellent women's intercollegiate program. Second, the men's football program was placed into Division IAA when Division I schools were split into two groups. This new categorization has resulted in lowered expectations for the football program. Further, the College announced recently that it would become part of a new football-only league (Colonial League) comprised of IAA teams including William and Mary, Lehigh, Colgate, Bucknell, Lafayette, and Holy Cross. The Ivy League has committed itself to play two or three games with Colonial League teams. In addition to league games, William and Mary expects to play each year two Ivy League teams, Richmond, James Madison, VMI, and one Division IA team. The Committee feels that this program, which will begin in 1986, is an excellent one for the College and consistent with both an athletic and academic expectations.

Faculty involvement in the intercollegiate athletic programs occurs through two committees: (1) the Athletic Policy Advisory Committee and (2) the Admissions Policy Committee. The Athletic Policy Advisory Committee meets regularly with the Athletic Directors and discusses programs, policies, and budgets. The Committee believes that the faculty role in formulating athletic policy and the spirit of openness and cooperation which has been developing should continue to be strengthened. The Statement of Athletic Policy states that "men and women with unusual talent, ability, and interest in athletics are extended special consideration in admissions provided that they are judged capable of solid academic achievement." These special athletic admissions are controlled in both policy and practice by the faculty-based Admissions Policy Committee and the Admissions Review Committee, one of its sub-committees, which is composed of faculty and Admissions Office staff, the faculty being in the majority. Thus, special athletic admissions are carefully controlled; and relatively speaking, William and Mary has a good record of admitting athletes who have solid academic records and potential.

While the College has a reasonable collection of facilities to carry out its athletic and recreational programs, some improvements in this area are desirable. Urgent needs are: (1) replacement or renovation of Blow Gymnasium and (2) additional playing fields. Also, lighting for the tennis courts behind William

and Mary Hall would increase substantially a popular recreational opportunity for the students.

In conclusion, the Committee feels that the intercollegiate athletic program is of relatively high quality for an institution such as ours which insists on academic achievement. The intercollegiate program is costly, and the students contribute substantially through the athletic fee to the support of the program. We urge strongly that the student intercollegiate athletic fee increase in future years by no more than an inflation factor. Indeed, if possible (for example, through increased ticket sales or private giving) the percentage of the students' overall costs which support intercollegiate athletics should be reduced. Also, in the near future we would like to see any new monies designated for athletic grant-in-aids given out on a need basis. In the long term, we would like to see all athletic scholarships distributed on the basis of need as is done by a number of our peer institutions. Finally, the Committee encourages the continuation of a strong intramural program and the development of a strong club sports program. It is in these areas that the College can most effectively achieve the "broad athletic recreational" opportunities for the student body.

I. STUDENT PARTICIPATION IN GOVERNMENT

Student involvement in governance at William and Mary takes several forms. Associations of students exist for undergraduates and for each of the graduate schools; students serve (in fact constitute the majority) on the Board of Student Affairs; and students are appointed to serve on college-wide and school committees and on the President's Aides. A group of undergraduates also serve in a liaison capacity to the Board of Visitors and meet regularly with the Student Affairs Committee of that body. The state of student participation in these various governance activities varies according to the organization and is clearly influenced by student perception of the effectiveness of the organization, the importance of decisions made, and the degree of representativeness of the group.

In addition to active participation in their own associations, the last Self-Study emphasized the importance of the Board of Student Affairs as means of giving students input into the decisions which affect the quality of student life. That Self-Study group believed that with the failure of measures designed to institute a "College Assembly," the Board of Student Affairs (BSA) would broaden the scope of its operations. That has not occurred. Through the mid- and late seventies, the BSA was often at the center of policy formulation and was seen as an active, important organization. Its positions were carefully researched and well-documented and frequently won approval. Disappointingly, that is no longer the case. The BSA seems beset with lethargy and indecision. Serious faculty participation has diminished and the undergraduates have often been content to channel policy issues to the Student Association instead of the broader-based body. The only function for which the BSA received consistently high marks is its allocation of the funds made available to it from the tuition and general fees to support student activities.

This Committee continues to believe that a broadly representative body such as the BSA has an important role to play in the life of the institution. There is no other organization involving such broad representation where student

issues and concerns, graduate and undergraduate, can be addressed. Recognizing the severe nature of the BSA's present condition, it is recommended that a significant effort be made to revitalize the BSA or that attention be given to a new vehicle(s) which could carry out the tasks currently assigned to the BSA.

In the past decade, student membership on College and school committees has steadily increased. There are more students serving on committees and more student slots on each committee than there ever have been before. One area which needs further examination is whether graduate students are assigned to committees in the proper proportion, i.e., are they assigned to all of the committees and in large enough numbers. Student involvement in departmental affairs does not seem to have changed a great deal. Such involvement is often still on an informal basis and in some cases is not taking place. This Committee believes, as did the last Self-Study, that departments have much to gain by increased student participation. While urging that departments formalize student participation in departmental committees and activities, we remain of the belief that this involvement should not be imposed on departments but should be left to the discretion of each.

The Committee is pleased with the improvements which have been made in the President's Aides program. Graduate aides to the President have been established and meet separately with the President to discuss the special needs of graduate students. The process of selecting undergraduate aides was revamped and has resulted in a far more representative body than was the case when this issue was examined in 1974. Of the 18 undergraduate aides, only two are ex officio; the others are all chosen to represent the broad fabric of student life. While seniors predominate, the number of juniors and sophomores in the group has increased. The Committee urges that efforts continue to make the aides broadly reflective of the student community so that the advice given the President be as similar in tone and content as possible to that of the student community as a whole.

Off-campus students have made considerable progress in their involvement in the life of the institution. The creation of the Off-Campus Student Council to represent non-resident students and to plan activities, services, and programs on their behalf has been an important development. Publication of a newsletter for these students has greatly aided communication, and the designation of 126 Jamestown Road as the Off-Campus Student House has brought focus and identity to this important segment of the student community. Off-campus students are better integrated, better informed, and more visible in their participation in College activities as a result of these improvements.

The final area of consideration in student government participation concerns graduate students. At the time of the last Self-Study, graduate students were "isolated" and a "tolerated minority" on campus (p. 279). Because of little active participation by graduate representatives, the BSA was "oblivious of or unsympathetic to the problems of the graduate students" (p. 277). In addition, some departments felt that graduate students were "a minor appendage of secondary importance" at the College, and generally there were "few attempts to integrate them into the College community" (p. 279). The last Self-Study recommended that graduate students be given their own housing complex in order to integrate this isolated minority into College life.

In the last ten years a transformation has occurred in the condition of graduate studies at William and Mary which necessitates changes in the extent of their involvement in student government and College activities. Graduate

students now number one-fourth of the total student population at the College; a fact which has encouraged the Office of Residence Hall Life to allocate graduate housing in the Ludwell Apartments with the possibility of extended leases and married student housing. This graduate student housing alternative should be but the first of several actions William and Mary needs to consider to enhance the lot of its graduate student population.

Improvements need to be made in some of the graduate student associations. The MBA Association and the Student Bar Association (SBA) are both active in providing social and academic services and programs for their students. However, because of the number of its individual departments and programs and because the fact that many of its students are in one-year programs, the Graduate Student Association (GSA) of the Faculty of Arts and Sciences is not a functioning student government. The wherewithall must be found to correct this situation. The graduate students in Arts and Sciences are too important a resource to permit the current situation to continue. Improvements in the GSA, if coupled with the other improvements for graduate students noted earlier in this section, could enhance their experience at William and Mary and benefit the College.

William and Mary has developed over the years a variety of ways for students to participate in institutional decision-making and to have a measure of self-determination in their own activities, but the Committee finds that improvements can still be made and should be seriously considered. While examination of opportunities for graduate students should be ongoing, it is our belief that top priority should be given to the revitalization of the BSA or to the creation of a new structure to replace it, as the potential exists through such an organization for all students to participate meaningfully in institutional governance.

J. NON-ACADEMIC DISCIPLINE

The policy and administration of non-academic discipline is described in detail in the "Statement of Rights and Responsibilities" contained in the *Student Handbook*. While the President of the College, by virtue of the action of the Board of visitors, has the authority for College discipline, disciplinary matters are usually handled under the Student Affairs division of the College. Serious infractions of regulations normally come before the Discipline Committee, which is a faculty-student committee aided substantially in the preparation and presentation of cases by the Director of Academic Support Services, who sits on the Committee as a non-voting member. The procedures of this discipline system are enumerated clearly in the *Handbook*.

We feel that the handling of less serious offenses within the structure of the Student Affairs division and the handling of serious offenses by the Discipline Committee is a system that is basically sound and effective. One problem in this system has been the delays in adjudication processes. However, this problem is currently being addressed so that in the future the majority of cases should be heard and decided within a week to ten days.

The Honor System is among the most significant traditions of the College. The Honor Council, comprised of 14 elected members, oversees discipline in cases involving lying, cheating, and stealing related to academic matters. The

specifics of the Honor System are detailed in the *Handbook* and are discussed thoroughly with new students during orientation.

The Honor System was studied in depth in 1976 by a broad based College committee composed of students, faculty, and administrators. From this study it was clear that the majority of students support the existence of an Honor System at William and Mary with a commitment to continuing review. Indeed, the Honor Council in cooperation with the Dean of Student Affairs and with advice from the State Attorney General's office carries on a regular review program. To say that the Honor System has general support within the College does not mean that the system is free of all controversy. No judicial system is. Indeed, periodic controversy can be used as an impetus to examine, modify, and generally strengthen a worthy institution. We suggest that in the near future, another detailed study of the discipline and Honor systems be carried out similar to that done in 1976.

The graduate discipline and honor council procedures cause us concern. At this time, these bodies are separate from the undergraduate bodies. For the most part, these graduate groups (with the exception of the Law School) receive no training, have little supervision, have almost no experience because of the rarity of cases, and are procedurally unlearned in due process. This Committee believes that the College is not well-served by this fragmented approach. We offer three suggestions for consideration:

1. At minimum these groups need to be upgraded in their training and carefully overseen in their procedures. A review process may be necessary for each case. Such review should be carried out by an individual well-versed in due process and not by a casual participant.
2. Graduate offenses should be handled by one appointed graduate body which would represent all graduate schools and which could be well trained and more experienced by the combined numbers of cases.
3. There should be established a graduate Honor Council which can function during the summer.

Finally, in this time of excessive litigation, the College must not allow itself to be intimidated by threatened lawsuits and must vigorously affirm its right within the limits of due process to govern itself as an academic community.

K. STUDENT FINANCIAL AID

Financial aid for undergraduate students is based primarily on demonstrated need established by an analysis of the Financial Aid Form (FAF) by the College Scholarship Service (CSS). In addition, a limited number of scholarships based on academic achievement at the College are awarded. All programs of financial assistance are administered by the Director of Student Financial Aid. A Committee on Student Financial Aid, consisting of faculty members, students, and administrators is responsible for studying and formulating policy and procedures for recommendation to the administration for the allocation of undergraduate scholarships and financial assistance. The Director of Student Financial Aid is an ex officio member of the committee.

Recently, the Office of Student Financial Aid has been administratively reassigned as part of the newly created Office of the Dean of Student Affairs. With this change, the financial aid records are now being put into a computer which will greatly increase the efficiency of financial aid assignment.

Undergraduate students with demonstrated need are offered a package which includes federal, state, and private grants, and National Direct Student Loans, singly or in combination. Differences between the financial aid offered and the demonstrated need may be offset by part-time employment, other student loans, parent loans, or private scholarships.

Federal grants are in the form of Pell (Basic) Grants or Supplemental Educational Opportunity Grants. Both programs are available only to needy undergraduate students. The College Scholarship Assistance Program (CSAP) utilizes both state and federal funds. CSAP grants are available only to needy Virginia undergraduate students. Grants from state appropriations are available to needy Virginia students and any graduate student whether needy or not. In recent years, 58% of the state appropriation for financial aid has been allocated to undergraduates. Private grants are largely from endowment funds controlled separately by the Board of Visitors and the Endowment Association. The National Direct Student Loan program is administered by the College using federal funds. The program is available to both graduate and undergraduate students, with 55.6% being allocated to undergraduates in 1983-84.

In all but a few cases, the basic financial aid package does not meet the demonstrated need. Thus, students must find supplementary means to gain the difference. A common method is through part-time employment which may be funded by the federal College Work-Study Program, by state appropriations, or by local employers. Some universities use the Guaranteed Student Loan (GSL) as a part of the financial aid package. William and Mary does not since the eligibility requirements are not based on the FAF. Thus, the GSL or other personal student loans are used as supplements for financial aid. In addition, PLUS or other loans by parents are used.

As stated above, the financial aid package does not meet the demonstrated need for most students. In fact, the percentage of demonstrated need being met has decreased substantially in the last five years, as shown in Table 1. The table only applies to entering students, but similar percentages apply to returning students. In general, returning students who continue to qualify for financial aid may expect at least the level of aid which they received in the previous year. Table 1 also does not include Guaranteed Student Loans. The figures for entering students were not available; but in 1982-83, \$1,033,000 in GSL money was borrowed by 470 needy undergraduate students of all classes. In general, students whose demonstrated need is less than \$3000 are currently being advised to seek a GSL, as other financial aid funds are not available.

The situation of declining percentage of need being met arises because the cost of attending the College (Table 2) has risen substantially in recent years, creating the condition in which more and more students are eligible for larger and larger amounts of financial assistance. At the same time, the total amount available for financial aid has also risen. This information for undergraduates is tabulated in Table 3. Within the totals in Table 3, it should be noted that the state appropriation for undergraduate student financial aid increased from \$147,550 in 1979-80 to \$357,520 in 1983-84. On the other hand, the Pell Grants fell from \$514,590 in 1979-80 to about \$425,000 in 1983-84.

TABLE 1

PERCENT OF DEMONSTRATED NEED MET FOR
ENTERING STUDENTS*

	<u>Virginian</u>	<u>Number of Recipients</u>	<u>Non-Virginian</u>	<u>Number of Recipients</u>
1978-79	95.70	111	84.33	62
1982-83	73.60	154	53.25	92
1983-84	64.56	186	33.61	108

*Includes estimated earnings from part-time employment: \$400 per recipient for 1978-79, \$500 per recipient for 1982-83 and 1983-84.

TABLE 2

ESTIMATED TOTAL COST OF ATTENDING THE COLLEGE

	<u>Virginian</u>	<u>Non-Virginian</u>
1979-80	3,534	5,116
1980-81	3,978	5,722
1981-82	4,454	6,488
1982-83	5,073	7,507
1983-84	<u>5,501</u>	<u>8,565</u>
% change over five years	+55.7	+67.4

TABLE 3

FUNDS AVAILABLE FOR NEED-BASED FINANCIAL
AID TO UNDERGRADUATE STUDENTS

	Total Administered by the College*	Total Number of Recipients	Guaranteed Student Loans †
1979-80	1,075,080	763	352,723
1980-81	1,214,380	783	609,259
1981-82	1,146,780	878	1,180,239
1982-83	1,268,960	798	1,033,653
1983-84	1,427,430	857	973,680

* Includes: Pell Grants, College Work-Study Program, Supplemental Educational Opportunity Grants, National Direct Student Loans, College Scholarship Assistance Program, State appropriations, Endowment Association funds, and Board of Visitors funds.

† Total for needy undergraduates only.

While the great majority of financial assistance is need-based, there are some limited funds available for academic scholarships. A noteworthy example is the Ranking Scholars Program in which the top 22 juniors or seniors are designated Ranking Scholars and given an award of \$100. About 20 other scholarships are available to students with special talents. These are usually awarded by departments, schools, or special committees. They range in value from about \$1200 to \$100. A few are available to entering students. The limited number of academic scholarships is in keeping with the stated College policy of awarding financial assistance based upon need.

Recommendations

1. As Table 1 shows, the percent of the demonstrated need being met has been decreasing during the last five years. This has been particularly dramatic for out-of-state students, as they are not eligible for aid from state appropriations of CSAP funds. Clearly, the lack of funds is the greatest need in student financial aid; and thus, in essential agreement with the Task Force on Undergraduate

Student Financial Aid (Fall 1984), we recommend that increased resources for student financial aid be diligently sought, particularly funds which would be available to all students whether they are from Virginia or not.

2. We recommend that the Office of Student Financial Aid should have two functions: (1) the allocation of existing resources and (2) the advocacy for new ones.

3. As the amount of demonstrated need among students grows, it becomes increasingly important to have ready access to financial records. Thus, we recommend that a high priority be placed on the utilization of the computer in the Office of Student Financial Aid.

L. MAJOR RECOMMENDATIONS

While this report contains many suggestions to further enhance the effectiveness of student service programs and policies, we offer the following recommendations as those deserving special and exigent attention.

1. As a highest priority, we recommend that the College diligently seek increased resources for student financial aid, particularly funds which would be available to all students whether they are from the Commonwealth or not. This recommendation should be a priority commitment not just in Student Affairs area but for the institution as a whole.

2. We applaud the merger of women's and men's intramural sports programs and the decision to develop a complement of club sports programs with both areas administered by the newly designated Director of Intramural and Club Sports. This emphasis, especially in the newer area of club sports, will be singularly effective in fulfilling the 1978 Athletic Policy's commitment to providing students with "high quality and broad athletic" opportunities. In this regard we recommend vigorous institution support for the intramural and club sports program. We recommend that Blow Gymnasium be replaced or renovated and dedicated in the main to intramural and club sports program and other athletic/recreational programs which are administered under the Office of the Associate Dean of Student Affairs for Activities and Organizations.

VIII. PHYSICAL RESOURCES

INTRODUCTION

Before looking at the problems of the 1980s, it is useful to contrast our current needs with those stated in the last two Self-Study reports. In 1964, one of the greatest problems with the physical plant was serious overcrowding. Only one faculty member in three had a private office. There was a shortage of classroom space, especially rooms of a suitable size. Any small amount of space which became available was eagerly sought for faculty offices, for classrooms, and for administrative offices.

By 1974, most of the "new campus" had been built. This reduced the overcrowding substantially. Several departments which had been squeezed into temporary quarters were able to expand into space which had been designed for them. While there remained some building needs, the 1974 Self-Study placed much more emphasis on the need for careful planning to utilize the plant most effectively, and the importance of cooperation between faculty and administration in making decisions about how the space would be used. As the 1974 report noted, "in the last decade the College has experienced an unprecedented growth in student enrollment and in the number of its academic buildings." It was a time for consolidation.

In 1984, the problems are quite different from those of the previous two decades. While we must find space for the Department of Music, there is not a great deal of new building needed. Office and classroom spaces have improved considerably, although in some isolated instances they are not yet what they should be. Controversies over space utilization are now fewer and more limited in scope. Our priorities now turn to two needs which have not been dominant themes in previous Self-Studies. One is the critical need to begin renovation of some of the older buildings, especially Washington Hall and Blow Gymnasium. Other high priority should be in the maintenance and care of what we have. These and other needs are discussed in the remainder of this report.

Unlike some parts of the Self-Study, the problems in the realm of physical resources are relatively straightforward and mostly related to lack of funding. That being the case, this Committee believed its mandate should be executed by attempting to gather information focused upon priority needs. There was no intention to make this report "all-inclusive." In order to establish priorities, the Committee solicited opinions from the College constituencies in a variety of ways, including advertising and direct contact. Department chairs and the Director of Buildings and Grounds were interviewed. Random interviews were conducted with members of the housekeeping staff. The information thus gathered was pooled and evaluated by the Committee within the rather broad guidelines of its charge. What follows represents the consensus of perceived issues of importance. No claim is made that all interested individuals or

concerned agencies were contacted, but all interested parties certainly had opportunity to contact this committee.

A. FIRST PRIORITY NEEDS

1. Music Building

Perhaps the most eloquent statement about the plight of the Music Department is included in the 1980 report of the National Association of Schools of Music concerning the Department's application for accreditation:

The physical conditions under which this department works are substandard. The building is overcrowded and is not soundproofed in any way. Sounds from studio lessons intrude on literature classes and ensemble rehearsals are heard during recitals. The spaces are too small, too few and unworthy of the quality of much of this program. Students must use faculty studios to practice. Lessons are being given in converted closets.

Action on accreditation was deferred. This is not a new problem. The 1974 Self-Study made note of the problem Music faced at a time when there were five full-time and four part-time faculty members tending to the needs of a more limited enrollment. In 1984, there are six full-time and 24 part-time faculty members handling a significantly increased enrollment in three areas: academic programs, applied music, and performance ensembles. Finally, a statement from the Music Department itself underlines the problem:

When a portion of Ewell Hall was constructed for the Department of Music between 1955 and 1957, the extent of expansion of faculty, students, and programs could not have been foreseen. In particular, the growth of the applied music program in recent years has brought major needs for additional practice and teaching space and sound containment that severely strain the present facilities. The twenty-six year old building, already needing many repairs, has become increasingly inadequate. Lack of a recital hall and adequate teaching space has thrown the Department of Music onto the goodwill of the College and community, often in contrived, cumbersome, and even embarrassing ways.

The College has responded to the needs of the Music Department by placing a new building at the top of the priority list for construction. The money has not been forthcoming from the state. Renewed pressure should be brought to bear with increased vigor.

2. Admissions Office

No administrative office has a higher profile for prospective students and their parents than the Admissions Office. The current location is in cramped quarters in Ewell Hall. Because these facilities most certainly do not create a good impression upon visitors, we recommend that steps be taken immediately to upgrade office facilities, and that no other administrative office renovation should take priority over this obvious need.

3. Washington Hall

This building, while housing somewhat different occupants, was recognized as a problem by the 1974 Self-Study, and is still with us. In 1974, the Committee described the building as follows:

Another discouraging example of obsolescence on the old campus is Washington Hall, which houses the departments of Anthropology and Modern Languages and the School of Education.

In 1984, the Chair of the Department of Modern Languages and Literatures related the gross inadequacies of the upper floors of Washington Hall in graphic detail:

Working conditions are woefully inadequate (half of the professors must share offices), the building itself is unairconditioned and overheated, the plumbing is deteriorated, the unsanitary conditions have caused a roach infestation, we are far short of the classroom space needed while half the space of some of the rooms goes unused. The list could go on and on.

How can this happen? The answer rests again with the allocation of state funding, but it also lies in the policy alternatives selected by the College in response to the absence of funding for renovation. That policy alternative seems to have been to neglect those sites slated for renovation until the state authorizes the reconstruction. The consequence is that faculty and students have been forced to work and study in decidedly substandard facilities for more than a decade now and to face perhaps a decade more. Something should be done and this Committee believes the action needed is to identify sources of money for "temporary" renovation in anticipation of long delays of funding for permanent repair. To do less is to condemn departments inhabiting such buildings to conditions inimical to academic programs.

4. Blow Gymnasium

This building suffers from the same maladies afflicting Washington Hall: advanced age, general disrepair, and an antiquated heating system. Renovation of Blow Gymnasium is on everybody's list of needs, but it does not get done. Inadequate funding is again the culprit; neglect, the current policy; and suffering of students and faculty, the consequence. Again, it must be emphasized that action is needed during the interim period while waiting for the funds for complete renovation.

5. Swem Library

Space is a chronic problem in Swem and it will probably always be so. In recognition of this fact we urge the appropriate College officials not to relax with the currently approved addition. Study and stack space will remain at a premium and priorities will continue to compete. More details concerning the space needs of Swem are to be found in the section on Library.

B. PHYSICAL PLANT

In the last decade, there has been a cutback in the funds available for maintenance and repair. This decrease in funds has made planning even more important. Planning is a critical management function providing links between needs and goals, or at least constructing meaningful statements about where the institution is heading and how it hopes to get there.

It would appear that a problem of coordination has plagued planning with regard to physical resources. Funding shortages have caused disruptions in many ways, exacerbating planning problems with cut-backs, rebates, and even loss of personnel. The people in charge of physical resources are presented with problems of inflation, recession, scarcity of materials, and, particularly, substantially higher energy costs. In this context, coordinated planning is a must. Presidents, vice-presidents, and deans have been forced to alter budgets, administer rebates, and generally fit square needs into round budgets. Not surprisingly, Buildings and Grounds has been an attractive target for revenue cuts.

C. HUMAN RESOURCES

Compared to ten years ago, the College employs fewer personnel to care for an expanded physical plant. The number of groundskeepers has not changed, but additional responsibilities have stretched capacity. The same number of people must deal with the new Law School, the new Randolph Complex, and the upkeep of all the old buildings. The Director of Buildings and Grounds told the Committee, not entirely in jest, that the College would be lucky to keep the grass cut this summer. The 1974 Self-Study had this to say: "The maintenance of college grounds needs to be greatly improved through the more effective use of a larger grounds staff."

The housekeeping staff has actually declined in number, as there are approximately 30 fewer employees now than there were in 1974. The impact upon the quality of services has not been positive.

Another impact of fewer employees, not widely recognized, is the increased cost of energy resulting from the simple absence of personnel to turn off lights, close doors and windows, and otherwise act to close down a building for the night. It should be possible to check this assertion against appropriate cost/benefit analysis to see if additional personnel would result in actual savings.

William and Mary's maintenance workers, especially those performing custodial duties, find their salaries or wages woefully inadequate; many have to work a second job in order to earn sufficient income. Among these workers, it is widely perceived that unlike faculty and other employees, no one speaks for their interests. Not surprisingly, these workers voice little sympathy for the "plight" of professors who earn \$25,000 or \$30,000 per year.

Perhaps worst of all, they despair at not being consulted in a meaningful fashion before decisions, sometimes arbitrary and ill-advised, are made. Cases in point are: (1) the requirement, imposed several years ago, that custodial workers report at 5:00 a.m., a change that created hardships for many individuals, especially women with small children; and (2) the recent introduction, pursuant

to a consultant's report, of the "floaters" system in cleaning buildings. According to this system, more custodial personnel would shift from building to building, rather than work regularly in the same building(s). Remaining in the building, workers insisted, increases their knowledge of the building and its custodial needs, while designating specific custodial personnel accountable for the work, in which — if a building is theirs — more pride can be taken. These workers also decry shortages in their staffs and a hostility to their ideas when decisions are made. Listening to the rank-and-file might have saved time, money, and anxiety because apparently the "floaters" system proved counter-productive and has since been discarded.

It is strongly urged that some sort of representative system be established which would encourage participation by housekeeping and maintenance personnel in the decision-making process. While it is recognized that final decisions must be made by appropriate administrative personnel, it is also recognized that major changes are best implemented in a spirit of cooperation and consultation rather than by means of *fait accompli*.

D. EQUIPMENT

1. M&O Budgets

A universal complaint has been the fact that equipment repair has been made difficult and replacement nearly impossible owing to inadequate funding of requests. Nearly a decade of deprivation has had undoubted impact upon the quality of equipment. Inadequate photocopying facilities, ancient typewriters or none at all, and absence of computer and word processing equipment are problems common to most academic units. Difficulties with specialized equipment needs plague many units as well. Some have shown amazing creativity in coping with shortages. Particularly impressive has been the ingenuity of Geology in making use of "surplus" equipment. Also significant has been the aggressive pursuit of special equipment through the mechanism of grant proposals undertaken by Biology and Physics. All units have suffered with respect to equipment, and despite occasional yeoman effort on the part of faculty and administrators, the quality of education and research has been adversely affected by the use of outdated and poorly maintained equipment. The College has been "making do" for too long; the problem is no longer merely annoying, but significant and serious.

2. Data Processing

In the mid-1970s, William and Mary was pitifully inadequate in computing facilities. A committee of faculty and administrators under the chairmanship of Professor Franz Gross was appointed to develop a plan to improve our facilities. The 1979 report of that committee recommended several significant changes, including improving mainframe computer capabilities and installation of numerous terminals throughout the campus. Most of the recommendations have been implemented, with substantially improved computer capacity for all the members of the College community.

These facts would seem to be part of a great success story. The computer committee presented excellent recommendations, the recommendations were implemented, and the improvement in facilities was dramatic. Unfortunately, the needs of the community grew even faster than the available facilities. Ever-larger numbers of students use the central computers. The word-processing capability of these machines has been discovered by both faculty and students. There is a temporary improvement in capacity, as compared to demand, each time we improve the facility. This provides incentive for new uses and new users, however, and soon the facilities are even more overloaded than they were before the upgrade. We may spend a huge amount of money before we solve the problem.

It was not easy to anticipate the explosion in demand for computer facilities, nor could anyone accurately predict what hardware and software would be on the market by this time. A major development has been that of personal computers, which are of high quality and are relatively inexpensive. This is causing considerable controversy, even among the most knowledgeable, about the best mix of computing equipment on which the College should rely. Should we continue to expand mainframe capabilities, hoping to satisfy some demand at some point in the future, or should we shift some of our emphasis to smaller computers which are compatible with the large, central ones? Related to this is the question of whether we can afford to provide readily available computing facilities to all students.

This problem is not peculiar to William and Mary. Institutions across the nation are struggling with questions of accessibility, effectiveness, and cost of computing and word processing. This Committee applauds the creation of an ad hoc committee to deal with these problems and to report in the summer of 1985.

E. INTRAMURAL AND RECREATIONAL FACILITIES

For a variety of reasons, facilities at William and Mary designated specifically for recreational and intramural activities have been neglected. First of all, needs and interests have long outgrown the available facilities; and secondly, many of the existing facilities are of inferior quality and in dire need of renovation.

The existing facilities are scheduled in the following order of priority: physical education, athletics, recreational, and intramurals. Physical education classes are scheduled on a daily basis from the early morning until 3:30 p.m. (and later on some days); athletics follow for approximately two to five hours according to the specific activity and the number of teams dovetailing practices in the same area; the remaining hours are relegated to intramurals and recreation. Most of the fields and the William and Mary Hall tennis courts are scheduled so heavily that there are seldom any daylight hours available for intramurals and recreation use. It is unreasonable to assume that the situation will improve without additional facilities owing to the large enrollments in physical education classes and the College's commitment to a broad-based Division I athletic program for men and women.

Facilities needed to ease the current problem:

Outdoor Facilities

- (1) Lights for the Anheuser-Busch tennis courts. Electrical lines are in place, so the major expense would be purchasing and installing the fixtures. Care should be taken to install lamps designed to minimize light pollution which interferes with astronomical research.
- (2) An all-purpose playing field which would be available on a priority basis for intramurals and recreation.

Indoor Facilities

- (1) In addition to existing facilities in Blow Gymnasium, an indoor space for basketball, volleyball, and badminton, (2) squash and handball courts, and (3) expanded dressing facilities for men in Adair Gym.

F. COMPUTER MODEL FOR SCHEDULING OF MAINTENANCE

It is time for developing modern approaches to keeping abreast of the maintenance needs of the College. Specifically, it is time to take advantage of modern computer technology and to hire or train an individual to do so. What is needed is a model for scheduling maintenance and repair work and a person trained and responsible for providing sophisticated information, which would not only keep better track of the thousands of relevant details but would also allow the testing of various scenarios and projections and greatly increase the ability to deal with these contingencies.

Present methods seem to have fostered neglect by depending upon an old fashioned information network involving various Buildings and Grounds personnel, department chairs, and others. A better approach is needed.

G. SCHOOL OF MARINE SCIENCE

While this School is not the only one to have seen the benefits of new facilities, special attention should be focused on the recent construction of Watermen's Hall. This multifunction building has had dramatic impact on the physical environment, housing the following: computing services, a library, three classrooms, three laboratories, an auditorium, advising services, and administrative offices. Additionally, an improved fleet and significant equipment purchases (side scan sonar and mass spectrometer) demonstrate the substantial improvements that have taken place at this part of William and Mary.

H. CAMPUS COFFEE SHOP

Another idea dating back to the 1974 Self-Study is the establishment of a coffee and sandwich shop convenient to the new campus. This Committee agrees

there is a need for such an informal gathering place to provide for the physical, psychological, and social nourishment of faculty and students who spend most of their day on this part of campus. Such a shop would be most convenient located near the Swem Library.

I. RUSTIC PARK

To improve the quality of life and to enhance the aesthetics of the area, it is urged that a rustic park be created in the clump of trees between Morton Hall and Campus Drive. This can be accomplished by cleaning up the underbrush, planting a few flowers, and installing several pieces of durable outdoor furniture. Besides being a pleasant site for studying, reading, relaxing, and holding informal gatherings, the rustic park might occasionally be used for outdoor classes.

J. PROJECTIONS

Identifying sources of revenue is beyond the charge of this Committee, but it is clear that solutions to most of the problems outlined above will depend upon the availability of funds. Alterations in the decision-making process and the listing of priorities are not beyond the control of local authority. Deciding to allocate even sparse funding to include the upkeep and repair of Washington Hall and Blow Gymnasium would seem manageable. Finding the space and using scarce funds to construct a Coffee Shop may not be so easy, but the effort should be made. Pursuing the questions of adequate recreational facilities, rustic park, or any of the other recommendations would be made easier with improved consultation with students, faculty, and staff concerning planning and implementation. Effective planning will save time, money, and may improve morale and productivity. Increased sensitivity in all these areas will constitute a giant step toward the creation and maintenance of an attractive environment for work and study.

Finally, how important is an attractive environment? For many years William and Mary has benefited from its beautiful campus and grounds. Years of retrenchment and concomitant neglect have begun to take their toll. We may now be paying a higher price than realized by those who took the rational approach to the recent budget squeeze. A higher price exacted in lowered morale, reduced efficiency — and perhaps most serious of all — in lost opportunity. Who knows how many talented students have elected to study and work elsewhere after, for example, touring our Music facilities or walking the upper floors of Washington Hall. There are signs of neglect evident in some of our most public buildings, such as peeling 30-year-old wallpaper in the lobbies of Phi Beta Kappa Hall. There is time to reverse this trend toward neglect, but the first step is to recognize that the budget for maintenance and repair can no longer be our lowest priority.

In most ways, the physical resources of the College are adequate as we prepare for another decade of service to students and the Commonwealth. While several suggestions are made in this report, we want to stress three which

are critical: developing adequate facilities for the program in Music, renovating Washington Hall and Blow Gymnasium, and improving our ability to maintain and care for what we have.

IX.

SPECIAL ACTIVITIES

INTRODUCTION

The Special Activities section of the Self-Study deals with ancillary educational activities the College has introduced into its program as a part of its overall mission. The activities have been constantly changing over the decades. Indeed, since 1974, several activities have been eliminated, some are in the process of being phased out or drastically restructured, and some new ones have been added. Because the charge to the Committee was broad and consisted of a review of many unrelated activities, the Committee agreed that it could not make a thorough study of each activity. Priorities had to be set. Accordingly, those activities studied in depth were: the Evening College (EC), International Studies (IS), the Virginia Associated Research Campus (VARC), Special Programs (SP), the Institute of Early American History and Culture (IEAHC), and the Summer Session (SS). Those studied less extensively were: Summer Facilities Use, the Institute of Bill of Rights Law, the Muscarelle Museum of art, Rita Welsh Adult Skills Program, and Ashlawn.

The methods used to accumulate information varied with the activity under investigation. Questionnaires sampling 30% of the faculty across the different schools were used to obtain information on IS, SP, and SS. Different questionnaires concerning SP and the IEAHC were sent to selected departments. Other major sources of information were annual reports, brochures, pamphlets and reviews, and numerous interviews held with knowledgeable resource personnel from many areas of the College and the wider College community. In some cases, narratives were submitted when interviewing was not possible. What follows is the Committee's attempt to answer "key" questions asked throughout each report and the Committee's specific and general recommendations.

A. THE EVENING COLLEGE

1. Purpose and History of the Evening College

In 1952, the College of William and Mary instituted a program of evening courses to enable residents of Tidewater communities to earn credits that could be applied to degrees at this or other institutions. As stated in its bulletins, the purpose of the Evening College (EC), as this program of evening courses came to be known, has been "to provide appropriate educational opportunities at the collegial level to those citizens of the Commonwealth who find it necessary to continue their education on a part-time basis."

During the past 30 years, the EC has been the administrative unit for evening courses offered by nearly all of the schools that comprise the College, including the Faculty of Arts and Sciences and the Schools of Education, Business Administration, and Marine Science. Prior to 1973, the EC was part of the School of Continuing Studies; after abolition of Continuing Studies in 1973, the Evening College was administered by a director who reported directly to the Vice President for Academic Affairs; and since 1979, the EC has been administered by an Administrative Assistant in the Office of the Provost.

Operationally, the EC has served two primary organizational and administrative functions during the past three decades. First, as the administrative unit for evening courses, the EC has helped to coordinate these offerings, publicize them through the special EC bulletin, and financially support a small number of offerings (less than 10%) that were not already supported by regular school budgets. Courses publicized through the EC have included both undergraduate and graduate courses drawn from the regular curriculum of the College. Instruction has been provided primarily by members of the regular faculty and occasionally by part-time adjunct faculty. Salaries paid as over-load assignments for regular faculty or as salaries for adjunct faculty have ranged from approximately \$800 to \$1600 per three-credit course, with most in the \$800 to \$1000 range, depending upon the experience and special skills of the instructors. Courses have been offered on-campus in Williamsburg, at the VARC campus in Newport News, and occasionally in local school districts; and courses have generally been scheduled between early afternoon and late evening.

The second major function served by the EC has been as the College's primary vehicle for allowing non-matriculated students — especially graduate students — to register for evening courses at William and Mary as "unclassified students." In a very real sense, this second function of the EC has been its most important function, for it has provided graduate programs, especially in the School of Education, with an essential administrative vehicle (1) for meeting the inservice needs of local school district staff members who desire specific graduate courses, but do not desire formal admission to a graduate program, and (2) for recruiting high quality students into graduate education. In the absence of the EC, graduate students would have to seek and achieve admission to a specific degree program before they could enroll in courses.

2. Evolution of the Evening College During the Past Five Years

During the past five years, the total number of courses listed in the EC bulletin (approximately 200) has remained relatively constant. However, the number of courses supported financially by the EC has declined, especially during the past two academic years, and so, too, has the involvement of those schools that have historically taken advantage of EC services. The data presented in Table 1 illustrate these declines.

No courses in the Schools of Business Administration or Law have been supported financially by the EC during the past five years, and fewer and fewer courses have been supported financially in the other Schools as well. As the final step in this decline, the Provost of the College decided administratively in 1983-84 to disband the EC as of July 1, 1984.

TABLE 1

NUMBER OF EVENING COLLEGE COURSES AND BUDGETS FROM 1974-84

	Arts and Sciences		Education		Marine Science	
	# Courses	Budget	# Courses	Budget	# Courses	Budget
Fall 79	9	\$ 8,325	10	\$ 8,475	1	\$ 900
Spring 80	15	13,650	10	8,625	1	900
Fall 80	5	4,825	14	11,850	1	900
Spring 81	5	4,900	15	11,113	2	1,800
Fall 81	8	7,350	5	4,350	2	1,800
Spring 82	7	7,350	8	6,900	1	900
Fall 82	0	-	4	2,625	1	900
Spring 83	0	-	7	5,925	2	1,800
Fall 83	0	-	7	6,075	1	900
Spring 84	0	-	7	5,200	1	900

3. Implications of the Decision to Disband the Evening College

Neither the School of Law nor the School of Business Administration has participated in the EC during the past decade, and neither will be affected by disbandment of the EC. Neither the Faculty of Arts and Sciences nor the School of Marine Science encourages enrollment of non-matriculated students in its courses, and neither has drawn substantially on the meager resources of the EC during the past three or four years. In the future, both Schools can offer evening courses for their regularly enrolled students, as has always been the case, but they will need to do so at their own expense. Elimination of the EC will have the greatest impact on the School of Education, since it removes the mechanism by which non-matriculated students have been able to enroll in graduate courses in the School of Education.

4. Projections

The Committee recommends: (1) development of an alternative mechanism for registering non-matriculated graduate students in School of Education courses; (2) provision in the School of Education of a minimal budget for employing part-time adjunct professors who can teach courses that have formerly been financed by the EC; and (3) assumption by the School of Education of all responsibility for coordinating and publicizing its evening graduate courses.

Finally, in light of what has happened to the EC in recent years, the College should now develop alternative arrangements for encouraging, supporting, and legitimizing part-time study, especially for graduate students, in classes that are offered throughout the institution during the late afternoon and evening hours.

B. INTERNATIONAL STUDIES

1. History, Function, and Administration of International Studies

In the past ten years the establishment and continuation of on-campus and off-campus programs of International Studies (IS) have been among the most significant curricular developments at the College. Like the 1974 Self-Study, the 1984 Self-Study coincides "with a period of notable activity" and reorganization in IS.

The Committee on Foreign Studies in 1972 and the 1974 Self-Study recommended: the formalization of interdisciplinary foreign studies concentrations, each with a strong foreign language component and a supervising faculty committee; the development of study abroad programs; foreign language houses on campus; the appointment of a Director of International Programs; and the expansion of the number of IS courses offered by departments. Ten years later, all of these recommendations have been implemented in whole or in part.

In 1983 a Director of IS and an Office of International Studies (OIS) were created to administer and coordinate all aspects of these programs at the College. International Studies is part of the Office of the Dean of the Faculty with the Director reporting to the Dean of Undergraduate Studies.

2. Scope of Study Abroad Programs Available at the College

Students at the College are encouraged to seek opportunities for study abroad, pursuing one of three options: direct enrollment in a foreign university; participation in U.S. college-sponsored programs; and participation in William and Mary-sponsored programs of study abroad. By 1974 the College operated junior year abroad programs in: Sussex and Exeter, England; St. Andrews, Scotland; and Montpellier, France.

Currently the College's junior year abroad programs include: St. Andrews University and Divinity School, Scotland; Exeter University, England; Silliman University, the Philippines; and a cooperative arrangement with the University of North Carolina-Chapel Hill in Montpellier, France. The College expanded its

summer programs to include: Cambridge, England (1975); Montpellier, France (1978); Valle, Spain (1980); Florence, Italy (1981); Muenster, West Germany (1982); and Xalapa, Mexico (1983). Of the programs mentioned only two are now defunct, Sussex and Spain. Approximately 200 students study abroad annually.

Individual schools and departments also operate study abroad programs. The Marshall-Wythe School of Law sponsors a summer session at Exeter University, England, and the School of Education sponsors a one-semester exchange program with Rolle College in Exmouth, England. The Department of Anthropology operates a summer field school in St. Eustatius, the Netherlands Antilles.

The College maintains membership in three consortium programs which provide study in China, Denmark, Spain, Austria, West Germany, England, and Mexico during the academic year.

The foreign study programs are self-supporting.

3. Relationship Between Faculty and the College's Study Abroad Programs

The study abroad programs were initiated primarily by faculty. College faculty staff all summer study programs, serving as directors and/or instructors for the programs. The junior year in France program, sponsored jointly with the University of North Carolina-Chapel Hill, allows each sponsoring institution to provide a faculty member as Resident Director in alternating years.

Faculty are directly involved through service on various committees related to IS: the Committee on IS and its subcommittees; the Special Interest Housing Committee; and indirectly, the Educational Policy Committee.

4. Expansion of Foreign Student Enrollment

The College enrolls approximately 40 international students in its undergraduate program each year, which represents approximately four percent of the entering class of freshmen and transfer students. In addition, the graduate program enrolls approximately 40 foreign students.

The Office of Admissions processes the applications for incoming undergraduate freshmen and transfers, while the graduate departments and the Dean handle the admission of graduate students. Most of the undergraduates hail from Western Europe, the Middle East, and the Near East, while the largest constituency of graduate students are Asian.

From interviews with administrators and data gathered in a faculty survey, it appears that the enrollment of international students will not increase dramatically over the next ten years. No special effort is made to recruit international students, and with the rising costs of tuition, the international student may find it difficult to fund his education. If the College intends to increase student enrollments, therefore, increased financial resources must be found for scholarships, assistantships, work-study, and the like.