

5. Services the College Provides Its International Students

Over the past ten years the support services available to students have increased significantly with little increase in staffing or funding. The Director of IS serves as the International Student Advisor, providing personal and academic counseling and advising the International Circle organization. In addition, the Office sponsors a host family program and an international student speakers' bureau designed primarily as a tool for community outreach, publishes an International Student Handbook and newsletter, *AGORA*, and administers a small loan/grant program.

The Department of English offers special sections of Writing 101 for international students. The College Registrar serves as the Immigration Officer handling all administrative services related to visa and immigration matters.

6. Special Interest Housing

Through individual faculty initiative in 1974, the College established a language house program consisting of the French, German, and Spanish Houses, located in Botetourt Residences. Later expansion included the addition of the Italian, Russian, and Asia Houses. The Asia House closed due to limited funds and shrinking interest among faculty and students. In 1982 the College added the Creative Arts House in Botetourt. The Botetourt residences house 40 students in each, while the Italian and Russian Houses located on Jamestown Road house 12 and 14 students respectively.

7. Residents of the Houses

Students apply for residence in their freshman year; both language and non-language majors may apply. Students elect house program representatives and dorm councils which are responsible for program planning. In the Botetourt units house tutors, who are native speakers, work with a faculty advisor and house residents in planning and publicizing programs. Residence hall staffing includes an Area Coordinator, Head Resident, and Resident Assistant for each of the Botetourt residences, while a Resident Assistant services all College dormitories on Jamestown Road.

8. Goals and Objectives of the Houses

A statement of goals and purposes drafted in 1984 states the general program goals as follows: (1) to provide a "living-learning" environment apart from the traditional residence hall programs, (2) to extend the learning experience beyond the classroom, (3) to encourage student-faculty interaction on a regular basis outside the classroom, and (4) to create a community which nurtures the intellectual/creative interests of students and faculty within the boundaries of a "special interest" or academic theme. Each house is responsible for creating a statement of specific goals and for planning their individual house activities. Typical house activities will include conversation hours, guest speakers, guest artists, festivals, films, and conferences.

9. Administration of the House Programs

The Offices of Residence Life and IS are responsible for dual management of the houses. Residence life is responsible for the management of housing policies, functions, and staffing, the house tutor contracts, and related personnel matters. The OIS provides direct cultural/academic program support to the faculty advisor, house tutor, and residents through budgets and advising. The budget for house programs is state funded.

The Language House/Special Interest Housing Program has experienced much drift since its establishment. This drift has resulted from changing interests among faculty and students as well as changing staff in administrative offices responsible for programs. By establishing concrete goals and clearly defined management responsibilities, the program quality and stability of administrative services should serve to strengthen the program.

10. On-Campus Program of Interdisciplinary Concentrations in International Studies

Until the mid-1970s students concentrated only in formal disciplines based in individual departments. With the establishment of the interdisciplinary committees, students were able to propose interdisciplinary concentrations in international studies. Faculty committees, organized on an ad hoc basis, established guidelines for four primary concentrations in international studies: International Relations, Latin American Studies, East Asian Studies, and Russian Studies. Students were also able to create their own concentrations with faculty guidance.

Originally, existing programs for international studies were administered by the Committee for Interdisciplinary Studies in consultation with an unofficial faculty advisor for each program. Currently, the OIS serves as the administrative unit for on-campus concentrations, responsible for administrative review and approval of concentration applications.

11. Faculty Opinion on Interdisciplinary International Studies Concentrations

Most faculty surveyed and/or interviewed do not believe the College currently offers a comprehensive program. The College should increase course offerings and potentially offer concentrations or minors in studies in the Middle East, Africa, and other Third World countries/regions which have not been prominent in the curriculum to date. Some faculty, however, are reluctant to begin new programs if it involves an outlay of financial or faculty resources already too scarce at the College. Without additional faculty to teach these area studies courses, concentrations or minors will be unlikely in the future.

12. College Support for the Growth of the Programs

With over 60 concentrators in international studies, the success of these programs is not without its problems. The number of concentrators has grown

substantially without the simultaneous growth of faculty or administrative support services. Many of the international studies faculty teach in departments such as Economics, Government, and History, which are among the most heavily subscribed departments in the College. The burden on the faculty of advising students in the discipline as well as interdisciplinary international studies can be great and the demand for places in the courses exceeds the supply by a significant margin. Secondly, satisfactory procedures for monitoring the content of international studies concentrations has not been forthcoming, yet it is necessary to maintain quality academic programs. Third, the international studies program has little leverage at the College to argue for faculty positions, library budgets, M&O budgets, classroom space, and other resources. Fourth, the burden on the OIS of administering both the on-campus and off-campus programs is heavy, yet staffing is limited.

13. Scholarships Available to Students Interested in International Study

The College has competed successfully at the national level for the Marshall and Fulbright program scholarships, but has been unsuccessful in winning a Rhodes Scholarship.

The College also offers exchange scholarship opportunities at the University of Exeter and the University of St. Andrews. Since 1974 the College has had an exchange agreement with the University of Muenster, West Germany, but the funding for the scholarship has been erratic and currently non-existent.

Since 1958 the College has participated in the Draper's Company Exchange scholarship program. Since 1980, however, the scholarship has not been viable due to insufficient funding. A considerable interest in reviving the scholarship has emerged, and it is likely that the scholarship will be reinstated when appropriate funding sources are identified.

In 1983 the College received a generous contribution to establish the Nathan P. Jacobs scholarship for summer study in Israel.

The College-sponsored programs of study abroad provide limited financial assistance to students of the College participating in these programs.

The OIS is responsible for the administration of these aforementioned scholarships and programs of financial assistance.

14. Projections

The committee suggests that the following recommendations be considered by the College administration and faculty.

International Studies

1. The College should design an integrated and balanced general program for international education and foreign study, integrating the two components more thoroughly.
2. The College should seek to increase its study abroad program offerings through consortial arrangements.

3. The College should seek outside funding through foundations and private donors to support its international studies programs.

International Students

4. The College should consider the consolidation of international services in the OIS. Consolidation would require additional clerical support.

Special Interest Housing

5. A review of a 1981 faculty proposal calling for the establishment of an International Center with a full-time director should be undertaken. The purpose of the proposal was to consolidate the language house program into one unit, thereby increasing the quality of participants and programming.

International Studies Concentrators

6. The College should integrate more fully the on-campus and off-campus programs of international studies.
7. The College should institutionalize these concentrations to the extent that they can compete for library funds and would have input in department hiring decisions.
8. The College should develop collegewide courses to integrate the international studies curriculum.

Foreign Study Scholarships

9. The College and its faculty should establish a network of scholarship advisors to provide early identification of and encouragement of students who show an interest in or inclination toward these scholarships. This network would increase faculty involvement in the scholarship process beyond service on selection committees.

C. THE VIRGINIA ASSOCIATED RESEARCH CAMPUS

1. VARC and Its Current Status

VARC is a facility used for graduate education degree programs, non-credit special programs, and scientific research. Located in Newport News, the VARC building contains classrooms, seminar rooms, offices, scientific laboratories, and a library.

VARC was established in 1965 primarily to support the scientific research effort at the neighboring Space Radiation Effects Laboratory (SREL), built by NASA in the early 1960s. In the 1970s, VARC classroom facilities were used extensively by the School of Education for graduate degree courses and by the College's Office of Special Programs (OSP) for non-degree programs. On July 1, 1984, however, VARC ceased to exist as a separate organizational entity. The present VARC facilities will be turned over to a consortium of universities, the Southeastern Universities Research Association (SURA), for the construction of a new linear accelerator. This new enlarged facility will be known as the Continuous Electron Beam Accelerator Facility (CEBAF).

2. Educational and Research Programs Utilizing the VARC Facilities

Degree Programs

The classroom facilities at VARC made it possible for the College to conveniently provide graduate programs in a variety of disciplines to the Lower Peninsula community in the 1960s and 70s. However, over the past ten years, only the School of Education has been offering degree program courses at VARC. The number of courses offered has been relatively constant at 11 to 16 courses per semester. It represents an important part of the School of Education degree programs to meet the needs of its students, many of whom are full-time teachers in the Peninsula area.

Non-Credit Programs and Other Service Functions

The OSP at the College, which sponsors short courses, seminars, conferences, and tours in various academic areas and areas of general interest to the public, moved its administrative offices to the VARC facility in 1973. The OSP, whose operations are described in greater detail below, has been offering a large number of courses each year, many of which utilize the classroom and seminar facilities of VARC. In February 1984, the OSP moved back to campus in Hugh Jones Hall. Besides OSP, other education related organizations have used the VARC facility, including the Tidewater Consortium for Continuing Higher Education and the Peninsula Area Cooperative Extension Services (PACES).

Research Programs

VARC has provided laboratory space, animal facilities, electronic and machine shop assistance, and a library for scientific research projects. The primary areas for research at VARC include nuclear physics, biophysics, trace element chemistry, and biomedical and environmental studies. Most of this research has been carried on by William and Mary faculty and graduate students and was related to the Space Radiation Effects Laboratory activities, until SREL was phased out in the late 1970s. Since then, sponsored programs with NASA, primarily in the field of aeronautical engineering, have been increased from about \$100,000 to \$500,000 per year. After July of 1984, these sponsored programs with NASA will be administered by the Grants Office of the College.

3. Recent Changes and Future Plans for the VARC Facility

In 1980, after SREL was closed down, a successor to the cyclotron was suggested. A regional consortium of universities, SURA, was founded, and it made a proposal to the Department of Energy and the National Science Foundation to build a new linear accelerator. In 1983, SURA's design won approval over proposals from the University of Illinois, MIT, the National Bureau of Standards, and the Argonne National Laboratory in Chicago. In the summer of 1983, SURA chose the VARC site over other proposals from Virginia Polytechnic Institute and the University of Virginia to build the new laboratory, known as CEBAF. Building construction is expected to take place over an extended period from 1984 to 1990 and costing about \$200 million. A staff of over 200 people will be working at CEBAF.

Since the operation of CEBAF will greatly overshadow VARC and past SREL research activities, VARC has been eliminated as a separate organization. The VARC facility will still belong to the College but will be turned over to the Director of CEBAF for CEBAF's exclusive use. The current 17 VARC employees will continue to be state employees but will be assigned to the Director of CEBAF.

Although the Director of VARC has been reporting to the Provost of the College, VARC has been budgeted by the state independently from William and Mary. After July 1984, the funds to support the above mentioned employees will be added to William and Mary's budget, and the College will administer the payroll of these employees. Thus, it is believed that the organizational change will have virtually no financial impact on the College.

4. Projections

In the 1970s, the School of Education was invited to expand its activities at the VARC facility to help VARC "survive" the phasing-out of SREL. Since then, the course offerings on the Lower Peninsula have become an integral part of the School of Education's graduate degree programs because classes are accessible to many graduate students who are full-time teachers at Lower Peninsula schools. VARC has provided ideal facilities for these degree programs. This Committee feels strongly that the College administration has the obligation to assist the School of Education financially and in other ways necessary in locating replacement classroom facilities.

The OSP course offerings at VARC have served the College handsomely by maintaining a William and Mary presence on the Lower Peninsula. Indeed, the OSP is a vital function of the College, helping to fulfill the College's responsibility to the community at large. The VARC facility was a visible reminder and symbol of this responsibility. This Committee feels that the College administration should work closely with the OSP and together seek ways to maintain William and Mary's presence on the Peninsula. (Please refer to the section of this report about the OSP for elaboration.)

CEBAF promises to be a first class facility unique in its configuration. It will attract the best researchers from around the country and abroad, and it will have a special mission to train graduate students. In summary, it will go far in establishing the Peninsula area as a center for research in nuclear science. The challenge for the College is to develop mechanisms to take advantage of the presence of CEBAF.

D. SPECIAL PROGRAMS, CONFERENCES, PROFESSIONAL DEVELOPMENT, AND SERVICE ACTIVITIES

Because of the number and variety of non-credit service programs and professional and educational activities for students, faculty, and the public, we have not attempted to categorize all these activities. They are organized below in terms of where the activities originate. First, there are the public service adult continuing education programs initiated, developed, or administered by the

Office of Special Programs (OSP). Second, there are workshops, conferences, and activities initiated or sponsored by the faculty, departments, schools, and other College entities.

1. Purpose and Function of the Office of Special Programs

The OSP was established in 1972 to develop and administer non-credit programs, seminars, field studies, and short courses to serve the personal, professional, vocational, and cultural needs of the community. In addition to these adult continuing education programs, the OSP provides an administrative structure for College faculty members, departments, and schools to participate in out-reach programs serving the community. The Office also assists departments in the planning and administration of on-campus meetings, conferences, or other special events within the limits of its staff and financial resources.

2. Administrative and Financial Organization

The Office is headed by a Director who meets regularly with a SP Advisory Committee formed from the schools and departments of the College to advise and determine broad policies of operation. The Office operates under guidelines set forth in a *Mission and Objectives Statement* (Appendix 1) developed by the Advisory Committee in 1978 and approved by the College administration. Each year the OSP is evaluated by the Advisory Committee to verify that it is operating in accordance with the mission statement.

Special Programs operates on an E&G fiscal year budget, the same as other departments, schools, and administrative divisions of the College. Fiscal guidelines established by the administration require that, except for the salaries of one secretary and the Director, expenditures will be matched by revenues generated from program fees. Revisions of the budget are allowed within fiscal years based on revenues generated. This flexibility allows modest expansion of expenditures to accommodate the planning and development of creative, new programs. Under these policies, SP activities have increased from 66 programs serving 1,537 students in fiscal year 1973-74 to 154 programs serving 2,757 during fiscal year 1982-83.

3. Organization of the Office of Special Programs

Eighty-nine percent of those faculty members who responded to a questionnaire distributed by this Committee expressed a favorable opinion of SP service to the College, community, and public needs. In a survey of students enrolled in SP between 1981 and 1983, the programs were evaluated between very good and excellent (4.28 on a 5.0 scale) on quality, instructor capability, and content. In addition, 98% indicated that the courses achieved the intended results and recommended them to others.

Continuing Education Units (CEUs)

Through its OSP the College offers CEUs for non-credit programs which qualify under guidelines established by the Southern Association of Colleges and Schools, the State Council of Higher Education of Virginia, and the Council of

the Continuing Education Unit. CEUs are awarded only for those programs which meet the criteria established by these groups. Permanent records are maintained for individual participants and transcripts are issued on request.

Transfer of Business Management Seminars

Since 1978, the OSP co-sponsored with the School of Business a series of management seminars for corporate executives which accounted for 14% of SP enrollment and 40% of the revenue. In November 1983, the School of Business Administration established a New Center for Executive Development to operate the seminars and expand School activities. Loss of these revenue producing seminars makes it necessary for the OSP to develop new revenue sources. It also creates an opportunity to broaden and extend OSP services within the College Community.

Office of Special Programs Move to Campus

The OSP has been located at the William and Mary extension campus at VARC since 1973 for the purpose of maintaining a clear College public service role and presence on the Lower Peninsula. The transfer of the VARC facilities to the CEBAF Project necessitated that the OSP move (February 1984) from VARC to the main campus in Williamsburg. While this move should promote communication for planning and developing new programs between the OSP and College faculty members and departments, the loss of the VARC facilities for special programs and School of Education evening classes makes it difficult to serve the populous Hampton-Newport News area, except in costly rented classroom facilities.

4. Future Goals and Specific Problems

A review of annual reports and the Advisory Committee's Annual Evaluations of SP reveals several areas where an expansion of SP services might benefit the College. There are opportunities: to develop summer institutes and similar programs appropriate to the College mission which would more fully utilize College facilities and provide opportunities for faculty employment during the summer; to extend non-credit programs and studies abroad during the summer or vacation periods; to provide administrative services to the professional schools, including the Virginia Institute of Marine Science, in offering continuing education programs and seminars to serve the training needs of adult professionals; to provide planning services and financial support to departments desiring to develop creative non-credit programs to serve faculty, student, or community needs; and to extend more complete planning and administrative services to the many conferences, institutes, and other programs initiated by the schools and departments.

Related to these future goals, it should be noted that the permanent OSP staff consists of one part-time and three full-time employees. Last year the Office planned and administered 150 programs, registered and collected from over 2700 students, and was responsible for 45 publications and 150 course descriptions. Without additional full-time staff and facilities, the volume of programs and services currently offered cannot be substantially increased.

The Committee notes a growing demand for non-credit continuing education programs, meetings in the area of professional groups, as well as needs for

off-campus credit courses on the Peninsula for the military, public school, and other groups. The College administration should thoroughly assess these needs and determine if adequate administrative resources are available to serve them. An expended effort in this area could serve a growing demand for continuing education training and generate considerable revenue by scheduling on-campus conferences and professional meetings. It would also increase opportunities for faculty participation in creative programs, promote the College as a valuable asset to the area community, and make full use of campus dormitory and other facilities, especially during the summer.

5. Purpose and Scope of Workshops, Conferences, and Professional Programs

A questionnaire was circulated to all departments, schools, and directors of major activities to assess the general scope, types, and number of participants served in activities sponsored for the professional and intellectual benefit of students, faculty, or non-College groups. While the survey did not produce comprehensive figures, the sample indicated the great diversity of activities, including conferences of professional societies, seminars, workshops, field trips, instructional tours, panels, lectures, and meetings. Most activities involve close coordination by a member of the faculty or a department and have an identifiable relationship to the general mission of the College. Activities are scheduled both on and off campus and range from those available at no fee to those costing in excess of \$500. Many of the activities have been sponsored successfully for years by individual faculty members or departments and are repeated on a regular basis. The College sponsors and hosts a wide range of non-credit activities, conceived and developed by individuals and departments in accordance with their own interests and needs. The programs represent fulfillment of a variety of professional goals, educational objectives, and special interests. No central coordination, or financial or procedural guidelines are currently available to assist those who manage these activities.

In summary, the survey clearly indicated a high degree of professional interest and activity in most departments for meeting their responsibilities to students, faculty, and outside professional groups in their academic disciplines.

6. Projections

The OSP should be designated by the College as an administrative resource available to the departments and schools to provide specialized mailing lists, information on accommodations and services, budgeting, financial procedures, and other planning assistance for conferences and meetings. Assistance from a central administrative source would be highly beneficial to the continuation and growth of conferences and non-credit activities initiated by the departments and schools and would provide a suitable measure of coordination. A recent brochure prepared by the OSP announces such assistance but, if full services are to be available as required, some significant financial and staff commitments by the College to SP may be necessary.

Because of the recent transfer of the College's extension facility and classrooms at VARC to CEBAF, a special effort should be made by the OSP, the School of Education, and other schools and departments of the College to

maintain a viable presence on the Lower Peninsula which it serves. The College administration should provide financial support for rental of facilities and seek new ways to fulfill the College's responsibility to this large community. The free public lecture series co-sponsored by William and Mary and NASA is one example of how College visibility can be maintained in a positive way. The Committee believes, however, that there are additional opportunities which the College should explore to serve the needs of this area and the state.

Through the OSP the College should consider the educational opportunities available via new cable television, teleconferencing, and other non-traditional delivery systems. Centex, the Williamsburg-based telecommunications network, can deliver programs from Richmond to the Eastern Shore. The OSP is currently negotiating with Centex to produce 16 hours of live, interactive television training for members of school boards. The potential for utilizing this unique home-based delivery network should be encouraged and promoted college-wide.

Overseas and study abroad non-credit programs during summers and vacation times remain relatively undeveloped. The College should utilize its resources and support to encourage a coordinated program to provide educational and intellectual opportunities for students, faculty, and area alumni to participate in such programs.

Finally, for the long term future, it is recommended that the College appoint a task force, including appropriate representatives of its service area, to study the non-credit and credit educational needs of the Lower Peninsula, and to determine if additional administrative or other resources should be committed to serve these and other public needs compatible with the College mission.

E. THE INSTITUTE OF EARLY AMERICAN HISTORY AND CULTURE

1. Organization of the Institute

The IEAHC, founded in 1943, is an organization established primarily as a center for the dissemination of literature in early American history and culture approximately to the year 1815. In addition, research is included as a significant part of its function. The mechanisms by which this is accomplished is reported elsewhere in the report. Its sponsors are the College of William and Mary and the Colonial Williamsburg Foundation.

At its inception, an assemblage of national scholars became the council which was to supervise the Institute. Since that time the council has expanded to 19 and has continued to include many established historical scholars from academic institutions in the United States and Canada, librarians, senior executives from the publishing business, as well as elected representatives and senior executives from the sponsoring organizations. The Presidents of the latter two organizations serve as ex officio members. The procedures by which the council appointments are made and its operation have remained essentially the same since the 1974 Self-Study. The council manages the IEAHC through an executive committee and three operational committees and through a professional staff consisting of a Director and Assistant Director, six editors and assistant editors, and several post-doctoral fellows.

2. Financing the Institute

Due to inflationary costs as well as expanded activities, the total Institute operating budget has risen from \$173,211 in 1972-73 to \$377,559 in 1981-82. The primary responsibility for funding the budget has been the Institute's two sponsors. In 1972, 55% of the budget was financed by the College while 45% came from Colonial Williamsburg. Budgetary restrictions which hit both organizations since that time have resulted in substantial changes. Although in 1981-82 the contributions of both sponsors were substantially higher than in 1972-73 (almost doubled), the percentage of the total budget financed by the two sponsors over the same time period has dropped from 100% to 83.5% (the College, 48.5%; Colonial Williamsburg, 35%). This has left a significant shortfall (16.5% in 1981-82) which in recent years has forced the Institute to seek outside support. Through an increasingly aggressive development program, the IEAHC has acquired additional funds by founding the Institute Associates in 1977 which has increased its membership from 53 to 555 in 1983, by obtaining a grant from the National Endowment for the Humanities, from increased personal giving through endowments, and through increased gifts from private foundations and industry. However, these gifts are not all continuing, which has led to the Institute functioning at less than capacity on several occasions. The need for a significant increase in the current level of outside support is essential considering the unlikelihood of additional support by its two sponsors.

3. Contributions of the Institute

The IEAHC provides several major services which are far reaching in scope and of great value to historical scholars all over the world. Primary is its role in editing and publishing scholarly historical literature, including the *William and Mary Quarterly*, published by the College since 1892. This publication, according to the *Arts and Humanities Citation Index* (January-April, 1982), is the most frequently cited journal of history in the world. Other publications include more than 100 books of first-quality since 1947, 29 since 1974. An incentive to the preparation of high quality manuscripts has been the establishment of the competitive monetary award known as the Jamestown Prize first awarded in 1975 (formerly the separate Jamestown Foundation award and the Institute Manuscript Award).

Other services provided to the national and international community include: documentary research and editing, which has resulted in such publications as *The Papers of John Marshall* and *The History of the Tuesday Club*; sponsorship of conferences and symposia; and acting as an information clearinghouse where scholars with common interests in early American studies can be brought together.

4. Academic Relationship Between the Institute and the College

Routinely, the Institute awards one two-year post-doctoral research fellowship each year to the most promising candidate in an international competition. The fellow receives an appointment as an assistant professor in the Department of History and teaches from 18 to 21 semester hours per year as needed in the

graduate and undergraduate programs. Two slots (actually 1.8 positions) per year are awarded to the Department for the IEAHC fellows; and according to the College Provost, these positions only exist in the Department because of the Institute and would be deleted if the IEAHC ceased to exist. In addition, the Institute's editorial and internship program in scholarly editing typically brings several students to the campus each year. These students are admitted by the Department of History to its academic program and receive either the MA or PhD upon satisfactory completion of the requirements. The relationship between the IEAHC and the Department of History is evident further by the existence of two faculty appointments which are held jointly between the Institute and the Department. In a less direct way, conferences and symposia sponsored by the Institute contribute significantly to the undergraduate and graduate programs in History by periodically bringing outstanding scholars to the campus. All of these programs, in addition to their obvious contributions, seem to be of some significance in the positive effect they have on the overall recruitment of graduate students into the Department.

5. Future Goals of the Institute

The IEAHC has no immediate plans to expand its mission. However, it would appear that scholarly work on early American history is increasing. This, undoubtedly, will place greater demands on the Institute both as a clearing house and as a publisher, as it is the only organization in the country dedicated to this mission.

6. Projections

The Institute is locally, nationally, and internationally very prestigious, primarily because of its unique mission and its sound operation and because of the excellent work done by its professional staff. However, two areas of concern need to be addressed by the Institute and its co-sponsors: (1) the financial climate and (2) the internal relationship between the Institute and the Department of History.

During a period when the co-sponsors of the Institute have reduced their percentage contribution to the organization, inflation and operating costs have increased, forcing the Institute to begin an active development program. Although the latter is very desirable and indeed necessary to make up the financial shortfall, it places an additional burden on the Director. The Director and the staff in addition to their regular duties, have to spend an increasing part of their time seeking outside funds and improving their development program. This obviously detracts from their scholarly activities at a time when there is increased demand for their services. It is suggested, therefore, that the College Development Office should take more of the initiative in locating donors who might be interested in supporting the Institute. Even with the Office's assistance, however, we recognize that the expertise of the Institute personnel is critical in technically explaining and justifying their financial needs if they are to obtain increased private funding. Accordingly, we also suggest that consideration be given to the establishment of a position of Administrative Assistant to the Director of the IEAHC.

The other area of concern surrounds the relationship between the Institute and the Department of History. As indicated under item four, a significant and substantial tie exists between the two bodies in several different areas. It would seem reasonable, therefore, for the Chair of the Department and the Director of the IEAHC to work more closely with each other where there are common interests. For example, the Chair or some representative of the Department routinely could be included on all search committees for the selection of new Institute fellows and editing apprentices and interns. In general, the Committee feels that the Department Chair's role in the IEAHC should be expanded but that the rather desirable autonomous nature of the Institute should be maintained. It should be noted that the 1974 Self-Study indicated similar concerns regarding the internal relationship of the Institute with the Department of History.

F. THE SUMMER SESSION

1. Administration of the Summer Session

The Summer Session (SS) is administered by the Deans of the schools (Arts and Sciences, Education, Business Administration, Law, and Marine Science) with administrative support from the Office of the Provost. The 1974 Self-Study recommended the continuation of a separate administration, as did the report of an Ad Hoc Committee on the SS and EC, dated April 6, 1977. The administrative office of the SS was eliminated in 1978.

The Deans see different purposes for the SS (based on interviews with a representative from the Dean's office for each of the schools, except Marine Science, whose summer programs are operated separately and are not represented in this report). The professional schools regard summer programs as integral to their academic efforts. Graduate students, in Business and Education in particular, rely on summer courses to complete their graduate education. Summer courses in the Arts and Sciences are regarded primarily as a service to undergraduate students, especially continuing William and Mary students who can supplement their regular session efforts. The SS also is seen as a way for some faculty members to supplement their incomes.

The faculty have varied opinions on the purposes and possibilities of the SS. (Faculty opinion was surveyed through a simple anonymous questionnaire. A 30% sample stratified by rank and school was selected. Forty-eight faculty members responded.) Some think the purposes are the same as in the regular session, i.e., to provide a balanced curriculum for the development of the whole individual. Others see the session as an opportunity to develop special and supplementary offerings. Many seem to believe that the session could be developed to serve a wider audience and to provide educational services that would be appropriate to the mission and the nature of the College.

2. Characteristics of Summer Session Students

Admissions are handled through the Registrar's Office, with relatively open admissions policy. Admission to the SS does not admit students to the regular session or for degree programs.

Enrollments (numbers of students) for the ten year period from 1974-1983 have varied between 1884 (1983) and 2107 (1978), for an average of just under 2,000 students per year (see Appendix 2 for yearly summaries). Approximately 75% of the students were Virginians. The Arts and Sciences courses account for more than half of the enrolled credits, varying from a low of 48% to a high to 60% (1983) with an average of just under 53%. Education courses account for an average of just under 25% of the credits. The other three schools account for the remaining credits (approximately 22%) (see Appendix 2 for details).

3. Funding the Summer Session

Allocations for the SS are made from the College Education and General Fund and are the first budget commitment for the new fiscal year. The proportion allocated to the session was determined with the 1978 budget and has not changed since that time (i.e., the amount that is allocated changes only as the General Fund increases or decreases). The proportion allocated to each school was determined at the same time and was based on the proportion of the revenue produced in the previous year by each school.

For the five-year period between 1979 and 1983, the SS produced more revenue from fees than was necessary to pay for instructional salaries. The differences between the revenues and salary costs ranged from \$42,590 (1982) to \$88,699 (1980), with an average difference (surplus) of just over \$61,000. The Arts and Sciences courses have produced revenues in excess of salary costs in every year of the five-year period with an average difference (surplus) of just over \$30,600 (the range is very large). The School of Business Administration also has produced excess revenue in each of the five years, with an average of just over \$25,000. The School of Education had salary costs in excess of revenues for the past two years. The differences varied widely for Education, ranging from a surplus of \$26,000 to a deficit of \$8,000. The Law School had salary costs in excess of revenues for the first three years of the period, with an average deficit of just under \$2,500.

Faculty salaries are determined by different formulas in the different schools. In Arts and Sciences and Education, the amount is 11/39 of the previous regular session salary for nine credit hours of teaching with a \$2,000 maximum for each course. The formula in Business is 11/39 of the regular session salary for 12 credit hours of teaching. In Law, the formula is 9/39 of the regular session salary for six credit hours of teaching. (The logic, generally, is that the regular session is 39 weeks. The sessions in Arts and Sciences, Business, and Education are ten weeks and an extra week is provided for grading.)

An Ad Hoc Committee on Summer School Contingent Contracts recommended the use of three types of contracts for summer faculty in their final report dated November 8, 1982. The recommendations were implemented beginning in the summer of 1983. The three types of contracts are described as follows: Type A is the usual firm contract and the salary is paid regardless of the number of students registered for the course; Type B is a contract for a contingent course to be taught only if the required number of students registered (ten in courses numbered 100-400; eight in courses cross-listed 400-500; and six in courses numbered 500-600); and Type C is a contingent contract under which the professor decides at the time of the contract whether to teach the course on a pro-rated basis (pro-rating is based on the number of

students required as defined in the Type B contract) The following contracts were issued for the 1983 SS: Type A, 218; Type B, 15; and Type C, 15. For 1984, the following contracts have been issued: Type A, 152; Type B, 44; and Type C, 35. In all cases the numbers refer to contracts rather than to individuals.

Two of the four Deans (Business and Education) believe that there are problems in both the method and level of compensation for summer teaching. The different formulas among the schools are seen as unfair and the level of compensation is described as too low. Many faculty reported being unfamiliar with the method for determining SS salaries. Just over half of those responding to the survey reported that they believe that the level of compensation is not fair.

4. Educational Rigor of Summer Session Courses

No widespread concern for the educational rigor of the SS was detected. Some (both faculty and administrators) suspected that courses may be more uneven in the summer because some courses can be revised for shorter time periods more easily than others. Some (again, both faculty and administrators) suggested that summer courses provide an opportunity for innovation and experimentation with smaller class enrollments.

5. Projections

The decentralization of SS, through the elimination of the special office, appears to have produced some greater coherence in the curriculum. The administrative officers of the schools attempt to balance resources and needs (e.g., faculty available and willing to teach courses and the curricular needs of undergraduate and graduate students). In general, however, course offerings and academic opportunities remain very much the same from year to year. The summer program probably does not cost very much because enough revenue is generated to pay instructional salaries and the fixed costs (e.g., utilities and building maintenance) would remain at some level whether or not the campus was in use.

There is a persisting sense (among faculty and some administrators) that something more creative, constructive, and educationally fulfilling could happen during the summer at the College. Some suggest that we need to develop and encourage more summer institute programs (such as the Writing Institute in the School of Education). Others express the more general sentiment that the summer ought to hold more opportunities to pursue academic experiences, experiments, and innovations.

The purposes of the SS should be clarified and specified. Administrators seem to operate on the assumption that the SS must be self-supporting. That may be necessary or appropriate, but the appropriateness would appear to depend on the purposes of the session. Likewise, the proportion of the Educational and General Fund allocated to the session and the relative proportions allocated to the schools may be appropriate. Again, this would seem to depend on the purposes of the summer program. Clearly, there has been considerable variation in the amounts of revenues and the numbers and proportions of credits produced since the funding allocation decisions were considered.

There is widespread concern about the distribution of summer teaching opportunities and about the low level of compensation for those who teach. The \$2,000 maximum for each course is seen as too low among Arts and Sciences faculty and by the Dean of Education. The Acting Dean of Arts and Sciences believed that it has helped to distribute summer teaching opportunities to younger faculty and that the limit was appropriate because of the reduced demand on faculty time (e.g., for committee and governance work).

The formulas for determining faculty contracts for summer teaching should be re-evaluated. Difference among the schools should be eliminated unless they can be justified on relevant academic criteria. The \$2,000 maximum for each course should be eliminated.

Courses for the SS should be selected on the basis of relevant academic criteria. Preliminary consideration should be given to creating a curriculum that will be stimulating and inviting. Prospective students (graduate and undergraduate) should be surveyed periodically to determine the types and combinations of programs that are likely to meet students' needs. The revenues in excess of instructional salaries should be used as seed money to encourage the development of high quality and imaginative extensions to SS programs. (Depending on the conclusion about the need to make the SS self-sufficient, it may be necessary to project revenue surpluses.) Incentive grants should be awarded on a competitive basis to faculty members and teaching equivalent administrators who propose the outlines of projects to develop summer institutes or similarly innovative programs. Such proposals should be evaluated on the probable contribution of the programs to the session as an intellectual experience of the academic community. The proposals should be evaluated, secondarily, on the probability of external or continuous funding (where appropriate).

G. SUMMER FACILITIES USE

1. Use of College Facilities During Summer Months

Beginning in 1976, there were increasing requests for use of College facilities for special programs, conferences, workshops, and camps (probably as a result of the increased attention on the area as a result of the Bicentennial celebration). In 1980, questions were raised about the appropriateness of some facility uses and about the College's capabilities for meeting requests. Residence halls were scheduled tightly and some problems developed in performing necessary maintenance and preparation for returning students.

2. Current Policy for Summer Facilities Use

In March 1982, the President approved a policy statement that governs facilities use during the summer months. The policy was published in the *William and Mary News* (March 2, 1982). The policy limits the use of residence halls to facilitate maintenance and sets priorities for access to facilities. It attempts to limit use to programs and activities that are College sponsored or specifically relevant to and appropriate for the College. The policy is monitored by the Associate Provost. Scheduling is supervised by the Associate Dean of Students for Activities and Organizations.

The range and diversity of summer programs have been impressive. Athletic camps remain an important aspect of those programs. The soccer camps have drawn the largest numbers of participants and have been financially successful. There have been gymnastics, basketball, and football camps as well. Beginning in 1982, administrative accountability for the camps was located with the appropriate Director of Athletics. Camps may be operated by coaches or others for profit, but accounting is done within the Director's office.

3. Projections

The 1982 policy statement appears to provide appropriate guidance for the use of College facilities for summer activities. There may be opportunities for extra income for the College in some kinds of facilities uses. However, these possibilities should be considered within the guidelines provided in the 1982 policy. The policy should be expanded to speak to the organization of financial support and the distribution of revenues from summer programs (e.g., to cover such questions as whether programs should be operated for profit and whether the College should share in the financial risk and profit of such programs). It seems likely that capitalizing on opportunities for income from summer facilities use will require expansion of the staff of the Office of the Associate Dean for Activities and Organizations.

H. THE INSTITUTE OF BILL OF RIGHTS LAW

The Institute of Bill of Rights Law was established in 1982 at the Marshall-Wythe School of Law through a bequest by Laura Lee in memory of her parents, Alfred Wilson Lee and Mary I. W. Lee. The primary goal of the Institute is the encouragement of scholarly research in the area of the Bill of Rights, with particular emphasis on First Amendment Law and the continuation of the principles embodied in the First Amendment's guarantee of free speech and a free press. This will involve not only traditional legal scholarship and work in the history of the Bill of Rights, but also will require interaction of the legal and journalism professions.

At this writing, several activities are underway or proposed. A first priority of the Institute is the establishment of a strong program of legal scholarship. Permanent and visiting faculty positions have been created and have begun to be filled towards this end. In April 1984, the Institute sponsored its first symposium, bringing noted legal and journalism scholars from around the world to Williamsburg on the subject of "Defamation and The First Amendment: New Perspectives." Next year's proposed symposium topic is "Free Speech and National Security." In the planning stage are several programs including: a lecture series to bring distinguished members of the journalism and legal professions to campus, a Visiting Fellows program, a program for working journalists and journalism professors to spend one or two semesters at the Law School, and the establishment of Bill of Rights-related courses for William and Mary undergraduates.

The Dean of the Law School is the Director of the Institute, and a law professor serves as Associate Director. The Institute's activities are completely funded by income earned from the trust fund, which is administered by the

College. Since operations were begun in the 1983-84 academic year, it is too early to evaluate the success of the Institute. However, with its sufficient funding and its current and proposed activities, the Institute should fulfill its stated objective and bring further prestige to the Law School and the College.

I. THE MUSCARELLE MUSEUM OF ART

The museum is the newest addition to the educational and cultural program of the College. The initial building, which occupies a space of 7,800 square feet on the south side of the campus, was dedicated in October 1983 and was financed primarily through a \$1,000,000 gift from Joseph and Margaret Muscarelle and \$300,000 from Gilbert and Jean Kinnamon. Its purposes are: to provide a safe location for approximately 1,200 College acquisitions, to exhibit for the community at large, and to attract international artistic shows to serve as a major resource for the entire liberal arts program.

Three major committees composed of College staff and community members function to assist in the operation of the museum: the Visiting Committee, the Exhibition Committee, and the Acquisitions Committee. In addition to these committees, the museum has a Director, a registrar, and two support personnel and will have a curator of collections, an exhibition designer, and an assistant. Together they will oversee the entire operation when the staff is completed. Already, construction has begun on a new \$1,350,000 addition of over 10,000 square feet. This new construction, begun in October 1984, will more than double the size of the original building. The expansion is made possible by a recently obtained matching grant of \$200,000 from the Kresge Foundation and approximately \$700,000 from private funds.

There are three sources of funding for the operation of the museum: endowment, annual private gifts, and state funds. A drive is currently underway to obtain a \$1,000,000 endowment over the next five years with the hope that support from the first two sources will be sufficient to keep state funding at its current level.

Since the museum has only recently become a special activity of the College, the Committee feels it is too early to make any significant recommendations at this time.

J. RITA WELSH ADULT SKILLS PROGRAM

In 1975, the College established through its School of Education the Adult Skills program to tutor area adults who wish to improve their reading and mathematical skills. Originally funded by a grant from the U.S. Department of Labor through the Community Action Agency, today it is a private, nonprofit organization funded locally by the Greater Williamsburg United Way, the College of William and Mary, and individual contributions. From the initial group of 30 adult students, the program has grown to serve over 160 participants each semester. In addition to tutoring in reading and mathematics, programs include preparation for the General Education Development high school equivalency exam and instruction in English as a second language. After

the 1981 death of Rita Welsh, the program's organizer and first director, it was renamed the Rita Welsh Adult Skills Program. The College houses the program, provides support services, and contributes some financial support.

K. ASHLAWN

In January 1975, the College received Ashlawn, the home of James Monroe from 1799-1823, from Jay Winston John. Ashlawn is open to the public as an historic building and educational experience for visitors. Organizationally, it operates as an auxiliary enterprise headed by a Resident Manager who reports to the College Director of Auxiliary Enterprises. The budget for the operation of Ashlawn is based on projected revenue to be raised from admission fees, and fees to various programs conducted there including arts and crafts demonstrations of spinning, weaving, dyeing, and the exhibit's working-farm atmosphere.

To supplement revenues generated from admission fees, Ashlawn has received grants from the Virginia Commission for the Arts, the Virginia Foundation for the Humanities and Public Policy, and the Institute of Museum Services (U.S. Department of Education). Recently it received a \$50,000 appropriation from the Virginia Historic Landmarks Commission for reconstruction of the outbuildings. Ashlawn also solicits funds from private donors.

L. OTHER ACTIVITIES

Since the 1974 Self-Study, several activities have ceased to exist at the College. These include the Marshall-Wythe Institute, established in 1966 to encourage research among social scientists, and the College-Wide Reading Program, which was intended to bring together the College community for the discussion and exploration of a single theme in each academic session.

M. GENERAL PROJECTION

The Committee feels that most of the special activities the College has undertaken over the decades, and particularly those reviewed in this report, have contributed positively to the overall mission of the College. The cost of these activities, however, when added together is substantial. Although most are partially supported by private funds, grants, and revenues, a significant degree of financial support comes from the College budget. Our studies of the separate programs have suggested ways to enhance and expand special activities in ways we believe would be useful. At the same time, we are currently in an austere time when the College must scrutinize budget requests from the academic departments, when course content is being affected by reduction in funds, and when the integrity of the essential part of a student's education is in jeopardy. Accordingly, we urge that the administration and faculty reexamine the College's role in financially supporting these special activities to determine whether, at this time, continued support at the current level of funding is justified.

APPENDIX 1

OFFICE OF SPECIAL PROGRAMS

COLLEGE OF WILLIAM AND MARY

Mission and Objectives

Mission:

To develop, conduct, and support non-credit programs to serve the continuing education, training, and general interest needs of the Tidewater Virginia area utilizing resources of the College or appropriate outside resources. Programs may include, but are not limited to, short courses, seminars, conferences, institutes, and field studies, held on the Williamsburg campus, in the Newport News/Hampton area, or other desirable locations. Special attention should be given to convenience of format, time, and location of the programs in order to best serve the needs of participants. Consistent with the mission of the College and the Commonwealth, programs may be held in cooperation with other educational institutions, community or government agencies, or other appropriate groups.

Objectives:

1. To develop and plan non-credit programs to serve the needs of adult, professional, and business constituents consistent with the overall College mission, plans and policies.
2. To function as a clearing house and resource for the administration and planning of any College non-credit program, conference, or activity within the limits of office staff and resources.
3. To provide liaison, communication, and cooperative planning with other schools and organizations engaged in non-credit programs contributing to a coordinated effort in meeting the total public service needs of Tidewater.
4. To conduct surveys and studies to determine the non-credit educational and training needs of the area and, within the overall capabilities and policies of the College, to develop programs responsive to these assessed needs.
5. To conduct non-credit programs on a self-supporting basis whenever possible, and to solicit public and private funds for needed programs which cannot be self-supporting.
6. To publicize OSP programs by means of news media and by direct communication with organizations, business and professional, or other groups which have a potential need for these programs.
7. To provide administrative and planning support to the continuing education and public service initiatives of the Faculty of Arts and Sciences and the Schools of Education, Law, Business Administration, and Marine Science.

8. To develop and maintain a staff of qualified personnel with capabilities commensurate with the mission and objectives of the Office within the limits of fiscal and overall College support.

9. To provide for a periodic review and evaluation of the operation of the office and the extent to which its mission and objectives are being met.

10. To maintain a procedure for participants in all programs to evaluate the quality of instruction, whether the program accomplished the purposes for which it was designed, and to receive suggestions for the improvement of future similar programs.

APPENDIX 2
SUMMER SESSION
ENROLLMENT SUMMARY

| Year | Under-graduate* | Graduate* | Total Headcount* | School | % Total Credits |
|------|-----------------|-----------|------------------|---------------|-----------------|
| 1974 | 1087 | 945 | 2032 | A/S | 57 |
| | | | | Bus | 9 |
| | | | | Educ | 25 |
| | | | | Law | 8 |
| | | | | MS | 1 |
| | | | | | <u>100</u> |
| 1975 | 1019 | 984 | 2003 | A/S | 53 |
| | | | | Bus | 10 |
| | | | | Educ | 29 |
| | | | | Law | 6 |
| | | | | MS | 1 |
| | | | | | <u>99</u> |
| 1976 | 915 | 1018 | 1993 | A/S | 52 |
| | | | | Bus | 14 |
| | | | | Educ | 26 |
| | | | | Law | 5 |
| | | | | MS | 2 |
| 1977 | 977 | 1037 | 2014 | A/S | 49 |
| | | | | Bus | 13 |
| | | | | Educ | 25 |
| | | | | Law | 12 |
| | | | | MS | 2 |
| | | | | | <u>TOT</u> |
| | | | | TOTAL CREDITS | <u>11,229</u> |
| 1978 | 963 | 1144 | 2107 | A/S | 48 |
| | | | | Bus | 15 |
| | | | | Educ | 26 |
| | | | | Law | 9 |
| | | | | MS | 2 |
| | | | | | <u>100</u> |
| | | | | TOTAL CREDITS | <u>11,810</u> |
| 1979 | 1017 | 1021 | 2038 | A/S | 50 |
| | | | | Bus | 14 |
| | | | | Educ | 26 |
| | | | | Law | 8 |
| | | | | MS | 3 |
| | | | | | <u>TOT</u> |
| | | | | TOTAL CREDITS | <u>11,180</u> |

| Year | Under-graduate* | Graduate* | Total Headcount* | School | % Total Credits |
|------|-----------------|-----------|------------------|---------------|-----------------|
| 1980 | 1064 | 988 | 2052 | A/S | 51 |
| | | | | Bus | 16 |
| | | | | Educ | 26 |
| | | | | Law | 5 |
| | | | | MS | 1 |
| | | | | | 99 |
| | U.C.** | 456 | | | |
| | | | | TOTAL CREDITS | <u>10,415</u> |
| 1981 | 1099 | 860 | 1959 | A/S | 51 |
| | | | | Bus | 17 |
| | | | | Educ | 23 |
| | | | | Law | 7 |
| | | | | MS | 2 |
| | | | | | 100 |
| | U.C.** | 475 | | | |
| | | | | TOTAL CREDITS | <u>9,586</u> |
| 1982 | 815 | 637 | 1908 | A/S | 55 |
| | | | | Bus | 15 |
| | | | | Educ | 23 |
| | | | | Law | 5 |
| | | | | MS | 2 |
| | | | | | 100 |
| | | | | TOTAL CREDITS | <u>9,981</u> |
| 1983 | 823 | 586 | 1884 | A/S | 60 |
| | | | | Bus | 12 |
| | | | | Educ | 20 |
| | | | | Law | 6 |
| | | | | MS | 2 |
| | | | | | 100 |
| | | | | TOTAL CREDITS | <u>9,862</u> |

*Enrollment Headcount.

**Unclassified: data summarized differently for last two year.

X. GRADUATE PROGRAM

INTRODUCTION

While retaining its ancient name as the College of William and Mary, this institution is in fact a university with extensive graduate offerings in four professional schools — Law, Business Administration, Marine Science, and Education — and in 12 subject fields in the Arts and Sciences. The Statement of Purpose which prefaces this Self-Study recognizes the vital role of graduate education when it refers to William and Mary as “distinctive in associating, in an institution of moderate size, the diversity of a university offering graduate and professional programs with the commitment to liberal education of an undergraduate college of arts and sciences.”

The 1974 Self-Study includes (pp. 366-70) an excellent history of the development of graduate work at William and Mary from its inception with the passage of state legislation in 1888 authorizing the College to award the MA degree in addition to the BA. Graduate programs through 1973 produced some 4,051 graduate degrees. Of these, approximately three-quarters, 3,108, were awarded from 1962-1973. It was during this remarkable decade of expansion that William and Mary emerged as a full-fledged graduate institution, with university status being conferred by the state in 1967.

Since then, the expansion of the graduate programs at William and Mary has continued, with the College awarding a total of 5,092 graduate degrees in the 1973-83 period (*Student Data Book*). This growth has come about primarily through the maturation of existing programs, not through the establishment of new ones. The Schools of Law and Business Administration have grown substantially. In 1982-83, the Marshall-Wythe Law School awarded 169 JD degrees; in 1971-72 only 59 were awarded. The School of Business Administration awarded 117 MBA degrees in 1982-83, as compared to 102 in 1971-72. In this decade the College's doctoral programs have also become more productive; in the ten year period beginning with the 1973-74 academic year, some 277 doctorates were awarded. This includes doctorates in Education (EdD) and the Arts and Sciences (PhD). In 1982-83, the College conferred some 42 doctorates: 28 in Education, 9 in Arts and Sciences, and 5 in Marine Science. By way of contrast, 12 doctorates were awarded in 1972-73. Graduate programs are summarized in Appendix 1.

A. PROGRAM DESCRIPTIONS

1. Arts and Sciences

The 1974 Self-Study recommended that "the institutional position and the leadership of the Graduate Dean of Arts and Sciences...be strengthened." At the time, the position was only one-third time, the Dean's office was physically separate from those of other high administration offices, and the Graduate Dean lacked a voice in the major personnel and budgetary decisions of the College, even when those decisions directly affected the graduate program. Since then, several steps have been taken to strengthen the position of Graduate Dean. The position itself has been up-graded to two-thirds time. The Graduate Dean's office is now located in James Blair Hall adjacent to the office of the Dean of the Faculty of Arts and Sciences. The Graduate Dean reports directly to the Dean of the Faculty of Arts and Sciences and the two work very closely together. The Graduate Dean regularly interviews candidates for faculty positions in departments offering graduate work and makes recommendations and confers regularly with the Dean of Arts and Sciences on budgetary, personnel, and curricular matters. These changes have not only strengthened the administration of the graduate programs but have also brought a greater coherence to the overall direction of the College's program in arts and sciences.

Graduate programs can enhance undergraduate programs in many ways:

1. Graduate courses are available to outstanding upper-level undergraduates and thus enhance their undergraduate education.
2. Graduate students enrolled in upper-level undergraduate courses often provide leadership and may add to the overall quality of courses particularly where class discussions are important. The pertinent questions asked by graduate students in such courses tend to keep the instructors "on their toes."
3. Departments with good graduate programs attract high quality faculty members.
4. In many undergraduate programs, graduate students serve as a faculty resource in that they are instructors in laboratory and recitation sections.

In the Arts and Sciences two master's programs have been added recently, in Anthropology (1978-79) and American Studies (1982-83). The Anthropology program has been designed for students wishing to specialize in historic archaeology and related fields. The American Studies program is offered under the direction of an interdisciplinary committee of faculty and includes members of the professional staff of Colonial Williamsburg. Both programs have been structured to enable students to take advantage of the unique strengths of the faculty and the resources of the historic area for the study of early American culture.

In 1978, the College joined with Norfolk State, Old Dominion University, and the Eastern Virginia Medical School to establish the Virginia Consortium for Professional Psychology to offer the Doctorate of Psychology in Clinical Psychology degree (PsyD). During the first two years candidates take roughly one-third of their course work at William and Mary, including basic courses in psychological science as well as clinical course work and practicum training. The student

spends the third year as a full-time intern at a treatment facility, and the fourth and final year is devoted to a concentration in a particular area chosen by the student. William and Mary offers a concentration in family therapy. Five doctorates were awarded in 1982-83.

2. Law

The Marshall-Wythe School of Law offers programs leading to the degree of Juris Doctor (JD) and Master of Law and Taxation (ML&T). It is administered in accordance with bylaws approved by the Board of Visitors. Its principle officer is the Dean, who is appointed by the Board and who reports directly to the President. The Dean is assisted in the administration of the Law School by an Associate Dean for Administration, an Associate Dean for Placement and Alumni Relations, an Associate Dean for Admissions, a Registrar, a Director of Placement, a Director of Admissions, a Law Librarian, and elected and appointed committees of the faculty.

3. Education

The organizational and administrative structure for graduate study in the School of Education consists of the Dean, the Associate Dean and Director of Graduate Studies, program directors, and respective program faculties. According to figures compiled by the office of the Associate Dean, the total (headcount) graduate program enrollment for 1982-83 was 555. This included 276 advanced graduate (CAS and doctoral) students and 279 master's degree students. Only about 10% of these were classified as full-time students. For several years the number of graduate students in the School of Education has averaged about 600 per year. A salient trend since the 1974 Self-Study has been the increasing appeal which advanced graduate studies have held. This has been especially significant in the School's doctoral programs, and it contrasts with 1972-73 when the bulk of graduate study was concentrated in master's degree programs for elementary and secondary school teachers.

An important indicator of the expanded scope of graduate study in the School of Education since the previous Self-Study is in graduate degrees conferred. For the 1972-73 academic year the School of Education conferred five doctoral degrees; for 1982-83 the School of Education conferred 28 degrees — a number which is about two-thirds of the doctoral degrees granted annually by the College of William and Mary. This fraction of the total doctorates awarded has been stable over the past five years. Based on these annual data, the School of Education stands as an essential contributor to the College of William and Mary's stature as a doctoral granting university.

4. Business Administration

The Master of Business Administration (MBA) Program was created as a degree program in 1966; and the School of Business Administration (SBA), as a separate entity, was established in 1968. The School is organized as an integrated unit offering both bachelor's and master's degrees. Faculty members typically teach a mix of both graduate and undergraduate courses. A Dean administers

the School with two administrative officers reporting to him. One, the Associate Dean for Graduate Studies, has principal administrative responsibility for the graduate program including admission, advising, and record keeping.

The MBA program currently is the only graduate program offered by the SBA. In the Fall 1982, there were 272 FTE students registered in the MBA program representing 38.7% of the First Level Graduate Students (State Committee on Higher Education in Virginia classification system) at the College. For the period 1979 to 1982 this number and percentage has remained essentially constant. However, it reflects a gradual expansion of the program since 1972 when 212 students were enrolled in the program, an annual average growth rate of 2.5% or 28.3% for the period. There were 37 full-time faculty members in the SBA during Fall 1982. In a recent survey 30 out of 34 SBA faculty members, or 88.2% , indicated some responsibility for graduate instruction during the year.

5. Marine Science

The Virginia Institute of Marine Science (VIMS) served as the Graduate School of Marine Science (SMS) for William and Mary for many years. In 1979 the General Assembly reorganized the Institute and brought it under full control of the College. Under this new system of organization, the Institute retained its legislated formal duties: (1) to conduct basic and applied research and (2) to advise the Commonwealth in matters pertaining to the management of marine resources. The faculty of the SMS, as an integral component of the VIMS, has a role distinct from that of the faculties of other schools within the William and Mary system. The faculty of the SMS must not only maintain high educational standards but also conduct research and perform the advisory roles required of the VIMS by the Code of Virginia.

The Director of the VIMS, who also serves as Dean of the SMS, reports to the President of the College of William and Mary. Most professional scientists on the VIMS staff also serve as faculty in the SMS.

The Institute is divided into an Administrative Group and a Research and Advisory Group, each headed by an Associate Director. The Associate Director for Research and Advisory Activities also serves as the Associate Dean of the SMS.

A new organizational structure of the Research and Advisory Group was implemented at the beginning of fiscal 1982-83. This reorganization resulted in a consolidation of six divisions into four, and 14 departments into eight.

The School of Marine Science was composed of 61 faculty and 137 students in the 1982-83 academic year.

B. FACULTY

1. Arts and Sciences

The College has no separate graduate faculty. With very few exceptions, faculty members teach both graduate and undergraduate courses and are well qualified to do so. The great majority of faculty have earned the highest degree in their fields and are actively engaged in scholarly research and publication.

They are modestly successful in winning research grants from state and federal agencies, and in recent years have benefited from increased funding of Minor Research Grants, Summer Research Grants, and Semester Research Assignments. The annual list of faculty publications and artistic contributions shows that faculty productivity per year has increased more than 40% since 1974, although this is unevenly distributed. Faculty in doctoral departments produce 2.5 publications per year, while those in other departments generate only 1.5. This level of scholarship is sustained even under teaching loads that normally comprise nine hours per semester, or nine hours one semester and six the next in doctoral departments. It is enigmatic and unfair that many departments do not count supervision of graduate research and thesis direction (often in the summer) as part of the faculty teaching load.

2. Law

In the academic year 1983-84 the regular faculty of the Law School numbered 29. In addition, in each semester four or five practicing attorneys or judges are employed on an adjunct basis as lecturers. In legal education the Juris Doctor degree is regarded as a terminal degree. Each member of the faculty, with one exception, holds the Juris Doctor degree and the one not having that degree holds a PhD degree in history and specializes in the teaching of legal history. Nine members of the faculty possess advanced degrees in law (LLM, ML&T, or SJD).

Full-time members of the Law faculty are expected to be productive, published scholars, an expectation that is reflected and implemented through standards and procedures governing promotion and tenure. The emphasis on scholarship is strong and increasing, in part because of recent increases in the level of research support from College funds and from funds made available to the Law School by its alumni association. In the summer of 1984 five members of the Law faculty were supported by research grants from College funds, and three were supported by research grants from alumni funds. Additional research support is made available to the Law School in the form of student research assistants, funded through the College's work-study program. Support for research and scholarship in the Law School might be described as marginal. If the Law faculty is to increase the level of its scholarship, further research support is highly desirable.

Existing funding for professional travel is grossly inadequate to the need. Travel funds are currently rationed so that no faculty member can expect to have more than one trip per year subsidized by the Law School. The standard teaching load for a full-time member of the Law faculty is six credit hours per semester, which translates to six contact hours per week.

3. Education

There are 30 full-time faculty members in the School of Education, all of whom are eligible to teach both undergraduate and graduate courses. However, the proportion of teaching load devoted to graduate courses varies considerably among faculty members. All full-time members of the faculty hold the doctorate. This year the Dean of the School of Education appointed a Dissertation Study Group to examine and advise him on such issues as qualifications for faculty

members who serve as chairs for doctoral dissertations and for doctoral comprehensive examinations. The Dean and this Study Group examined and discussed recommendations and issues presented by the State Council on Higher Education concerning graduate program faculties. The Dissertation Study Group's report and recommendations were forwarded to the Dean at the end of the 1983-84 academic year.

The cumulative record of research, scholarly activities, and publication of books, monographs, research reports, and journal articles by School of Education faculty is good. Indeed, the record stands favorably when evaluated by the university-wide norms of annual productivity. Since 1973, for example, members of the School of Education faculty have been authors or co-authors of 23 books, including six published in 1982-83. Also for the 1982-83 academic year, School of Education faculty research and writing included publication of 12 journal articles and presentation of 16 papers and talks. Three faculty members received research awards. Five members of the School of Education now hold editorial positions or offices in scholarly organizations.

Within this total and sound record, however, there are imbalances. In 1982-83, for example, six faculty members were the authors of the 12 total published articles; six faculty members were authors of the six books published that year. For the 1982-83 academic year, 16 of the 30 School of Education faculty members are listed as authors of an article or a paper as compiled in the institution-wide annual report. Eleven faculty members were the authors of the 23 books published since 1972-73.

Faculty research and development activities have been substantial and varied. Projects have included federal grants in special education, state and local grants for research and development with public school systems, state funding for the Eastern Virginia Writing Project, program development and workshops with several state agencies, projects funded by Virginia's Fund for Excellence, and a number of individual fellowships and research contracts. In recent years the School of Education faculty members have been successful in competition for research awards granted by the College; these have included Semester Research Assignments, Summer Research Grants, and Minor Research Grants. Travel funds for professional development and scholarly conferences have been meager — usually, an amount of about \$250 annually per faculty member. Additional travel monies have been awarded on the basis of case-by-case requests, with priority given to those faculty members who are presenting papers or serving as panelists at scholarly and professional conferences. School of Education faculty in the 1982-83 academic year participated in and attended state and national conferences for several major education organizations, including American Educational Research Association, American Association of Colleges for Teacher Education, Association for the Study of Higher Education, American Educational Studies Association, Virginia Educational Studies Association, American Association of School Administrators, American Psychological Association, American Personnel and Guidance Association, Association for Children with Learning Disabilities, and Council for Exceptional Children.

The standard professional assignment for full-time faculty in the School of Education is defined each semester in terms of 12 credit hours, with service, writing, and research constituting three of those 12 hours and teaching accounting for the remaining nine hours (usually three three-credit courses). In comparison to Schools of Education at doctoral granting universities elsewhere, teaching assignments for faculty who work in advanced graduate programs at

William and Mary are relatively high. As suggested above, the Dean is working with the Dissertation Study Group and the various program faculty study groups to address this situation.

By the standards of AAUP annual summaries on faculty salaries by disciplines, School of Education faculty rank-by-rank are relatively low in comparison to faculty affiliated with doctoral programs in schools of education at academically prestigious universities.

4. Business Administration

The faculty of the SBA are well qualified in terms of training, experience, and productivity. The School was accredited at the graduate level by the American Assembly of Collegiate Schools of Business (AACSB) in 1973 and recently received endorsement of its accreditation in a five year review. This review is a rigorous examination of the objectives, policies, personnel, and facilities of the School. Members of the SBA faculty generally are expected to receive a PhD or DBA in their respective fields to be eligible for promotion or tenure. In the AACSB review, which considered both graduate and undergraduate programs, 82.2% of the faculty teaching classes (full-time plus adjunct) were found to hold an appropriate doctoral degree.

Research productivity by the faculty was characterized by the AACSB visitation team as adequate but in need of support. This is largely explained by a number of factors. In 1973 a policy decision was made to place emphasis on research as well as teaching, and faculty hired since 1973 have been significantly more productive in this area. Faculty research productivity also is inhibited by heavy teaching responsibilities and by limited resources. The following quotation from the report of the AACSB visitation team addresses this point.

Funds for library acquisitions of importance to the School of Business Administration are woefully low. The per student allocation for book and periodical acquisitions in the School of Business Administration is significantly lower than that in the Schools of Education and Arts and Sciences. Further, there is no single individual in the Library to whom faculty and students in the School of Business Administration can turn for reference assistance.

In a like manner the SBA has been hampered by a lack of graduate assistants and secretarial support. The AACSB visitation report states, "The team observed a critical shortage of secretarial support and graduate student assistance."

Funds available for faculty travel are extremely limited, as they are in the rest of the College. It is virtually impossible to stay current in a field without the professional interaction and stimulation afforded through attendance at scholarly conferences.

Finally, the area of faculty salary levels is a college-wide problem. The Faculty Compensation Board recently has produced a report citing the special problems which exist at William and Mary. The action of the General Assembly in the 1984-86 biennium provided some relief but the risk of losing highly skilled faculty remains a continuing problem. Again, citing the AACSB report:

Salaries are a severe problem. Faculty salaries are considerably below market level in all areas. The team would urge immediate action on the College's part to begin alleviation of this problem. In a faculty as small as the one in the School of Business Administration even a few defections to better paying positions would be devastating.

The SBA recruits faculty in a very competitive market environment, and limited resources have made it extremely difficult to attract younger scholars with good research potential.

5. Marine Science

The faculty is comprised of 46 members who have attained the PHD degree and 15 with master's degrees. Many of the master's level faculty have ten years or more of experience in teaching and research. Because VIMS serves not only as the SMS, but also as the primary institute for marine research mandated by law in Virginia, the teaching and research programs are directly funded by the legislature, rather than through the College. In addition, in excess of \$2 million in research funds in 1982-83 were awarded to VIMS by outside agencies, such as the Environmental Protection Agency, National Science Foundation, Army Corps of Engineers, etc.

The output of contributions published in peer-reviewed journals by faculty of the SMS was 63 papers in 1982-83. Also 20 additional reports were published by VIMS directly in 1982-83.

Participation at national professional meetings has been of high priority in the SMS for many years, and most faculty and many graduate students have the opportunity to attend at least one major meeting each year. Those faculty members with additional support from grants and contracts may attend and present papers at several meetings each year.

Because most faculty are heavily involved in the research program, each member may offer one course a semester or in alternate semesters, as student demand dictates. Much of the graduate training that is conducted in the SMS is "hands on" research, wherein students actually participate in the research program as research assistants. All phases of marine science, from collection of data in the field to laboratory analyses of samples and computer analyses, are taught in this manner.

In June 1984 the Marine Science Task Force of the College Long-Range Planning Commission recognized several critical problems at the SMS. Paramount among these was the very low level of faculty salaries compared to other institutions with similar marine science programs.

In a comparison of faculty salaries of eight institutions with similar programs, the SMS offered the lowest entry level of pay at all ranks.... The greatest disparity between entry levels of pay occurred at the rank of Assistant Professor. The VIMS' salary at this rank must be increased by 75% in order to equal that of Old Dominion University (ODU), the school with the highest entry level salary at this rank. Such a great pay differential at the assistant professor level between VIMS and its in-state competitor is particularly significant for the following reasons:

a) the future quality of the faculty of any school may be largely determined by how well that school competes for talented faculty members.

b) VIMS and ODU are competitors in the same geographic area not only for academic talent, but also for private, state, and federal dollars. Salary differentials of such magnitude will have a negative impact on the competitiveness of VIMS in the future.

C. STUDENTS

1. Arts and Sciences

Graduate admissions are handled by the individual departments rather than by the Admissions Office. The entering qualifications of William and Mary's graduate students compare favorably with those from comparable institutions, particularly in the five doctoral programs. Most students earned undergraduate grade point averages well over the 2.5 (on a 4.0 scale) minimum required by the College. Their GRE scores vary considerably, but in History, Physics, and Psychology the pertinent scores are normally well over 600 (on a 200-800 scale).

Since 1974 efforts have been made to integrate graduate students more fully into the social and cultural life of the College. College publications and information about institutional services and events are distributed simultaneously to graduate and undergraduate students. A Graduate Student Center has been established in its own house on campus, and the Graduate Student Association receives funds from the administration for social activities. Graduate students are regularly included on pertinent College committees. However, not enough graduate student housing exists, especially for married students. Plans to reserve part of the Ludwell Apartment complex for them next year should help to solve this problem.

2. Law

In a typical year 170-180 first year students enter the Juris Doctor program. Those enrolling in August of 1983 possessed a median LSAT score of 39 (88th percentile) and a median undergraduate grade point average of 3.39 on a 4.0 scale. The quality of the entering class in 1983 was thus significantly higher than that noted in the 1974 Self-Study.

3. Education

Criteria for admission to advanced graduate study (EdD and the Certificate for Advanced Study) in the School of Education are as follows: (1) a master's degree, (2) a 3.5 grade point average, and (3) either a total score of at least 1000 on the GRE or a score in the 75% range (or higher) on the Miller Analogies Test. To pass from an advanced certificate program into a doctoral program, an advanced graduate student also must pass a doctoral qualifying examination upon satisfactory completion of at least 12 semester hours of advanced graduate student course work.

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

In recent years the School of Education has attracted well qualified students to its programs. The mean grade point average for students admitted to advanced graduate programs in 1982-83 was 3.67 on a 4.0 scale. Those who took the GRE had a mean verbal score of 535 and a mean quantitative score of 527. For admittees who took the Miller Analogies Test, their average score was 65. At the master's degree level, graduate students enrolling in 1982-83 had a mean grade point average of 3.10. Mean GRE scores were 509 verbal and 541 quantitative; the average Miller Analogies Test score was 59. These profiles have remained fairly constant in recent years; they show definite improvement since the 1974 Self-Study when GRE means in 1971-72 were 514 verbal and 491 quantitative.

Applicants for graduate study in the School of Education are considered on a rolling batch basis. During 1982-83 the School's Committee on Admissions considered 242 applicants for master's and advanced graduate study. Of those applicants, 190 were admitted to regular status in a graduate program. About 70% of those admitted actually enrolled. About half of the admitted applicants who did not matriculate were out-of-state students who said they were unable to attend for financial reasons.

One important sign of academic quality in the School of Education's graduate programs is the growing record of scholarly and professional awards received by graduate students. In the past four years, for example, School of Education graduate students have been honored by state and national associations for research projects and doctoral dissertations. This has included acknowledgement by such groups as the Virginia Educational Research Association, the Virginia Social Science Association, the American Educational Research Association, and the Association for the Study of Higher Education. School of Education graduate students have also been authors and co-authors for scholarly and professional journal articles and have presented papers at state and national conferences.

4. Business Administration

The credentials required for admission to the School of Business Administration are: (1) a completed application, (2) an official transcript, (3) two letters of recommendation, and (4) an official score for the Graduate Management Admission Test (GMAT).

Generally speaking students are not admitted unless they score 450 or better on the GMAT and have a B average in their undergraduate degree program. In 1982 only 55.9% of those who applied were accepted. Of those accepted 43.6% actually enrolled. In the Fall 1983, the mean GMAT score for the entering class was 544 (76th percentile). This represents dramatic improvement from 1972-73 when the average was only 507. Again, lack of student financial aid and graduate assistantships is hampering efforts to improve even further the quality of the MBA student body. An interesting collateral development is the increasing number of MBAs who have prior work experience before enrolling for graduate study. In the Fall 1983 entering class, 75% had prior work experience. While no comparable statistics are available for the 1972-73 period, it is estimated that no more than 25-30% had such backgrounds. The result has been to produce, in recent years, a graduate student body in business which is brighter and more

mature and who approach their studies with benefit of several years work experience.

5. Marine Science

Criteria for admissions into the School of Marine Science are flexible, but in general GRE scores from the 70-80th percentile and at least a B average in the applicant's major field of study are expected. Recommendations are weighted heavily, particularly those from scientists nationally recognized for their excellence in marine science.

If quality of incoming students may be judged by grade point average, this index averaged 2.14 (range 1.7 to 2.38) for the four years from 1973-77, 3.18 (range 3.14-3.21) for the three years from 1978-80, and 2.98 (range 2.92-3.03) for the last three years (1981-83). Thus the quality of incoming students appears to have improved markedly over the last ten years, with a slight decrease over the last few years. The latter trend may be attributed to the failure to recruit the best out-of-state students because of limited assistantship support and very high tuition charges for non-Virginians.

D. INSTRUCTIONAL PROGRAM

1. Arts and Sciences

The Faculty of Arts and Sciences has adopted a policy of decentralized administration of graduate programs. The primary responsibility in such matters as recruitment, admission, and award of financial aid to students rests with the individual departments or interdisciplinary program committees, which are also responsible for developing the curriculum and degree requirements for their programs. Individual departments forward their recommendations to the Graduate Dean, who has final responsibility in such matters as admission and certifying that degree requirements are met. The budgets for graduate financial aid for the individual programs is determined by the Graduate Dean. The Committee on Graduate Studies, which the Graduate Dean chairs, is responsible for approving all course changes and for making policies for insuring the uniform conduct of all courses in Arts and Sciences. This balanced administrative structure seems to work well. The Graduate Dean is freed from operational matters on the overall direction of, and long-range planning for, graduate programs in Arts and Sciences.

Under former Dean John E. Selby, the Committee on Graduate Study developed the practice of periodically reviewing each graduate program. Overall conduct of the evaluation is the responsibility of a three-member committee of William and Mary faculty members appointed by the Graduate Dean. Only one committee member is from the department whose program is being evaluated. Upon the recommendation of this committee, a distinguished expert in the subject field from outside the College is invited by the Graduate Dean to evaluate every aspect of the particular program, including the quality of students, the qualifications of faculty, the pedagogical soundness of the curriculum, the adequacy of facilities, and any other relevant matters. The outside consultant submits a written report to the internal review committee. The evaluation

committee then writes its own report, which it submits along with the consultant's report. Both reports are submitted to the Committee on Graduate Study and to the academic departments being evaluated. In effect, the Committee on Graduate Studies conducts a perpetual self-study of its programs, as each program is evaluated at least twice within a ten-year period. The reports become a permanent part of the College archives and are available to all faculty members.

These reports have proven most useful in countless small and some rather large ways. One such report provided the stimulus for the Mathematics Department to redesign its program, changing a general-purpose MA program to one with a focus on operations research. This change has improved the quality of the program considerably. Similarly, in the course of his 1977 review of the MA program in English, the late Richard Beale Davis of the University of Tennessee recommended the establishment at William and Mary of a graduate program in American Studies. The endorsement of that recommendation by the Committee on Graduate Studies led Dean Selby to appoint the committee which proposed the recently established MA program in American Studies.

In the past decade William and Mary has proceeded cautiously in the development of new graduate programs. Our policy has been to establish new programs only where: (1) William and Mary has particular strengths in the field and (2) there is a clear social need for the program. We recognize the consequences, both social and personal, of the ill-considered expansion of graduate programs in the arts and sciences at many institutions in the 1960s and 70s. As the College looks ahead, it has identified two areas where new doctoral programs would be consistent with this policy and has submitted proposals for their implementation pending with the State Council of Higher Education: computer science and psychology.

2. Law

The Juris Doctor program is a three-year course of full-time study designed in part to enable students to satisfy academic requirements for admission to the bars of all states. Only persons having undergraduate degrees from approved institutions are admitted to the Juris Doctor program. The program is thus a graduate program in the usual sense of the term. However, Juris Doctor programs are sometimes labeled "first professional" programs. To the extent that data presented in the Self-Study purports to pertain to a "first professional" program, such data should be understood as pertaining to the Juris Doctor program.

The program leading to the degree of Master of Law and Taxation is a one year course of full-time study designed to permit an intensive concentration in the field of taxation. Candidates for the degree are required to hold law degrees from approved law schools. Since 1977, courses in the ML&T program have been scheduled in a manner that permits practicing attorneys to earn the degree on a part-time basis over a period of three or more years.

The 1974 Self-Study noted that Fall 1972 Law School enrollment was 459. In Fall 1982 the FTE enrollment of the Law School, determined by level of course, was 555, of which 509 were in the Juris Doctor program and 46 in the ML&T program. Determined by level of student the FTE enrollment was 550, of which 519 were in the Juris Doctor program and 31 in the ML&T program.

The actual head count enrollment for Fall 1982 was 575, of which 515 were in the Juris Doctor program and 60 were taking courses leading to the ML&T degree. Virtually all Juris Doctor candidates are full-time students. The majority of ML&T students attend on a part-time basis. The enrollment in the ML&T program in Fall 1982 was larger than usual for several reasons. Normal enrollment in that program is expected to be somewhat smaller in the future.

3. Education

The doctoral programs in the School of Education require a minimum of 90 semester hours of graduate course work beyond the bachelor's degree, including the following components: satisfactory performance of a doctoral qualifying examination taken after a minimum of 12 hours of course work at the advanced certificate stage, successful completion of written and oral doctoral comprehensive examinations, approval of a dissertation proposal, and a successful defense of a completed dissertation. Within each program there are particular requirements for core courses, research training sequences, cognates, and support areas. Graduate student progress is monitored by a faculty advisor and by the graduate program coordinator/director.

For 1982-83 the School of Education conferred 28 doctorates, 35 Certificates of Advanced Study, and 88 master's degrees. These are a high proportion of graduate degrees conferred by the College. The School of Education confers about two-thirds of the institution's doctoral degrees, all of its certificates of advanced study, and between one-fourth and one-third of its master's degrees. This representation has remained stable during the past five years.

Institutional programs are monitored and reviewed by different faculty groups within the School of Education. Also, changes in courses and programs must be presented to the School of Education Curriculum Committee and then must be approved by the full School of Education faculty. The respective graduate degree programs comply with the standards and guidelines set by such bodies as the National Council for the Accreditation of Teacher Education, the Virginia State Department of Education, and other special professional accrediting groups as appropriate to particular programs.

4. Business Administration

The MBA program requires that 62 semester hours of approved graduate credit be completed successfully to receive the degree. A student must maintain a minimum quality point average of 2.5. Waivers for required courses are occasionally granted but with replacement of an advanced level course. Also, advanced standing is sometimes granted to students with prior graduate preparation in another accredited graduate business program; however, an absolute minimum of 30 credit hours is required in the SBA. This reflects a continuing tightening of standards since 1972 when 60 credit hours were required; but waivers were commonly granted for up to 18 hours of prior study, often at the undergraduate level.

A full-time student is expected to complete at least 18 credit hours per calendar year or the student's case will be referred to the Academic Status Committee. Any student whose cumulative quality point average drops below 2.5 is placed on probation during the following semester. Recent trends in

degrees conferred as shown in Table 1 reflect a slowing in the School's growth at the graduate level.

Evaluation of the instructional program takes place by three entities: the Graduate Curriculum Committee of the SBA, the Associate Dean for Graduate Studies, and by the AACSB as described above.

5. Marine Science

Students in the School of Marine Science receive broad training in the marine sciences while specializing in one of the six areas of concentration: physical oceanography, biological oceanography, chemical oceanography, geological oceanography, marine fisheries science, and marine resource management. The curriculum is research oriented; there are special research courses which are tutorial between a faculty member and an individual student or a small group of students. Students are deeply involved in the research conducted within the Institute's several departments. Inquiries concerning the program increased this past year. Matriculations, however, were fewer and may reflect the decline in funding available for assistantships and high tuition.

Upon a favorable recommendation of the student's advisory committee and the Academic Status and Degrees Committee, followed by a majority vote of the faculty of the School of Marine Science and the approval of the Dean, a student may be admitted to candidacy after completion of the following requirements: (1) the student must have achieved a grade point average of B (3.0) or better, averaged over all courses taken for credit at the time of application for admission to candidacy; (2) all core courses required by the School of Marine Science must be passed or officially exempted and all advanced courses specifically required by the student's advisory committee must be completed; and (3) the language requirement must be satisfactorily completed and the comprehensive examination for the MA degree, or the comprehensive and qualifying examinations for the PhD degree, must be satisfactorily completed.

After admission to candidacy students must write a thesis (MA) or dissertation (PhD) to the satisfaction of their major professor and academic committee and must defend it at a seminar presented to the College community.

Student progress is monitored by each student's major professor and academic committee, by the Associate Dean of the SMS, and by the standing Faculty Committee for Academic Status and Degrees.

The SMS produced 5 PhDs and 15 master's degrees in 1982-83. The degrees awarded in the past five years are shown in Table 2.

The instructional program, particularly the quality and content of core courses, is currently under evaluation by the Faculty Curriculum Committee. In addition, aspects of the instructional program are periodically reviewed by the Academic Status and Degrees Committee and the various sub-faculties (i.e., biological oceanography, physical oceanography, etc.). Sponsored by the Council on Higher Education, outside reviews of the marine science program by consultants have been made about every eight years. In comparison to other institutions that offer graduate programs in marine science, particularly those within Virginia, the SMS has always scored well academically.

TABLE 1

MBA DEGREES CONFERRED

| <u>1978-79</u> | <u>1979-80</u> | <u>1980-81</u> | <u>1981-82</u> | <u>1982-83</u> |
|----------------|----------------|----------------|----------------|----------------|
| 88 | 96 | 129 | 107 | 117 |

TABLE 2

MARINE SCIENCE DEGREES AWARDED BY THE COLLEGE OF WILLIAM AND MARY FOR THE PAST FIVE ACADEMIC YEARS

| <u>Academic Year</u> | <u>Masters</u> | <u>Ph.D.</u> |
|----------------------|----------------|--------------|
| 1978-1979 | 9 | 4 |
| 1979-1980 | 21 | 6 |
| 1980-1981 | 12 | 3 |
| 1981-1982 | 10 | 3 |
| 1982-1983 | 15 | 5 |

MATRICULATIONS TO THE SCHOOL OF MARINE SCIENCE OR THE PAST FIVE ACADEMIC YEARS

| <u>Year</u> | <u>Inquiries</u> | <u>Applications Completed</u> | <u>No. of New Students Who Matriculated</u> |
|-------------|------------------|-------------------------------|---|
| 1979-1980 | 414 | 222 | 32 |
| 1980-1981 | 359 | 135 | 17 |
| 1981-1982 | 218 | 75 | 18 |
| 1982-1983 | 183 | 86 | 19 |
| 1983-1984 | 332 | 63 | (20)* |

*Matriculation took place in September 1983 after the fiscal year ended.

E. NON-TRADITIONAL AND OFF-CAMPUS GRADUATE INSTRUCTION

The School of Education's graduate degree programs are campus-based. However, graduate courses have been offered at such off-campus sites as the Virginia Associated Research Campus in Newport News and in local school districts. Most graduate courses offered by the School of Education are scheduled in the late afternoon and evening to accommodate part-time graduate students who already hold professional, academic, or administrative positions.

F. FACILITIES

1. Swem Library

Improvement of the library collection in response to the needs of the graduate programs has also benefited the undergraduate programs and faculty research. It must be recognized, however, that in recent years there has been growing concern for the ability of the library to maintain and develop an adequate collection for graduate study and research. Dissatisfaction with library holdings is more acute in some areas than in others; there is, for example, greater alarm concerning the growing inadequacies of the library's serial collection than there is for its book collection; and there are more glaring weaknesses in the library holdings in the graduate fields recently introduced at the College than there are in the more established doctoral and MA programs, where the holdings are usually considered adequate, if not satisfactory.

In two of the three doctoral programs in Arts and Sciences — History and Physics — the collection is regarded as strong in most major areas of interest. In Psychology, however, students must often depend on the libraries of other institutions to complement local holdings; and in Computer Science, a field in which a doctoral program is being considered, the library collection is considered weak. Most of the Arts and Sciences departments offering the MA judge their holdings to be adequate for teaching purposes, but several of them (e.g., Anthropology, Biology, English, and Mathematics) consider their holdings inadequate in important subfields, and others (e.g., Government) find them deficient for research purposes.

Similar situations exist in the professional schools. In the School of Business Administration problems in collection development are especially acute. After an emergency allocation in 1982-83, the Business School now receives 75% of the 270 titles listed in the *Business Periodicals Index*, a figure considered marginally adequate. In the School of Education the overall collection is judged to be no better than fair at best, and in some areas of graduate instruction (e.g., Educational Administration and Museum Education) it is judged inadequate. The Law School library, which had been in desperate straits, has benefited in recent years from the building of an excellent new physical facility and from a fresh infusion of library funding.

In order to sustain instruction and research at levels appropriate to graduate school programs, steps must be taken to maintain and enhance the quality of the library collection at the College, especially in the serial holdings in

all fields germane to graduate study. It is imperative that new sources of funding for collection development be found.

2. Learning Resources Center

The Learning Resources Center, located in Jones Hall, is a facility which plays a significant role in the School of Education's graduate programs. The holdings of the Center include books on methods, textbooks in a variety of subjects, a small collection of professional texts, and psychological test materials. The Center also maintains a wide range of audiovisual equipment to support the School's courses, programs, and projects. These services are supplemented by the College's television services and Educational Media Services. The interlibrary loan program enables graduate students to obtain books not available from Swem Library or the Learning Resources Center. The School of Education also maintains several microcomputers and a printer that are used in graduate education courses.

3. School of Business Administration

Since moving into its new quarters during January 1982 in the renovated Chancellors Hall, the SBA has had adequate facilities for most of its operations. At the present time SBA computer facilities are excellent with most faculty having terminals in their offices, and a large room with approximately 40 terminals for student use is located in the basement of Chancellors Hall. However, as noted above, library facilities for faculty and students in the SBA are quite inadequate.

The SBA also supports the Bureau of Business Research and the Center for Executive Development, a newly created entity to provide continuing education to business executives. Both of these programs are severely constrained in space and resources (computer, word processing, etc.) and represent a major facility problem for the SBA. The SBA also is encountering a space problem which will become increasingly severe in the next few years. During the summer of 1985 several classrooms will be converted to office space to accommodate a reference library and the growth of the Center for Executive Development. Planning is progressing on developing an Executive MBA Program. As these activities mature, and if the SBA experiences even modest growth in its existing program, the School will face a severe space constraint with virtually no space to accommodate even the faculty they currently are recruiting. A properly outfitted facility with discussion/functional classrooms and installed audio visual support systems would provide a natural expansion point. Further, such a facility could become a valuable resource for use by the entire university. For example, it would be a natural location for continuing education and outreach programs.

4. Virginia Institute of Marine Science

The School of Marine Science's main campus is located at Gloucester Point on the York River. Situated on an important estuary with easy access to Chesapeake Bay and the Atlantic Ocean, the Institute is well located to conduct marine research. There are six major laboratory buildings and a new \$4.5