

COLLEGE OF WILLIAM AND MARY**SIX YEAR INSTITUTIONAL PLAN: 2009-2014**

As part of the restructuring of the Commonwealth of Virginia's financial and administrative relationship with its institutions of higher education, the Restructured Higher Education Financial and Administrative Operations Act of 2005 (the Act) requires that every two years public institutions of higher education in the Commonwealth submit to the State Council of Higher Education in Virginia (SCHEV) a Six Year Institutional Plan consisting of an academic plan, a six year financial plan, and six year enrollment projections. In this regard, the College's enrollment plan for the period FY 2008-09 through FY 2013-14 was submitted to SCHEV in Spring, 2007 and approved by the State Council on July 10, 2007.

Since development of the 2005 institutional plan, the College has made significant progress in meeting state goals in the following areas: access and enrollment, affordability, program availability, academic quality, student retention and degrees conferred, access to four-year institutions through the Virginia Community College System, economic development and externally funded research, student achievement and teacher development in K-12, long-term academic, financial and enrollment planning, operational efficiency, and campus security. In May, 2007 the State Council of Higher Education certified that the College had successfully met its FY 2007 targets across these areas.

The 2007 Institutional Plan reflects the College's continued commitment to maintaining the quality of its academic programs, activities and facilities consistent with state goals through investment in core operations and selected new initiatives. As such, the plan anticipates incremental investment in faculty and staff salaries; faculty positions in computer science, modern languages, and education; faculty research including start-up funds; and program support across the campus. Significant investment in plant operations is required as the College brings on-line a series of major instructional and academic support facilities over the six year period including the Integrated Science Center, School of Business and School of Education facilities, and a new career center. The plan also anticipates a major investment in undergraduate and graduate student financial aid, allowing for improved access at the undergraduate level and improved competitiveness for graduate students. Specific initiatives in the plan include the Faculty Student Research Initiative, providing an additional 390 undergraduate research opportunities by FY 2010, as well as campus security, training and website development projects.

RESOLVED, That the Committee on Financial Affairs hereby approves the Six Year Financial Plan component of the College of William and Mary Six Year Institutional Plan subject to the approval of the Six Year Academic Plan component by the Committee on Academic Affairs; and

COLLEGE OF WILLIAM AND MARY

SIX YEAR INSTITUTIONAL PLAN: 2009-2014

BE IT FURTHER RESOLVED, that the Committee on Academic Affairs hereby approves the Six Year Academic Plan component of the College of William and Mary Six Year Institutional Plan.

THEREFORE, BE IT RESOLVED, That the President of the College of William and Mary is directed to submit the Six Year Institutional Plan of the College of William and Mary to the State Council of Higher Education as required by the Act in such format as the Council may prescribe; and,

BE IT FINALLY RESOLVED, That subject to final approval by the Board of Visitors, the President of the College of William and Mary is hereby authorized to negotiate with the Commonwealth any revisions to the Six Year Institutional Plan as submitted.

**SIX-YEAR INSTITUTIONAL PLAN
2009-2014**

THE COLLEGE OF WILLIAM AND MARY



Preface

The College of William and Mary Today: William and Mary is the second oldest institution of higher education in North America, its royal charter dating to 1693. Building on its “ancient and venerable” roots, William and Mary has become one of the premier universities in the nation. The College, beginning with its designation as a “Public Ivy” twenty years ago, has witnessed a remarkable growth in its national reputation such that it is now routinely considered among the top national universities in surveys of every kind. Whether the sixth best public university or the 33rd best university in the nation in *USNWR* rankings, the “Hottest Small Public University” in the country according to *Newsweek*, or one of the most wired and now most unwired campuses, the College has undeniable national status as a highly selective public university. That reputation reflects our unique size, our commitment to high quality undergraduate and selective graduate and professional education, and our dedication to teaching in the interests of the common good.

William and Mary’s stature allows us to recruit superlative faculty and staff as the essential ingredients to a community of the best teachers, students, researchers, scholars, creative artists, and professionals. Our faculty win international awards, obtain external resources at several times the national average, and consistently demonstrate their commitment to teaching and learning. Our graduate and professional programs increase in stature annually while external research support continues to grow at rates above the national average. We are national leaders in engaging undergraduate students in research, scholarship, and creative endeavor. Our successes in study abroad and service learning programs have become hallmarks of the William and Mary experience. Our student retention rates, graduation rates, and success upon completion of degrees are comparable only to the most elite institutions of higher education in the country. Our graduates are sought after by the top-ranked graduate and professional programs and major corporations, non-profits, and government agencies. We demonstrably prepare the future leaders of our society and the professions.

In short, the College of William and Mary strives to be the preeminent liberal arts research university in America. The College is reconfirming its commitment to be a great public university and affirming that we will continue to work assiduously on behalf of the citizens of the Commonwealth while maintaining and even enhancing our commitment to academic excellence. Looking six years into the future, we will reap the dividends of more intentional planning, greater fiscal and administrative flexibility, and enhanced authority for our Board of Visitors as the foundation for continuing excellence. Our task is to enhance an institution whose success and excellence are manifest while selectively seeking opportunities for greater success and achievement that neither detract from nor endanger the things we do so well.

The Restructured Higher Education Financial and Administrative Operations Act of 2005: The Higher Education Restructuring Act of 2005 requires that all four-year institutions in the Commonwealth prepare a Six-Year Institutional Plan consisting of 1) this narrative, 2) an Academic Plan and 3) a Financial Plan. In this plan, we describe the

institution's mission and vision. In the Academic Plan, we address each of twelve specific goals established by the Commonwealth as part of the restructuring plan. The Financial Plan provides the fiscal context by which we intend to achieve these twelve goals and any other goals approved by that institution's Board of Visitors. The Six-Year Plan will be submitted to SCHEV in fall 2007. The Enrollment Projection Plans were submitted by institutions in the spring of 2007 and approved by the State Council in July 2007.

The on-going process involves annual assessment of progress toward planning goals and biennial resubmission of six-year plans. Hence, goals set in this year's planning process may be revisited and altered every two years.

The Planning Context for the College of William and Mary: Planning always occurs in a context. The Higher Education Restructuring Act was initiated by the Commonwealth's universities and endorsed by their Boards following a decade of declining state support and premised on a clear realization that a new "contract" between the public colleges and universities and the state was essential to the success of post-secondary education. The over-arching goal is to return authority to the local level by re-empowering the Boards of Visitors to exercise their statutory role as the governing boards of Virginia's institutions of higher education.

Part A – Institutional Narrative

Mission and Vision: The College of William and Mary remains faithful to its unique mission as a mid-sized, residential liberal arts research university with strong, but selected graduate and professional programs. W&M is one of the pre-eminent small universities in the nation and successfully competes in many areas with the premier national universities both public and private. It is widely recognized as offering an exemplary undergraduate liberal arts degree competitive with the best private colleges and universities in the nation. Its graduate and professional programs are nationally competitive and annually increasing in stature. The faculty has sustained a steady increase in research over the past decade, such that externally funded research has more than doubled over this period.

William and Mary plays a unique, but critical role in the diversity and quality of the Commonwealth's system of higher education. We blend the best features of an undergraduate liberal arts college with the opportunities offered by a research university. We sustain a continuing commitment to a rich learning environment that fosters close interactions and mentoring relationships among students and teachers. We provide a challenging arts and sciences curriculum that encourages creativity, independent thought, and intellectual depth in a predominantly residential undergraduate setting. We offer selected high quality graduate and professional programs that prepare students for intellectual, professional, public and private leadership and engage the Commonwealth's needs in such critical areas as K-12 education, scientific research, and economic development. We are committed to continue the high quality of our programs and maintaining the excellence of our students, faculty, and staff while not becoming complacent or stagnant. Our baccalaureate recipients are highly sought after by the top graduate and professional programs in the world. Our graduates leave well-prepared to assume leadership roles in the public and private sector on the state, national, and international scenes.

The College of William and Mary is one of the great universities of the world, competing internationally with the best institutions, public or private, in the excellence of its students, faculty, and educational experience. An integral part of that vision is for us to be as accessible and affordable to Virginia residents as is possible.

Strategic Initiatives: Many, if not all, of the strategic goals and objectives outlined below are consistent with the specific goals outlined in the Higher Education Restructuring Act of 2005. The goals and objectives described arise from continuous strategic planning exercises at the College including: the 1994 Strategic Plan, entitled *Into the Fourth Century: a Plan for the Future of the College of William and Mary*; the College's 2004-2008 Strategic Plan submitted to SCHEV in 2003; the College's Five Year Strategic Investment Plan approved by the College's Board of Visitors in November 2003; and the Process of Institutional Effectiveness implemented as part of our 2005-2006 Southern Association of Colleges and Schools (SACS) reaccreditation; the

College's Quality Enhancement Plan approved by SACS; and the initial Six Year Institutional Plan submitted to the Commonwealth in 2005.

In general, these initiatives are designed: 1) to maintain and enhance the quality of William and Mary's existing programs, 2) to maintain national competitiveness in terms of the quality of students, faculty, and staff, 3) to assure that the resources are in place to preserve and enhance the investments that the citizens of Virginia have made in the College's future, and 4) to identify selected strategic initiatives consistent with our unique mission and the needs and aspirations of the Commonwealth for higher education. In the interests of simplicity, we simply outline the highest priority goals and objectives that the College has identified and then present those that are consistent with the twelve goals of the Higher Education Restructuring Act of 2005 in a format that allows a ready concordance with those goals.

Priorities for the College of William and Mary over the Next Six Years:

Attract and Retain High Quality Faculty and Staff

- Raise the average faculty salary to the 60th percentile of our SCHEV peer group by 2010
- Implement a College Human Resource System consistent with the Restructuring Act and Management Agreement
- Raise salaries for professional and administrative staff to a nationally competitive level and those of our classified employees to a regionally competitive level
- Strengthen the faculty research leave and internal grants program
- Expand training opportunities for professional and classified staff

Attract and Retain a Strong and Diverse Student Body

- Meet our six-year enrollment projections
- Assure that all Virginia students can receive a W&M degree without concern as to affordability and without burdening themselves with excessive debt obligations
- Continue to expand transfer opportunities for graduates of Richard Bland College (RBC) and the Virginia Community College System (VCCS)
- Fully fund need-based aid for in-state undergraduates
- Expand admissions activities to reach underserved populations in the Commonwealth
- Increase support for Student Affairs activities in such key areas as Career Services, Counseling, and Volunteer Services.
- Provide competitive stipends and fellowships and affordable health insurance for graduate/professional students

Maintain and Enhance the High Quality of Academic Programs

- Successfully complete the most ambitious building and renovation plan in the College's recent history, to include:
 - Completing construction of the Integrated Science Center, Phases I and II
 - Construction of the School of Education and other related academic and community outreach units

- Construction of the new School of Business to allow the graduate MBA and MAC program to compete successfully with the top programs in the nation
- Construction and renovation of new facilities for the arts, including dance, theater, music, and the studio arts and creation of an arts precinct on campus
- Increase the research productivity of our faculty and students by:
 - Strengthening select and targeted graduate and professional programs to include: Applied Science, Computer Science, Computational Science, the graduate MBA curriculum, and the Joint Program in Environmental and Marine Policy
 - Increase the availability and amount of start-up funds for new faculty, matches for external grants and contracts, and internal research support for the scholarly and creative work of the faculty
 - Continue to increase support for undergraduate research opportunities by implementing the Faculty Student Research Initiative, providing another 400 undergraduate research opportunities annually
 - Continue strong support for internationalization of the curriculum
 - Implement the Process for Institutional Effectiveness -- the centerpiece of our current SACS reaccreditation -- to assure that student learning is the central focus of our planning and assessment
 - Continue success of economic development and intellectual property transfer initiatives
 - Increase support for civic engagement programs
- Continue implementing the Process for Institutional Effectiveness – the centerpiece of our SACS reaccreditation and our Quality Enhancement Plan – to assure that student learning is the central focus of our planning and assessment
- Continue success of economic development and intellectual property transfer initiatives

Support Core Operations

- Implement unit-based budgeting and assessment consistent with our Process of Institutional Effectiveness under the current SACS reaccreditation plan
- Provide strategic support in areas consistent with new responsibilities under Level 3 status via the Higher Education Restructuring Act of 2005

Expand Revenues

- Strengthen initiatives in economic development and technology transfer
- Continue efforts to sustain a 6% per annum growth in external funding in spite of declining federal resources, aging research infrastructure, and insufficient support for undergraduate programs
- After successfully completing the \$500M Campaign for William and Mary, prepare for its successor campaign
- Continue to work with the Board of Visitors to obtain the tuition and fee resources needed to provide stable and predictable funding over the period of the six-year plan

Achieving these ambitious goals on behalf of the citizens of the Commonwealth will require a steady increase in the availability of resources. Some of these will, we hope, come from renewed commitment on the part of the Commonwealth to meet the base adequacy goals. We will continue aggressively to seek funds from private sources – individuals, foundations, and corporations – and from external funding agencies where appropriate, particularly in support of research and economic development.

The College, in order not to duplicate existing programs at other Virginia institutions and in keeping with its liberal arts mission and unique role, foresees neither major new academic programs nor any expansion of its programs to other areas of the Commonwealth.

Part B – Academic Component

Goal 1 Consistent with institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented populations, meet enrollment projections, and degree estimates.

The College in its enrollment projections plans modest growth over the next eight years. This growth can be summarized in the following table:

**Headcount Enrollment Projections
CWM, 2007 through 2014**

<i>Fall Semester</i>	<i>Undergraduate</i>	<i>Law</i>	<i>Graduate</i>	<i>Total</i>
2007	5,744	605	1,335	7,684
2008	5,740	597	1,334	7,671
2009	5,763	595	1,335	7,693
2010	5,779	595	1,347	7,721
2011	5,786	595	1,358	7,739
2012	5,788	595	1,360	7,743
2013	5,789	595	1,370	7,754
2014	5,790	595	1,375	7,760

Most recent enrollments, the Fall 2007 estimates, are a total headcount enrollment of 7,684. Of this number, 5,744 are undergraduates. The remaining 1,940 students are graduate and professional students enrolled in six Ph.D., the Psy.D., and four masters programs in Arts and Sciences; in masters and Ph.D. programs at VIMS; in masters, Ph.D., and Ed.D. programs in the School of Education; in the MBA and MAC programs in the School of Business; and in the LL.M. and J.D. programs in the Marshall-Wythe School of Law.

The projected enrollment growth over the six-year period of this plan will take total headcount enrollment in AY 2014-2015 to 7,760, an increase of 76 students or 1%. This modest increase is in keeping with our intention to retain the unique assets of a mid-sized

university as well as to control the impact of the College on the residential community in which we are located. The size of the undergraduate student population will grow during this period to 5,790, or a net increase of 46 students or 0.8% over the estimated AY2007-2008 level. We project the in-state headcount enrollment in Fall 2014 to be 3,861 for an increase of 38 or 1% over the AY2007-2008 level. It is our expectation (see Goal 6) that significant numbers of these students will be VCCS and RBC graduates.

The additional 40 students who will enroll by fall 2014 will be distributed among our graduate and professional programs. We project a modest increase in several of our science Ph.D. programs in order to achieve critical mass for world-class research and to sustain higher levels of grant activity. We foresee some growth in Education graduate programs, in such high demand areas as science/math education, counseling and special education, and K-12 administration, and an increase in the size of the MBA and MAC programs in the School of Business following the completion of the new facilities for the School of Business.

Goal 2 Ensure that higher education remains affordable, regardless of individual or family income, and determine the impact of tuition and fee levels net of financial aid on applications, enrollment, and student indebtedness

The College of William and Mary continues to work diligently to increase the economic and social diversity of the student body. We continue to recognize that socioeconomic diversity is a major challenge for William and Mary, and similar institutions. We remain committed to assuring access to any qualified and admitted Virginian, regardless of family income.

For the 2006-2007 academic year, students received \$38M in student financial aid. Of that, \$2.5 M came from state-appropriated funds. Approximately 57% of William and Mary students received some form of financial aid, with about 29% receiving need-based aid. As is true nationally, the more selective an institution is in admissions, the lower the relative proportion of students from lower socioeconomic status (SES) groups. As a public institution, William and Mary has considerable ground to cover in increasing its representation of highly qualified students from low socioeconomic backgrounds, especially with Pell eligible families. Currently, only 8% of our undergraduate population is eligible for Pell grants, while the national average for public institutions is close to 24%. William and Mary is not unlike other highly selective public institutions, which have also found it challenging to recruit and enroll this targeted student population successfully.

Gateway William and Mary

Prior to fall 2006, any needy Virginian at the College received a combination of grant and loans so that his or her indebtedness would not exceed one year's cost of education. Using this packaging strategy meant many needy Virginians, including those with low family incomes, would graduate with more than \$16,000 in indebtedness. That packaging philosophy contributed to a national phenomenon, whereby students from low income backgrounds would possibly forego applying to or accepting admission from colleges and universities.

To aid in changing this trend and now in its second year of operation, the Gateway initiative continues to make a difference for our neediest Virginians. This initiative assures that we meet 100% of demonstrated financial need for in-state undergraduates and 2) provide any student whose family's annual income is less than \$40,000 grant-in-aid for four years while enrolled at the College and graduate with no debt. We currently have 166 Gateway students enrolled for the 2007-2008 academic year. This commitment of need based institutional grant aid is currently costing the institution close to \$900,000. The College remains committed over the period of the six-year plan in seeking, from all sources- state funds, federal and private support – sufficient funds so that low income students can apply and be successful at the College. This continues to be one of our highest priorities. As part of our continuing effort to increasing students from low SES groups, we hope to enroll more than 600 students by the end of the six-year planning period.

Similarly, we also remain committed to providing financial aid resources for those Virginians whose families are not in the lower SES groups, but who still have demonstrable need. In addition, we will readjust the level of financial aid for all students to assure that insufficiency of family resources will not be a barrier to attending the College.

Goal 3 Offer a broad range of undergraduate and graduate programs consistent with our mission and assess regularly the extent to which the institution's curricula and degree programs address the Commonwealth's need for sufficient graduates in particular shortage areas, including specific academic disciplines, professions, and geographic regions.

The College already offers a broad range of degrees including twenty-nine baccalaureate degree programs, twenty master's level programs, and twelve doctoral programs. We view this as a full range of programs for an institution of our size and foresee at this time no additional degree programs during the period of this six-year plan, although discussions are being held for several new, interdisciplinary programs which would combine the resources of existing programs. These include a combined MPP/M.S. in Marine Science with a focus on marine resource management and policy and a J.D. Master's in Health Administration in collaboration with VCU.

Our focus in areas of critical need for the Commonwealth is primarily in the areas of the physical, mathematical, and biological sciences and in teacher education. As a liberal arts institution, it is not possible to track students into these areas of critical need as might be the case in institutions which admit first-year students directly into programs like teacher education, engineering, or nursing. However, one of the foci of our new initiative in seeking increasing numbers of RBC and VCCS transfers to the College (see Goal 6) will be to target students with interests in K-12 education and the sciences/mathematics.

Currently, about one-third of baccalaureate degrees awarded each year at the College are in the sciences. One-third of our doctoral programs and one-quarter of our master's programs are in these same areas. Our enrollment projections for the six-year plan (see Goal 1) call for modest increases in these programs. During the period of the six-year plan we will, in addition, implement innovative new programs allowing undergraduates to minor in Marine Science and Applied Science in addition to their conventional majors in the basic sciences. These new programs will graduate students with unusual skills and they will be competitive for top graduate programs and high level jobs in these areas of critical need.

In K-12 education during the baseline year of 2004, 140 teachers completed baccalaureate or master's degrees at William and Mary and received initial state licensure in Virginia. Of these program completers, twelve were awarded the Meritorious New Teacher credential signifying exemplary performance. Twenty-one individuals completed degrees in educational leadership to earn their administrative endorsements. The School of Education also produced graduates for K-12 in the following critical shortage areas: eight reading specialists, eight school counselors, and 10 school psychologists. Again, as noted in Goal 1, we will modestly increase enrollments in some of these critical needs areas while targeting two-year transfers (Goal 6) with interests in K-12 licensure.

Thus far, William and Mary has chosen not to offer alternative route to licensure programs. Since 1996, the M.A.Ed. Program in Curriculum and Instruction has effectively served post-baccalaureate students, most of whom are career switchers, allowing them to earn the master's degree and licensure through a full-time, 14-month program. (Data on completers of this program are included above.) A number of individual courses are open to non-degree students who are working toward licensure or re-licensure. Course enrollments in 2004 toward K-12 re-licensure totaled 165. We feel that, in the long run, this strategy will produce more highly qualified teachers who will be capable of assuming leadership roles in their schools and school divisions.

Goal 4 Ensure that the institution's academic programs and course offerings maintain high academic standards, undertake continuous review and improvement of academic programs, course availability, faculty productivity, and other relevant factors.

The single most critical strategic goal in regards to ensuring the quality of academic programs is to preserve and enhance the quality of the faculty. It is for this reason that achieving the 60th percentile of salaries relative to our SCHEV peer group by 2010

remains our highest priority over the period of the six-year plan. In addition, it is essential to retaining the best faculty and attracting the best students that we have facilities appropriate to a world-class university. Hence our initiatives over the next six years, through a combination of public and private support, are to renovate, expand, and construct new academic and research space for the Schools of Business and Education and new laboratory and studio/rehearsal/performance space for the sciences and the arts.

In addition, we are supporting innovative curricular reforms in our School of Business to position our MBA and MAC programs among the best in the nation. Several new and continuing initiatives that are focused on the quality of the undergraduate education experience at the College of William and Mary will continue to receive priority attention in this six-year plan. These include expanding opportunities for undergraduate research as the hallmark and capstone experience of a William and Mary education and to expansion and strengthening of our Study Abroad and Study Away programs. We have expanded these programs, doubling every three years the number of undergraduate students taking advantage of these opportunities. Currently, about 800, or the equivalent of two-thirds of each graduating class, have an international research or study experience during their academic career. It is our goal that each William and Mary undergraduate will have an opportunity for study or research abroad by 2010. One final initiative that we view as critical and transforming to the educational experience of our students is the MyNotebook initiative which will, by 2010, assure that every William and Mary undergraduate has a business-class notebook computer or its equivalent and that the use of that device is integrated into the instructional environment in a seamless and powerful way.

Continuous Improvement of Academic Programs: Following on our 2006 SACS reaccreditation, we have created a new and integrated approach to institutional effectiveness premised on evidence-based decision-making.

This effort has yielded an institution-wide strategy referred to as the Process of Institutional Effectiveness, or PIE. All administrative units at the Vice Presidential level have developed the process. All academic departments and programs within the School of Arts and Sciences, likewise, have developed the process. The School of Marine Science also has developed a plan that follows the PIE model. The remaining three schools (Business, Education, and Law), have completed their plans that link to the process through their individual accrediting requirements.

The newly designed Process of Institutional Effectiveness builds on earlier efforts to track goals, objectives, and evaluations. Because the new process asks for information on a common set of elements from both academic and administrative units, it facilitates an integrated examination of evaluative information for planning, evidence-based decision-making, and continuous improvement. The Faculty Committee on University Priorities (FCUP), created in 2004, facilitates the implementation of the process of institutional effectiveness.

The final piece of the new process for institutional effectiveness is a planning and decision making process that includes a calendar for submitting information describing unit expectations, objectives, evaluations, and recommendations. This information is reviewed at the appropriate academic and administrative levels before recommendations move forward to the FCUP and the Provost. The planning calendar establishes dates for budget decisions and for publishing those decisions in order to ensure a close connection between recommended priorities and budget decisions (http://www.wm.edu/provost/UPIECalendars2005_08.pdf).

The College has begun pilot value-added assessment efforts. Those efforts that prove successful and useful will be integrated with formative assessment practices and the Process of Institutional Effectiveness to optimize evaluative information. Throughout the efforts, the College will maintain assessment practices that inform teaching and research.

Program Review: With the implementation of the PIE process and our successful SACS review, a newly designed program review procedure is being implemented. Basically, this new program is focused on issues raised continuously in the PIE process. Data are centrally and electronically collected to assure consistency of comparative data between and among units. Program reviews are conducted in “clusters” so that like programs are reviewed in concert and so that opportunities for inter- and cross-disciplinary outcomes can be encouraged and enhanced. All academic programs under the new system that commenced in AY 2006-2007 are reviewed at least every seven years, if not more frequently. Negative outcomes or failure to achieve goals and objectives in a timely manner as assessed in the annual PIE process can trigger reviews of programs at any time.

Goal 5 Improve student retention such that students progress from initial enrollment to a timely graduation, and that the number of degrees conferred increases as enrollment increases.

As a highly selective institution, the College of William and Mary’s six-year graduation rate is second in the nation among all public colleges and universities and our four-year graduation rate ranks 7th among our SCHEV peer group. Our six-year graduation rate, in excess of 90%, is well above the 80% average of our peer group and our 95% first year retention rate is far beyond that of the vast majority of institutions of higher education in the nation. Much of the credit for this success, beyond the high quality of our students and faculty, lies in a highly effective faculty-based academic advising system that assures that first-time students meet early in their academic careers and frequently thereafter with a trained faculty advisor to lay out an academic plan that will allow them to graduate on time.

The average time-to-degree for a William and Mary baccalaureate degree is less than 4.1 years. Exit surveys of students who do not graduate indicate that the overwhelming majority leave as a consequence of factors beyond our control: personal or medical issues, change of interests or career goals requiring fields of study that we do not offer, distance from home, or disenchantment with a medium-sized college in a small-town

setting. A relatively small number leave due to academic difficulties or financial problems. There is neither statistical nor anecdotal evidence to suggest that William and Mary students fail to graduate on time as a consequence of the non-availability of required courses. This is dynamically monitored by the deans and, though students may have to wait a semester to get their favorite course at their preferred time of day, students are not remaining on campus for additional semesters to complete their 120 hours for graduation. Hence, we do not feel that major efforts in improving retention or time-to-degree will be a worthwhile expenditure of scarce resources.

We will assure, through systems currently in place and demonstrably successful, that as we experience modest enrollment growth and aggressively seek students from lower SES groups, we will maintain the current high retention and low time-to-degree numbers. Special attention and new resources have been focused on transfer students from RBC and the VCCS to assure that they, too, have comparable success rates (see Goal 6). Early evaluation of academic success of Gateway and VCCS transfer students suggests that their attrition is comparable to the general student population.

GOAL 6 Consistent with its institutional mission, develop articulation agreements that have uniform application to all Virginia community colleges and meet appropriate general education and program requirements at the four-year institution and provide additional opportunities for associate degree graduates to be admitted and enrolled.

Current State of Articulation: The College has an articulation agreement with Richard Bland College (see <http://www.rbc.edu/WMguide.htm>). We guarantee acceptance to all Richard Bland College (RBC) graduates with an Associate in Arts Degree (A.A.) or an Associate in Science Degree (A.S.) who have earned a minimum grade point average of 3.0, exclusive of physical education, and who have been recommended by Richard Bland's provost. The College of William and Mary also awards junior standing to all VCCS and RBC students who are admitted with an associate's degree. They are certified as having completed all general education requirements with the exception of our General Education Requirement (GER) 4B (Non-Western Cultures and History), GER 6 (Creative and Performing Arts), GER 7 (Philosophical, Religious, and Social Thought), the lower-division writing requirement, and the foreign language requirement. These requirements can be met, however, through transferred course work at the community college level.

Agreements in Effect: As the College has worked towards increasing the number of students admitted from community colleges, we have also recognized the importance of facilitating this transition with little impact to the student. We have prepared two types of agreements with this goal in mind. The agreement with the VCCS guarantees acceptance to all community college and RBC students who meet certain criteria, such as a minimum 3.6 grade point average overall and a grade of "B" or higher in English 111 and 112.

We have also prepared articulation agreements with six individual community colleges in the Tidewater region and elsewhere, with the goal of ensuring that community college

students have a better chance of success after admission to the College. These agreements allow students at area institutions with a grade point average of 3.6 or higher to enroll in William and Mary general education courses, while still paying tuition to their home institution. If they maintain a minimum grade point average in both courses here and in the courses taken at their community college, they will be guaranteed admission after receiving their associate's degree.

The College has increased its efforts with transfer students in a number of ways. There has been an increase in staff resources in admissions, academic advising and student affairs to recruit and support this group of students. A new course was added to create a seminar experience comparable to our freshman seminar program so that new two-year transfers will have the equivalent experience of working in a seminar setting with a faculty member and no more than fourteen other students as they develop critical thinking, writing, oral communications, and analytical skills. We have also implemented orientation programs tailored to the unique needs of two-year transfer students to allow a smooth transition to the four-year setting and to assure an easy adjustment to the residential setting and student life. William and Mary continues to develop close professional relationships with their counterparts at RBC and VCCS so that they better prepare their graduates for the highly competitive academic environment of institutions like William and Mary. With the SCT Banner student record system, our IR staff, working with the Office of the Registrar, carefully monitors and assesses progress and success of RBC and VCCS transfers both to track their progress and assure timely intervention if needed by student affairs and/or academic advising. This also aids in our ability and effectiveness in communicating to RBC and VCCS as it relates to student success and areas that may need attention in the future.

The College will continue to evaluate these articulation agreements as well as look for opportunities for expansion of these agreements.

Goal 7 Actively contribute to efforts to stimulate the economic development of the Commonwealth and the region in which the College is located and in areas that lag the Commonwealth in terms of income, employment, and other factors.

William and Mary actively contributes to economic development in Greater Williamsburg and in areas throughout the Hampton Roads region, some of which lag the Commonwealth in economic development. William and Mary's undergraduate and graduate programs prepare students for a wide range of careers. As a center of learning and research, the university attracts high value-added economic activities that gain competitive advantage from the intellectual resources, skills and infrastructure the university creates.

The university's economic impacts include the following: direct employment, procurement and construction activities; the provision of infrastructure through access to labs and specialized facilities; mentoring and consulting with industry; technology creation and transfer; and close collaboration with local and regional economic development authorities. A recent study indicated that in fiscal year 2005 William and

Mary expenditures and purchases made by students and visitors added roughly \$350 million in economic activity in the Greater Williamsburg area, \$490 million to the Hampton Roads region, and about \$540 million to the Commonwealth, adding over 7,000 jobs to the state's economy.

William and Mary's economic development program promotes collaborative linkages with industry through vehicles such as the Virginia Institute of Marine Science (VIMS) Industry Partnership Committee, facilitated by the Secretary of Commerce and Trade, and the Hampton Roads Research Partnership, where the university has the lead in the development of a regional sensors cluster and actively supports emerging clusters in modeling and simulation and bioscience. The William and Mary Technology and Business Center, funded in part by grants from the U.S. Department of Commerce, links knowledge-based companies to William and Mary resources. The Center's leadership of the regional sensors cluster has demonstrated the enormous potential for industry-university collaboration. Over the past year the cluster has grown to include over 200 individuals and more than 75 organizations, including businesses, universities and laboratories. In addition to hosting periodic meetings focused on particular sensor applications, W&M has taken the lead in coordinating quarterly meetings of the Hampton Roads Sensor Science and Technology Forum under the auspices of the Hampton Roads Technology Council. In addition, the individual schools have significant outreach programs, particularly the School of Education, with its K-12 programs, and VIMS, with its state-mandated economic assistance programs for the marine industry.

William and Mary has initiated a long-term project to work with the City of Petersburg. After an intensive six months of initial meetings in 2005 and 2006 to build necessary trust and relationships, William and Mary and the Phoenix Project, a non-profit organization, engaged community members in the identification of specific economic and community development challenges and opportunities. In the summer of 2006 the Phoenix Project began a pilot Nonprofit Leadership Program, designed to expand awareness of the partnership, further identify and begin to address community challenges, and prepare students for future engagement in the partnership and in the nonprofit sector. Over thirteen weeks, William and Mary students completed thirty-four distinct capacity building projects identified by the community, engaging over 30 community organizations. Example projects included: writing an \$88 million application for HUD funding for a local community development corporation (currently under consideration by HUD); researching and recommending changes to the City code to improve regulations related to blighted property and lead-based paint (all enacted by the City Council); gathering data and designing a tool to map physical distress in neighborhoods to guide restoration efforts (the resulting analysis helped a home rehabilitation nonprofit organization increase its annual output by 300%); and designing a marketing plan that recruited additional tutors to work for the City's leading literacy organization. The program was repeated in 2007 with similar results. Plans are to continue and expand these partnership activities.

William and Mary actively collaborates with state, regional, and local economic development organizations, including the following:

- Virginia Economic Development Partnership
- Virginia Research and Technology Advisory Committee
- Departments of Commerce and Trade and Natural Resources
- Center for Innovative Technology (CIT)
- Virginia Microelectronics Consortium
- Virginia Consortium of Engineering and Science Universities
- Institute for Defense and Homeland Security
- Hampton Roads Partnership
- Hampton Roads Research Partnership
- Hampton Roads Technology Council
- Hampton Roads Technology Incubator
- Hampton Roads Economic Development Partnership
- Peninsula Workforce Council
- Greater Williamsburg Chamber of Commerce
- The economic development offices of James City County, York County, Gloucester County, Williamsburg, Newport News and Portsmouth.

As an example, since 2005 the university has had a continuing collaboration with the City of Portsmouth, an economically impacted city, to launch a strategic review of its waterfront and related assets to develop new economic opportunities. Collaborations with Williamsburg include the acquisition of the Sentara Williamsburg Community hospital facility and planned construction of a new William and Mary School of Education on the site, preserving economic vitality in the surrounding area. Additionally, the W&M Endowment Association is a partner in a 300-acre mixed-use development known as “New Town,” adjacent to the main campus in James City County. That development, a model program reflecting the New Urbanism, includes a business park to help stimulate the local economy. William and Mary will place its Economic Development offices in a new building in that park, collocated with Thomas Nelson Community College high tech classrooms, the emerging William and Mary Research Institute, and the Economic Development Offices of James City County.

VIMS has partnered with industry to develop a program in coastal and estuarine observation and prediction that 1) fosters relationships that combine science, engineering and communications, 2) serves as a clearinghouse for emerging opportunities for collaboration, 3) facilitates rapid response to requests for proposals, 4) develops cutting-edge sensor and observing system technology, and 5) expedites application of new technology to practical problems. The program facilitates use of observational data and model output to help guide the management of marine resources, economic development, planning for extreme events, assisting maritime and recreational operations, and supporting military security. Primary industry partners include INCOGEN, Luna Innovations, Northrop Grumman, Oceana Sensor, SAIC, Innovative Wireless Technologies, Marine Sonic, Netarus, WernerAnderson and ExxonMobil. As part of its monitoring efforts, VIMS is executing a contract from the Virginia Department of Environmental Quality to provide spatially and temporally intensive monitoring of attainment of EPA criteria for designated uses in Virginia tributaries.

In addition, the College will implement and continue a number of homegrown initiatives in research that will have significant long-term impacts on economic development in the Tidewater/Hampton Roads area and the Commonwealth. We will continue to play a leadership role in the Southeastern Universities Research Association, SURA (the Provost of the College will chair the SURA Board as of January 1, 2008) -- the senior partner of JSA, the manager of the Thomas Jefferson National Accelerator Facility in Newport News. William and Mary faculty and students from the Departments of Physics and Applied Science have been and will continue to be among the major research user groups at this preeminent lab in nuclear physics which has a \$100M per year budget and at the Applied Research Center (ARC) adjacent to the J-Lab. In addition, our leadership in SURA has been a major contributor to the NOAA- and ONR-funded coastal monitoring program known as SCOOP, of which VIMS is the lead institution. SURA has also been a major player in the National Lambda Rail initiative which will provide high-speed massive broadband connectivity for all research universities in the state in support of grid computing, visualization technology, and computational biology.

In addition, the College is a partner in the Center for Excellence in Aging and Geriatric Research, in collaboration with EVMS and MCV, which continues to serve the growing needs of the elderly by providing public policy-based research into health care delivery. VIMS is developing major initiatives for actively monitoring the health of the Chesapeake Bay ecosystems in order to establish baseline data that will play a major role in the preservation of that critical environmental system as well as providing guidance for smart and green development in the Bay watershed. VIMS will also continue to seek funds to support the Clean Marina Program, a popular Federal program that provides education, outreach, and technical assistance to marinas to protect and improve water quality.

The College will continue to operate the William and Mary Research Institute (WMRI) after it moves into 1000 sq. ft of new space in New Town. WMRI serves as a home for soft-money research-faculty. Their externally funded research groups pursue programs that have the potential for technology transfer in the form of patent applications and licensing. These programs also offer the potential to create new start-up companies that may offer opportunities for further research at the College and potential employment to the College's graduates.

Goal 8 Consistent with institutional mission, increase the level of externally funded research conducted at the institution and facilitate the transfer of technology from university research centers to private sector companies.

The College of William and Mary is a research university. Current externally funded research expenditures are approximately \$48 M with a major funding to VIMS, the Faculty of Arts and Sciences, and the School of Education.

“Main Campus” Research Expectations: Excluding VIMS, the “main campus” externally funded research expenditures are about \$23M. Our six-year plan is to increase externally

funded research on the main campus by 5%/a to \$37.5M by 2014, although in the current federal funding environment this may be a formidable challenge. We would be more aggressive in our six-year plan were it not for the fact that critical new laboratory and other facilities for the School of Education and key science programs (Biology, Psychology, Physics, Computer Science, Computational Science, and Chemistry) will not come on line until two to five years into the six-year plan or, in the case of our Integrated Science Complex Phase III, even later. We are currently limited in our ability to apply for external funding and adequately support the research mission by out-dated and inadequate facilities. For example, our Physics department has approximately 25% the assignable research space per faculty member than all of their aspirational peers with whom they compete for research grants and contracts. Our School of Education has many unmet space needs such that many of its research programs and centers are scattered in inadequate leased space. These obstacles to their success should be eliminated when they move into new facilities in 2010.

In addition, several key science programs have insufficient faculty to provide critical mass. We are placing new faculty lines in Computer Science to allow us to reposition that Ph.D. program into new areas of research. New faculty positions have gone to the Ph.D. program in Applied Science for biomaterials research and one to Psychology in the rapidly growing area of neuroscience. In addition, we will have to increase the size and number of graduate stipends as well as provide additional support for technicians and post-doctoral fellows in all graduate programs to foster a significant increase in external funding. To attract the best graduate students in the sciences, one must have competitive assistantship offers, which, in many cases, we do not because of the absence of available funding. Graduate students are a critical component of academic research. Increasing this resource has been a priority of our Five-Year Strategic Budget Plan as approved by our Board and will be a priority for the Six-Year Plan.

Finally, as part of our 1994 Strategic Plan, the College committed to expanded opportunities for undergraduate research and independent scholarship. We have accomplished much in this regard and believe we are among the premier institutions in the nation in offering such opportunities to our pre-baccalaureate students. Nonetheless, we can and will do more by providing more internal research grants for students and faculty to work collaboratively on research and creative ventures and opening new off-campus opportunities for our students to be involved in research at other institutions of higher learning, at federal laboratories, and in the corporate sector. A central focus of our Quality Enhancement Plan required by SACS for our reaccreditation will be internal initiatives and reallocations of resources to assure that we are a community of learners that sustain independent learning and research by our students.

VIMS Research Expectations: Support from external grants and contracts now accounts for more than one-half of the VIMS annual budget of \$40 M. VIMS increased its level of external support from grants and contracts from \$9.9 M to \$21.9 M between 2000 and 2007. Part of VIMS' success has been in linking federally-funded research with pressing societal issues in Virginia. VIMS will continue to take advantage of its strategic location on the Chesapeake Bay, and in moving quickly when there are emerging opportunities for

new research thrusts at the federal level. The new Marine Research Building Complex will provide state-of-the-art space for housing many of these research activities.

An important key to success in research is institutional support for such research endeavors as: 1) start-up packages for new faculty, especially in the sciences, that allow them to get their research program jump-started; 2) availability of matching funds for federal and other grants; 3) administrative support in such key areas as grants and contracts administration, foundation and corporate relations, and technology transfer; and 4) availability of internal summer and academic year grant programs and other support for scholarly travel, research assistants, materials, research leaves, and library resources that allow faculty to maintain their research program and to seek external funds and fellowships in a highly competitive market. The College of William and Mary currently spends well over \$5M a year from a combination of indirect cost recoveries (IDC), ETF, eminent scholars matching funds, E&G, and private sources to support the research activities of our faculty. Over the period of the six-year plan we will expand this by aggressively seeking new external and private support and reprogramming IDC funds where appropriate.

Summary: Hence, the College of William and Mary, “main campus” and VIMS, will increase external funding over the next six years from the AY2006-2007 level of \$45M to \$65M by 2014.

Goal 9 Work actively and cooperatively with elementary and secondary school administrators, teachers, and students in public schools and school divisions to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen leadership skills of school administrators.

William and Mary’s nationally-ranked School of Education has well-established academic programs and partnerships to support K-12 education. Through a range of preparation programs nationally recognized by their specialty associations, the School of Education produces highly qualified teachers, specialists, and administrators for K-12 schools across the Commonwealth. The School of Education also provides continuing professional development for practicing educators through extensive on-campus and field-based programs. Close collaborative relationships with public schools enable the School of Education to address specific K-12 needs most effectively and to secure additional external funds from federal agencies and private foundations in support of training and technical assistance partnerships.

The School of Education hosts seven centers that are actively involved in service to the K-12 community:

1. Center for Gifted Education
2. Virginia Homeless Education Program
3. Historic Triangle Substance Abuse Coalition
4. New Horizons Family Counseling Center
5. School Leadership Institute
6. Special Education Training and Technical Assistance Center

7. Virginia Educational Technology Alliance.

Throughout the year, these centers offer numerous institutes, workshops, and conferences for practicing educators. In 2004, the School of Education conducted 134 discrete professional development events that served more than 3,038 K-12 personnel.

School of Education faculty and center staff also work closely with K-12 colleagues to plan, implement, and evaluate specific projects for school improvement. Twenty-three different partnership programs involving more than 200 specific negotiated relationships with fifty-eight separate school divisions were active during 2004. Thirty-eight (66%) of the school divisions partnering with William and Mary had one or more schools unaccredited. Two new partnership programs are being initiated in 2005 extending our reach and addressing critical areas of need for the Commonwealth. In collaboration with Lancaster, King and Queen, and Northumberland County Schools and with generous support from the Jessie Ball duPont Fund, the School of Education is launching *PILLRS II: Closing the Gap in Middle Schools*, which will raise the level of achievement of all students in grades six to eight in these small rural school divisions. A second program, supported with NSF funds through Virginia's Math-Science Partnership Grant, will provide middle school teachers with mathematics content and pedagogy necessary for them to become "highly qualified" to teach required courses in algebra and geometry. Led by a math educator in the School of Education, this collaborative program engages faculty from Education and Mathematics Departments across five universities (William and Mary, Hampton, Norfolk State, Old Dominion, and Virginia State) with K-12 math specialists and master teachers providing a sequence of courses for 60 teachers from 28 school divisions and 2 private schools.

The College of William and Mary is fully compliant with the Teacher Education and Licensure (TEAL) data collection project. The Office of Professional Services provides information for initial licensure through TEAL I. Both the Dean and Associate Dean of the School of Education currently serve on the statewide advisory committee to develop TEAL II, a comprehensive system for collecting follow-up data on graduates of teacher education programs and other beginning teachers. When TEAL II is operative, William and Mary intends to be fully compliant.

Goal 12 Seek to ensure the safety and security of the Commonwealth's students on college and university campuses.

Consistent with the agreed upon procedures for meeting this goal, the College has reviewed the twenty-seven best practices for campus safety as recommended in the Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006. We found that the College already complied with the vast majority of these best practices and, by the end of June 2007, were in compliance with twenty-one. Three more will be implemented in 2008-2010, two will not be implemented as inapplicable or inappropriate, and one is currently being studied further.

In addition to implementation of these agreed upon actions for meeting this goal, the College has engaged in an eighteen-month-long review of its campus safety and security policies and procedures with an intense focus on emergency response. We now have in place a state-of-the-art emergency notification system which can immediately alert the entire community by phone (multiple phone numbers per individual), text message, email, and web of impending danger. A new siren alert system has been installed and successfully tested which, when sounded, informs the community instantly to seek information via the emergency notification system. We have submitted our Emergency Response Plan and Continuity of Operations Plan to the Governor's Office for their review and continue or own in-house review and testing of these plans. A Risk Management Task Force consisting of senior level administrators with responsibility in all areas of risk management and mitigation, including campus safety and security, has been created to meet regularly to oversee and monitor the College's policies, procedures, actions, and experiences in managing all areas of risk.

**THE COLLEGE OF WILLIAM AND MARY
SIX YEAR FINANCIAL PLAN
FY 2009 - FY 2014**

	<u>FY 2008-09</u>	<u>FY 2009-10</u>	<u>FY 2010-11</u>	<u>FY 2011-12</u>	<u>FY 2012-13</u>	<u>FY 2013-14</u>
<u>TOTAL REVENUE</u>	\$ 11,247,600	\$ 20,493,500	\$ 28,520,760	\$ 35,176,900	\$ 41,288,500	\$ 47,543,100
<u>One: Partial New State Support</u>						
State Funds	\$ 4,724,000	\$ 8,607,300	\$ 11,978,700	\$ 14,774,300	\$ 17,341,200	\$ 19,968,100
College Funds	\$ 6,523,600	\$ 11,886,200	\$ 16,542,060	\$ 20,402,600	\$ 23,947,300	\$ 27,575,000
<u>Two: No Additional State Support</u>						
State Funds	-0-	-0-	-0-	-0-	-0-	-0-
College Funds	\$ 11,247,600	\$ 20,493,500	\$ 28,520,760	\$ 35,176,900	\$ 41,288,500	\$ 47,543,100
 <u>EXPENDITURES</u>						
Personal Services						
Faculty @ 5.0 / 4.0%	\$ 2,814,000	\$ 5,768,000	\$ 8,534,000	\$ 11,126,000	\$ 13,822,000	\$ 16,626,000
Admin/Prof @ 4.0%	810,000	1,652,000	2,528,000	3,438,000	4,386,000	5,371,000
Classified @ 4.0%	991,000	2,022,000	3,094,000	4,209,000	5,369,000	6,575,000
	<u>\$ 4,615,000</u>	<u>\$ 9,442,000</u>	<u>\$ 14,156,000</u>	<u>\$ 18,773,000</u>	<u>\$ 23,577,000</u>	<u>\$ 28,572,000</u>
 Instructional / Faculty Support						
Dept M&O @ 10.0 / 5.0%	\$ 428,000	\$ 664,000	\$ 911,000	\$ 1,170,000	\$ 1,443,000	\$ 1,729,000
Computer Science	-0-	180,000	367,000	382,000	397,000	413,000
		1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Internationalization	148,500	235,000	244,000	254,000	264,000	275,000
	2.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE
Education	-0-	95,000	100,000	104,000	108,000	112,000
		1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Faculty Student Research Initiative	527,000	1,066,000	1,080,000	1,100,000	1,125,000	1,150,000
	3.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE
Research Development Fund	200,000	300,000	400,000	500,000	500,000	500,000
Classroom Technology	100,000	100,000	125,000	125,000	125,000	125,000
	<u>\$ 1,403,500</u>	<u>\$ 2,640,000</u>	<u>\$ 3,227,000</u>	<u>\$ 3,635,000</u>	<u>\$ 3,962,000</u>	<u>\$ 4,304,000</u>

**THE COLLEGE OF WILLIAM AND MARY
SIX YEAR FINANCIAL PLAN
FY 2009 - FY 2014**

	<u>FY 2008-09</u>	<u>FY 2009-10</u>	<u>FY 2010-11</u>	<u>FY 2011-12</u>	<u>FY 2012-13</u>	<u>FY 2013-14</u>
Research Support						
RIF	\$ 100,000	\$ 200,000	\$ 300,000	\$ 400,000	\$ 500,000	\$ 500,000
Research Institute	\$ 125,000	\$ 366,000	\$ 380,000	\$ 395,000	\$ 410,000	\$ 425,000
Pre / Post Award Support	100,000	200,000	300,000	400,000	400,000	400,000
	<u>\$ 325,000</u>	<u>\$ 766,000</u>	<u>\$ 980,000</u>	<u>\$ 1,195,000</u>	<u>\$ 1,310,000</u>	<u>\$ 1,325,000</u>
Program Support						
School of Education	\$ 50,000	\$ 52,000	\$ 134,000	\$ 140,000	\$ 145,000	\$ 150,000
	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Student Affairs - Staff	66,500	205,000	213,000	222,000	231,000	240,000
	1.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE
Student Affairs - M&O	25,000	35,000	50,000	52,000	55,000	60,000
Library Services / Student Wages	150,000	156,000	243,360	253,000	263,000	274,000
	2.0 FTE	2.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE
Library - Materials / M&O	165,000	338,000	520,000	711,000	912,000	1,122,000
Information Technology	475,000	650,000	676,000	703,000	731,000	760,000
	2.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE	4.0 FTE
Admission	50,000	100,000	150,000	150,000	150,000	150,000
Training	125,000	225,000	275,000	275,000	275,000	275,000
Human Resources - Staff	53,200	110,600	115,000	119,600	124,400	130,000
	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
Procurement - Staff	-0-	-0-	53,200	55,300	57,500	59,800
			1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Finance - Staff	120,000	180,000	187,000	195,000	202,000	210,000
	2.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE	3.0 FTE
Campus Security	455,000	398,000	285,000	296,000	308,000	320,000
	3.0 FTE	5.0 FTE	5.0 FTE	5.0 FTE	5.0 FTE	5.0 FTE
Admin / Finance - M&O	75,000	150,000	225,000	250,000	250,000	250,000
Website / Communication	225,000	150,000	156,000	162,000	169,000	175,000
	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
	<u>\$ 2,034,700</u>	<u>\$ 2,749,600</u>	<u>\$ 3,282,560</u>	<u>\$ 3,583,900</u>	<u>\$ 3,872,900</u>	<u>\$ 4,175,800</u>

**THE COLLEGE OF WILLIAM AND MARY
SIX YEAR FINANCIAL PLAN
FY 2009 - FY 2014**

	<u>FY 2008-09</u>	<u>FY 2009-10</u>	<u>FY 2010-11</u>	<u>FY 2011-12</u>	<u>FY 2012-13</u>	<u>FY 2013-14</u>
Plant Operations						
Baseline Operations	\$ 370,000	\$ 370,000	\$ 370,000	\$ 370,000	\$ 370,000	\$ 370,000
New Facilities	1,300,000	2,307,000	3,266,000	3,396,000	3,532,000	3,674,000
Capital Planning	75,000	75,000	75,000	75,000	75,000	75,000
Code Compliance	-0-	-0-	-0-	-0-	-0-	-0-
Expand Base Support - Staff	-0-	-0-	-0-	200,000	208,000	216,000
Additional M&O	-0-	-0-	-0-	300,000	500,000	700,000
	<u>\$ 1,745,000</u>	<u>\$ 2,752,000</u>	<u>\$ 3,711,000</u>	<u>\$ 4,341,000</u>	<u>\$ 4,685,000</u>	<u>\$ 5,035,000</u>
 TOTAL E & G	 <u><u>\$ 10,123,200</u></u>	 <u><u>\$ 18,349,600</u></u>	 <u><u>\$ 25,356,560</u></u>	 <u><u>\$ 31,527,900</u></u>	 <u><u>\$ 37,406,900</u></u>	 <u><u>\$ 43,411,800</u></u>
 Student Financial Aid						
Need-Based (In-State)	\$ 376,400	\$ 752,900	\$ 1,129,200	\$ 1,505,600	\$ 1,626,000	\$ 1,756,000
VCCS Transfer Initiative	115,000	125,000	136,000	149,000	162,000	177,000
Graduate A & S	376,000	752,000	1,128,000	1,184,400	1,243,600	1,305,800
Graduate Ed	257,000	514,000	771,000	810,000	850,000	892,500
	<u>\$ 1,124,400</u>	<u>\$ 2,143,900</u>	<u>\$ 3,164,200</u>	<u>\$ 3,649,000</u>	<u>\$ 3,881,600</u>	<u>\$ 4,131,300</u>
 TOTAL	 <u><u>\$ 11,247,600</u></u>	 <u><u>\$ 20,493,500</u></u>	 <u><u>\$ 28,520,760</u></u>	 <u><u>\$ 35,176,900</u></u>	 <u><u>\$ 41,288,500</u></u>	 <u><u>\$ 47,543,100</u></u>

PART B – ACADEMIC COMPONENT

Instructions

In the column entitled “Academic Activity/Support Service for Six-Year Period (2008-2014),” please provide 2-3 sentences detailing activity (for the three biennia of this six-year period) associated with each goal of the Restructuring Act and (when applicable) its related strategies¹ from *Advancing Virginia: Access, Alignment, Investment (The 2007-13 Strategic Plan for Higher Education in Virginia)* – please see <http://www.schev.edu/Reportstats/2007StrategicPlan.pdf>. In the case of the strategic plan items, we are asking for how your institutional efforts have contributed to Virginia’s overall achievement of the strategic plan goals. The information provided should be macro-level information with sufficient detail for the reader to understand your general approach. Note that Goals 10 and 11 (shaded portion) do not need to be addressed in institutional academic six-year plans. The fifth column should list activities related to each goal that have been completed to date – please refer to your institutional submission for the 2005 Six-Year Plan.

GOALS	ACADEMIC ACTIVITY / SUPPORT SERVICE FOR SIX-YEAR PERIOD (2008-2014)			COMPLETED ACTIVITIES TO DATE (7/1/06-present)
	Biennium 1 2008 – 2010 (7/1/08-6/30/10)	Biennium 2 2010 – 2012 (7/1/10-6/30/12)	Biennium 3 2012 – 2014 (7/1/12-6/30/14)	
<p>Restructuring Act Goal #1 <i>Consistent with its institutional mission, provide access to higher education for all citizens throughout the Commonwealth, including underrepresented populations, and, consistent with subdivision 4 of § 23-9.6:1 and in accordance with anticipated demand analysis, meet enrollment projections and degree estimates as agreed upon with the State Council of Higher Education for Virginia. Each such institution shall bear a measure of responsibility for ensuring that the statewide demand for enrollment is met.</i></p> <p>Related Strategic Plan Strategies 2-1 <i>Provide postsecondary information earlier, more systematically, and more strategically to Virginia’s children and their families, especially members of underrepresented populations. Such information should “demystify” college by detailing higher education’s benefits, outlining appropriate academic and non-academic preparatory paths, and clarifying eligibility and application processes for financial assistance.</i> 7-3 <i>Implement programs – both academic and student support – that will foster increased attraction and retention of “non-traditional” student populations in postsecondary education.</i></p>	<p>CWM will maintain the size of the freshman class at 1350. The % of students for underrepresented groups in the freshman class will increase to 24%. The # of in-state two-year transfer students will increase to 105. The # of grad/prof. students will increase by 160 relative to the 2005 levels.</p> <p>CWM will continue to partner and share info with school divisions involved in the GEARUP initiative and other access programs to expose them to opportunities in higher education.</p>	<p>CWM will maintain the size of the freshman class at 1350. The % of students from underrepresented groups in the freshman class will increase to 25%. The # of in-state two-year transfer students will increase to 120.</p> <p>CWM will continue to partner with school divisions involved in the GEAR UP initiative and other access programs committed to increasing representation in higher education.</p>	<p>CWM will maintain the size of the freshman class at 1350. The % of students from underrepresented groups in the freshman class will increase to 26%. CWM will maintain the size of the in-state two year transfer cohort.</p> <p>CWM will continue to partner with school divisions involved in the GEAR UP initiative and other access programs committed to increasing representation in higher education.</p>	<p>On-campus programs and partnerships for underrepresented students and students from low-income backgrounds (e.g., College Summit, GEAR UP, Partnership for Future, visitation programs).</p> <p>Increased outreach and visits to Virginia schools with high concentrations of underrepresented students and students from low-income backgrounds.</p> <p>Expanded programming, on and off-campus, for prospective transfer students.</p>
<p>Restructuring Act Goal #2 <i>Consistent with § 23-9.2:3.03, ensure that higher education remains affordable, regardless of individual or family income, and through a periodic assessment, determine the impact of tuition and fee levels</i></p>	<p>CWM will continue its 4-year initiative to 1) meet 100% of demonstrated need of in-state under-graduates and 2) assure that all first-year students with</p>	<p>CWM will continue its 4-year initiative to 1) meet 100% of demonstrated need of in-state undergraduates and 2)</p>	<p>CWM will continue its 4-year initiative to 1) meet 100% of demonstrated need of in-state undergraduates and 2)</p>	<p>CWM continues to provide needed resources for Gateway initiative.</p> <p>CWM has enrolled 166</p>

GOALS	ACADEMIC ACTIVITY / SUPPORT SERVICE FOR SIX-YEAR PERIOD (2008-2014)			COMPLETED ACTIVITIES TO DATE (7/1/06-present)
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<p><i>net of financial aid on applications, enrollment, and student indebtedness incurred for the payment of tuition and fees.</i></p> <p>Related Strategic Plan Strategies 3-1 Advocate for state and institutional policies that seek to moderate increases in tuition and balance them with expanded financial aid so as to improve the affordability of four-year institutions for low- and middle-income students.</p>	<p>family income less than \$40K will graduate with no indebtedness – the Gateway W&M Program. The number of Gateway eligible students should increase to 380.</p> <p>CWM will continue to advocate strongly for state and federal programs and seek private resources to provide increased scholarship assistance to all students. Consistent with our Level III status, tuition increase needed to provide base adequacy funding will include sufficient resources to provide financial aid to eligible in-state students.</p>	<p>assure that all first year students with family income less than \$40K will graduate with little to no indebtedness – the Gateway W&M Program. The number of Gateway eligible students should increase to 530.</p> <p>CWM will continue to advocate strongly for state and federal programs and seek private resources to provide increased scholarship assistance to all students. Consistent with our Level III status, tuition increase needed to provide base adequacy funding will include sufficient resources to provide financial aid to eligible in-state students.</p>	<p>assure that all first year students with family income less than \$40K will graduate with little to no indebtedness – the Gateway W&M Program. The number of Gateway eligible students should increase to 630.</p> <p>CWM will continue to advocate strongly for state and federal programs and seek private resources to provide increased scholarship assistance to all students. Consistent with our Level III status, tuition increase needed to provide base adequacy funding will include sufficient resources to provide financial aid to eligible in-state students.</p>	<p>undergraduates as part of its Gateway initiative.</p>
<p>Restructuring Act Goal #3 <i>Offer a broad range of undergraduate and, where appropriate, graduate programs consistent with its mission and assess regularly the extent to which the institution's curricula and degree programs address the Commonwealth's need for sufficient graduates in particular shortage areas, including specific academic disciplines,</i></p>	<p>CWM's liberal arts focus does not allow us to admit students to specific career tracks. However, we will continue to seek high school and transfer students with interests in K-12 teaching and in math/science majors. We will</p>	<p>CWM's liberal arts focus does not allow us to admit students to specific career tracks. However, we will continue to seek high school and transfer students with interests in K-</p>	<p>CWM's liberal arts focus does not allow us to admit students to specific career tracks. However, we will continue to seek high school and transfer students with interests in K-</p>	<p>CWM has assumed a leadership role in the development of VITAL, a comprehensive statewide data system on teacher quality. VITAL includes data on all candidates in the teacher</p>

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<p><i>professions, and geographic regions.</i></p> <p>Related Strategic Plan Strategies 7-1 <i>Support scholarship funding to recruit students in critical shortage areas, such as nursing and teacher education.</i></p> <p>9-2 <i>Work with institutions to facilitate program development in high needs areas, including: develop courses and training geared toward specific industry needs in high-growth occupational areas; better coordinate educational pathways from the associate to the graduate level; and identify ways to improve response time to business and industry requests for higher education courses and services in a format that will meet industry and adult learner needs.</i></p>	<p>continue to recruit aggressively into the master’s degree programs in teacher education.</p> <p>We will support all efforts to provide scholarships in support of those desiring teacher certification.</p> <p>Not Applicable.</p>	<p>12 teaching and in math/science majors. We will continue to recruit aggressively into the master’s degree programs in teacher education.</p>	<p>12 teaching and in math/science majors. We will continue to recruit aggressively into the master’s degree programs in teacher education.</p>	<p>education pipeline. The SOE enters data on each active cohort every semester.</p>
<p>Restructuring Act Goal #4 <i>Ensure that the institution's academic programs and course offerings maintain high academic standards, by undertaking a continuous review and improvement of academic programs, course availability, faculty productivity, and other relevant factors.</i></p>	<p>Consistent with our Process of Institutional Effectiveness and the Quality Enhancement Plan from the 2006 SACS reaccreditation, all programs undergo systematic review of quality, course availability, faculty productivity, and other factors. The PIE and PBR process will inform scheduled reviews of missions</p>	<p>Consistent with our Process of Institutional Effectiveness and the Quality Enhancement Plan from the 2006 SACS reaccreditation, all programs undergo systematic review of quality, course availability, faculty productivity, and</p>	<p>Consistent with our Process of Institutional Effectiveness and the Quality Enhancement Plan from the 2006 SACS reaccreditation, all programs undergo systematic review of quality, course availability, faculty productivity, and</p>	<p>The PIE process has been implemented in all academic departments and programs and all administrative divisions. Three academic departments and programs are collecting data for the first round of PIE-based assessments; another three are preparing for the external review that will launch</p>

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<p>Related Strategic Plan Strategies</p> <p><i>10-1 Commonwealth institutions should improve assessment to satisfy stakeholders' need for clear information on the effectiveness of instruction in the core academic competencies. This effort should include both "value added" assessments for public accountability, as well as targeted course and program level assessments to suggest needed improvements.</i></p> <p><i>10-2 In the case of degree programs, assessment should proceed according to standards established by accrediting bodies, both disciplinary and regional, and by institutions' own internal standards and expectations. Information about degree program assessments should, where practicable, be made available to the public in ways that will both inform current and prospective students and highlight institutional strengths and successes.</i></p>	<p>and priorities</p> <p>All programs undergo systematic review of quality, course availability, faculty productivity, and other factors.</p> <p>CWM is an active participant on SCHEV's Assessment Taskforce which is addressing these issues. The College will continue dept/program reviews and formative assessment of general education to inform teaching and learning. Pilot-testing of value-added strategies will continue.</p> <p>Five-year report on the QEP completed. PIE and PBR process meet continuing SACS standards. Data currently available in PIE database allow "common language" inquiries to provide "real time" summary information to public and other stakeholders.</p> <p>All programs that fall under the aegis of external accrediting bodies are routinely accredited</p>	<p>other factors. The PIE and PBR process will inform scheduled reviews of missions and priorities</p> <p>Value-added assessment strategies will be completed for all reporting areas.</p> <p>Consistent with SACS principles, the Quality Enhancement Plan will be institutionalized both substantively (supporting a culture of inquiry) and as a process for continuous improvement of teaching, learning, and scholarship. PIE database will allow publication of summary "real time" information describing ongoing efforts in undergraduate research and in all curricular areas.</p>	<p>other factors. The PIE and PBR process will inform scheduled reviews of missions and priorities.</p> <p>Successful value-added assessment designs will be integrated with formative assessments that inform teaching and learning to minimize redundancy of efforts and to optimize the value of evaluative information.</p> <p>Consistent with SACS principles, the Quality Enhancement Plan will be institutionalized both substantively (supporting a culture of inquiry) and as a process for continuous improvement of teaching, learning, and scholarship. PIE database will allow publication of summary "real time" information describing ongoing efforts in undergraduate research and in all curricular areas.</p>	<p>the data collection effort. The PBR has guided annual and biennial budget requests and planning for two years and the process is being refined.</p> <p>CWM has begun a pilot project to corporate value-added assessment of quantitative reasoning. CWM has been actively involved in the Assessment Task Force. The College is working actively to find ways to integrate valued-added assessment with formative assessments that inform teaching and learning.</p> <p>Successfully completing SACS reaffirmation of accreditation and approval of substantive change for Executive MBA programs.</p> <p>Database has been updated and refined to allow easier and better retrieval of information for dissemination.</p>

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	and the reports are public documents available to all.		Databases from the PIE and PBR form the foundation for the next decennial SACS review.	
Restructuring Act Goal #5 <i>Improve student retention such that students progress from initial enrollment to a timely graduation, and that the number of degrees conferred increases as enrollment increases.</i>	CWM will maintain its current >90% graduation rate.	CWM will maintain its current >90% graduation rate.	CWM will maintain its current >90% graduation rate.	CWM has maintained its high graduation rate: 91% for both the 1999 and 2000 cohorts.
Restructuring Act Goal #6 <i>Consistent with its institutional mission, develop articulation agreements that have uniform application to all Virginia community colleges and meet appropriate general education and program requirements at the four-year institution, provide additional opportunities for associate degree graduates to be admitted and enrolled, and offer dual enrollment programs in cooperation with high schools.</i> Related Strategic Plan Strategies <i>7-2 Emphasize “2 plus 2” partnerships between community colleges and four-year institutions in rural and economically disadvantaged regions.</i>	CWM will continue to maintain its current articulation agreements with VCCS. CWM will have at least 6 institutional agreements in effect that guarantees enrollment to a cohort of from 100-150 VCCS and RBC graduates. CWM will not offer dual enrollment program with high schools. The programs that we have in place and will continue to develop will be so targeted.	CWM will continue to maintain its current articulation agreements with VCCS. CWM will have at least 8 institutional agreements in effect that guarantees enrollment to a cohort of 150 VCCS and RBC graduates. CWM will not offer dual enrollment program with high schools. The programs that we have in place will continue to be developed and targeted accordingly.	CWM will continue to maintain its current articulation agreements with at least 8 two-year institutions that guarantee enrollment to a cohort of 150 VCCS and RBC graduates. CWM will not offer dual enrollment program with high schools. The programs that we have in place will continue to be developed and targeted accordingly.	CWM has institutional agreements in effect with TCC, TNCC, RCC, NVCC and JSRCC as well as with RBC. The number of enrollees from these agreements in fall 2007 is 29.
Restructuring Act Goal #7 <i>Actively contribute to efforts to stimulate the economic development of the Commonwealth and the area in which the institution is located, and for those institutions subject to a management agreement set forth in Subchapter 3 (§ 23-38.91 et seq.) of this</i>	CWM will continue strong partnership with Hampton Roads businesses and communities. CWM will have identified and begun collaborative economic development projects with an	CWM will continue strong partnership with Hampton Roads businesses and communities. CWM will have identified and begun collaborative economic	CWM will continue strong partnership with Hampton Roads businesses and communities. CWM will have identified and begun collaborative economic	CWM has formed the William and Mary Intellectual Property Foundation.

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<i>chapter, in areas that lag the Commonwealth in terms of income, employment, and other factors.</i>	economically distressed community.	development projects with an economically distressed community.	development projects with an economically distressed community.	
Restructuring Act Goal #8 <i>Consistent with its institutional mission, increase the level of externally funded research conducted at the institution and facilitate the transfer of technology from university research centers to private sector companies.</i>	CWM has the goal of exceeding the current consumer price index rate of escalation, 2.6% per annum, in its externally sponsored research. As of 2010, CWM, including VIMS will achieve annual externally supported research to equal or exceed \$48.5M per year. The College will make a best effort to achieve a stretch goal of \$50.6M by 2010.	CWM has the goal of exceeding the projected consumer price index rate of escalation, 2.6% per annum, in its externally sponsored research. As of 2010, CWM, including VIMS will achieve annual externally supported research to equal or exceed \$50.9M per year. The College will make a best effort to achieve a stretch goal of \$54.7M by 2012.	CWM has the goal of exceeding the projected consumer price index rate of escalation, 3% per annum, in its externally sponsored research. As of 2012, CWM, including VIMS will achieve annual externally supported research to equal or exceed \$50.4M per year. The College will make a best effort to achieve a stretch goal of \$59.5M by 2012.	When we established our targets in 2006, we provided a strongly cautionary note that these were ambitious targets as current federal funding projections for the major agencies from which CWM faculty derive their externally funded research support (NIH, NOAA, NSF, NASA, DOE and DOD) were either flat or declining. We have full confidence in the quality, energy, and creativity of our faculty to compete successfully in this environment, but share concerns with colleagues across the nation about the rising competition for diminishing dollars. For the period 7/1/06 to present, CWM has increased its research expenditures by only 2.6% over the 2005 level. Inadequate funding of base programs, constriction of available research investment dollars, rising fixed costs, including

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				<p>debt service on bricks and mortar, and other factors, lead us to project that research at CWM will stay roughly constant for the foreseeable future.</p> <p>CWM employed its first full-time technology transfer director in FY 2005 and expected modest growth within this area for the first few years. Consequently, projections at this early stage are highly uncertain. The number of issued patents is linked to funding. The number of executed licenses is dependent on unpredictable market forces and the strength of the disclosed inventions. During the period 7/1/06 to the present, CWM has generated a combined 4 patents and license agreements and has met its goal for the period ending 2010. The Office is expected to perform at this level for the foreseeable future.</p>
<p>Restructuring Act Goal #9 <i>Work actively and cooperatively with elementary and secondary school administrators, teachers, and students in</i></p>	CWM will continue its partnerships with over 50 school divisions with particular emphasis	CWM will continue its partnerships with over 50 school divisions with	CWM will continue its partnerships with over 50 school divisions with	Evaluations of each major project (e.g., Athena, Clinical Faculty) detail activities

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<p><i>public schools and school divisions to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen leadership skills of school administrators.</i></p> <p>Related Strategic Plan Strategies</p> <p><i>1-1 Establish high expectations and align curricula between secondary and postsecondary education to ensure that Virginia students complete high school ready to succeed in and graduate from college. Areas of improvement include higher academic standards and curriculum expectations, and testing and assessment.</i></p> <p><i>1-2 Promote collaboration between higher education and the P-12 system to identify effective accelerated college-preparatory experiences and make them more widely available. Such opportunities may include dual enrollment, tech prep, middle- and early-college high schools, Advanced Placement courses and International Baccalaureate programs.</i></p> <p><i>5-2 Improve communication and cooperation among public schools and institutions of higher education to reduce the need for remedial coursework in college.</i></p> <p><i>5-2b Support collaboration between institutions of higher education and public schools to improve student achievement, upgrade the knowledge and skills of teachers, and strengthen the leadership skills of school administrators.</i></p> <p><i>7-4 Increase the academic and counseling</i></p>	<p>on underperforming divisions.</p> <p>Not applicable</p> <p>The Center for Gifted Education offers AP Training Institutes annually for VA teachers. The Dean of Education serves on the P-16 Council and the Board of Directors for the newly funded Virginia Advanced Study Strategies project.</p> <p>Not Applicable</p> <p>Not Applicable</p>	<p>particular emphasis on underperforming divisions.</p>	<p>particular emphasis on underperforming divisions.</p>	<p>implemented and outcomes achieved. Specific surveys of K-12 partnerships will be implemented in Fall 2007 as part of the VITAL data system.</p>

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<p><i>support for K-12 students and teachers through the increased use of career guidance professionals, mentors, tutors, and enhanced professional development for teachers.</i></p> <p>7-5 <i>Expand dual enrollment opportunities for high school students who can benefit from early college attendance.</i></p>				
<p>Restructuring Act Goal #10 <i>Prepare a six-year financial plan consistent with § 23-9.2:3.03.</i></p>				
<p>Restructuring Act Goal #11 <i>Conduct the institution's business affairs in a manner that maximizes operational efficiencies and economies for the institution, contributes to maximum efficiencies and economies of state government as a whole, and meets the financial and administrative management standards as specified by the Governor pursuant to § 2.2-5004 and included in the appropriation act that is in effect, which shall include best practices for electronic procurement and leveraged purchasing, information technology, real estate portfolio management, and diversity of suppliers through fair and reasonable consideration of small, women-, and minority-owned business enterprises.</i></p>				
<p>Restructuring Act Goal #12 <i>Seek to ensure the safety and security of the Commonwealth's students on college and university campuses.</i></p>	<p>CWM will implement 24 of the 27 best practices as recommended in the Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006. Two will not be implemented and one is still being</p>	<p>CWM will implement 24 of the 27 best practices as recommended in the Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006. Two will not be</p>	<p>CWM will implement 24 of the 27 best practices as recommended in the Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006. Two will not be</p>	<p>By 2007, 21 of the 27 best practices as recommended in the Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006 have been implemented.</p>

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	studied.	implemented and one is still being studied.	implemented and one is still being studied.	

¹ Strategies are numbered in accordance with the related goal from the Strategic Plan. For example, strategy 3-2 is the second strategy listed under Strategic Plan Goal 3.