

Undergraduate Admission
Report to Board of Visitors
September 10, 1993

Basic Statistics

- In terms of overall freshman applications, the College seems to be at a stable, but higher, plateau after the peak caused by "The Public Ivies" and attendant national publicity.
- We currently need to make a higher number of admission offers to enroll a slightly larger freshman class; this is most likely due to three factors: national demographics (there are fewer high school graduates out there), a more competitive pool for the College, and increasing "gaps" in the financial aid packages we are able to award.
- The targeted freshman class size has changed over the past ten years:

Target:	1150 (1984)	1200 (1986)	1250 (1989)	1200 (1992)	1200 (1993)
Actual:	1136	1331*	1264	1218	1216
In-State %:	66%	59%	68%	67%	62%
		(Low)	(High)		

- The percentage of in-state students is typically between 64 and 67 percent, but is sometimes difficult to control absolutely due to variations in yield for the overall pool and for specific groups within the pool.
- The female-to-male ratio has varied over the past ten years with the extremes falling at 60/40 (1990) and 50/50 (1991). This year's ratio is 57/43. The overall student body is 54% female. National statistics cite 56% of full-time students are female.
- Transfers: Approximately 200 transfers are admitted each year. In 1984, 25% of all transfers were admitted, with a mean GPA of 3.37. In 1993, we admitted 34% of all transfers with a mean GPA of 3.49 for enrolling students. Virginians were admitted at 39%, community college students at 34%, and 65% of Richard Bland transfer applicants were accepted.

Quality Measures

- Enrollment of students of color has risen over this 10-year period from under 10% to an all-time high of 18% in 1992. The 1993 figure is 17%.
- The number of students graduating in the top decile of the high school class has risen from 52% to 69% for Virginians and from 65% to 72% for non-Virginians.

- The number of valedictorians and salutatorians has risen from 8% (1984) of the class to 12% of the class this year.
- The median SAT score jumps around more than one might expect from one year to another but over ten years has risen from 1200 to 1240 (1993). The high point over the past ten years was hit in 1988 at 1260.
- The number of Monroe Scholars (formerly Presidential Scholars) has risen from 60 to 65 in each class ten years ago to over 100 in recent years. This is a combination of two factors: stronger applicant pools and a purposeful effort to raise the number.

Budget Cuts

Responses to the university-wide across-the-board cuts of recent years have included:

- Halving expenditures on the Alumni Network (\$8,000 to approximately \$4,000).
- Giving up adjunct application readers.
- Converting the tour guide program to a volunteer effort.
- Reducing funds for temporary clerical staff.

Overall Support

The Admission office has received positive support even during these lean times:

- In response to falling application numbers, \$10,000 was "recovered" to be used for special programs (fall Open House and prospective student receptions).
- Monies were made available to Financial Aid for diversity scholarships.
- Over ten years, the admission office professional staff has been expanded from 5 1/2 to 7 positions.
- The move to Blow Hall has greatly enhanced our attractiveness and accessibility.
- The introduction of use of the ACT (American College Test, more popular in Midwest) and slight expansions of our student search effort have at least slightly increased national visibility.

Future Goals and Challenges

- Fall, 1993, will see a comprehensive assessment of our internal and external operations in comparison with our identified "peer" and admission "overlap" institutions.
- A new university-wide Student Information System will greatly enhance our ability to track "prospects" through the application process, thereby increasing accountability.
- With private funding, we may be able to produce an admission video.
- We must devise institutionally appropriate and politically acceptable ways of doing our part within the state educational system to accommodate the projected increase of over 60,000 additional Virginia high school graduates.
- Beginning with a refortification of our alumni network, we hope to build a cost-effective strategy for enhanced and sustained national visibility.

The first part of the report deals with the general situation of the country. It is a very interesting and informative study of the country's development. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's development.

CONCLUSION

The author concludes that the country has made great progress in the past few years. The economy is growing and the people are becoming more educated. The government is doing a good job of managing the country's affairs. The author believes that the country has a bright future and that it will continue to develop and prosper.

The author also points out some of the problems that the country is facing. There is still a need for more education and training. The government needs to do more to improve the country's infrastructure. The author believes that these problems can be solved if the government and the people work together.

The author ends the report with a list of recommendations. He suggests that the government should continue to invest in education and training. He also suggests that the government should improve the country's infrastructure. The author believes that these steps are necessary for the country to continue to develop and prosper.

The report is a very good example of a well-written and informative study. The author has done a great deal of research and has gathered a wealth of material. The report is well written and is a valuable contribution to the study of the country's development.

EPC Implementation Motion for Section 1
of the New Curriculum Motion

Section 1 of the Motion for Restructuring the Undergraduate Curriculum, which the faculty passed last spring, is quoted below. Its principal provisions 1) abolish the distinction between academic and non-academic credit; 2) reduce the number of credits required for graduation from one hundred and twenty academic credits and four non-academic credits, to one hundred and twenty semester credits; 3) reduce the number of physical activity credits required for graduation from four to two; 4) permit up to four physical activity credits to count toward the one hundred and twenty semester credits required for graduation; and 5) stipulate that physical activity courses shall receive academic credit.

EPC certifies that the resources needed to implement Section 1 are available and that the Department of Kinesiology has established appropriate means for determining physical activity proficiency under B(2) and B(3) of Section 1. Accordingly, EPC moves (a) that Section 1 be implemented in the 1994-1995 academic year, (b) that it apply to all students, both incoming and continuing, enrolled as of Fall, 1994, and (c) that the Committee on Degrees ensure that no continuing student's progress toward graduation is adversely affected by this change in graduation requirements.*

*It is understood that a continuing student who has taken only Wellness must take an additional physical activity course to satisfy the physical activity graduation requirement. It should also be understood that Part (c) of the above motion is strictly precautionary. EPC does not believe that any continuing student will suffer a setback on the way to graduation as a result of the new requirements. Continuing students who have already taken four physical activity courses, for instance, can under the new requirements receive credit for all four courses and apply that credit toward the one hundred and twenty credits needed to graduate. On the chance, however, that an unforeseen harm to a student eventuates, EPC asks that the Committee on Degrees review the case and take appropriate corrective measures.

Section 1

(A) One hundred and twenty semester credits are required for graduation.

1. Of these one hundred and twenty, no more than four semester credits may be in a program of physical activity (excepting Kinesiology concentrators).

2. All other current restrictions continue.

(B) Physical Activity: The College's Statement of Purpose and the Statement of Goals and Objectives make it clear that the acquisition of physical skills and the development of attitudes and habits conducive to physical health are important aims of the undergraduate program. To achieve these aims students are required to pass the equivalent of two activity courses. This may be accomplished in the following ways:

1. The requirement may be satisfied with 100-level courses in the Department of Kinesiology, including both one-credit 'activity' courses and Wellness (which will become a one-credit course and will satisfy one unit). While activity courses and Wellness have somewhat different aims, both address concerns that are at the heart of the justification of this requirement. All activity courses will be exclusively pass/fail and will receive academic credit. No more than four physical activity credits may be counted toward the 120 credits required for a degree.

2. Students may demonstrate proficiencies. Proficiency levels are tied directly to the performance of students who successfully complete activity courses or, if the activity is not offered by the Department of Kinesiology, proficiency levels will be determined by the department in consultation with the Educational Policy Committee. Students satisfying this requirement through proficiency test(s) will not receive course credit.

3. Students may meet the requirement through participation in a varsity sport. One year of participation in a varsity sport equals one unit up to a maximum of two. Students participating in more than one varsity sport may use each sport to meet a unit requirement up to a total of two. Students satisfying this requirement through varsity sport(s) will not receive credit.

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and have comprehensive corrective measures.

However, that an individual must be a student registered. EWI also that the Committee on Discipline on Disciplinary the case

courses and again that credit toward the one hundred and twenty credits needed to graduate. In the absence

James that individual activities courses, the Institute and under the new management receive credit for all four

a release on the way to graduation as a result of the new requirements. Continuing students who have already

of the more action is actively demonstrated. EWI does not believe that any continuing student will suffer

and that means to actually the physical activity demonstrated. It should also be understood that just

all is understood that a continuing student who has taken only 60 credits must take an additional 60 credits

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1. The above information was obtained from the records of the Federal Bureau of Investigation (FBI) and is being furnished to you for your information. It is not to be used for any other purpose without the express written consent of the FBI. The information is being furnished to you under the provisions of the Freedom of Information Act, 5 U.S.C. 552, and is being furnished to you in accordance with the provisions of the Act. The information is being furnished to you in accordance with the provisions of the Act. The information is being furnished to you in accordance with the provisions of the Act.

1. The requirement may be satisfied when the student receives a grade of "C" or better in the following courses: (a) "Introduction to Psychology" (PSY 101), (b) "General Psychology" (PSY 102), (c) "Developmental Psychology" (PSY 103), (d) "Social Psychology" (PSY 104), (e) "Abnormal Psychology" (PSY 105), (f) "Research Methods in Psychology" (PSY 106), (g) "Statistics for the Behavioral Sciences" (PSY 107), (h) "Cognitive Psychology" (PSY 108), (i) "Personality Psychology" (PSY 109), (j) "Health Psychology" (PSY 110), (k) "Environmental Psychology" (PSY 111), (l) "Cross-Cultural Psychology" (PSY 112), (m) "Industrial/Organizational Psychology" (PSY 113), (n) "Educational Psychology" (PSY 114), (o) "Forensic Psychology" (PSY 115), (p) "Military Psychology" (PSY 116), (q) "Aging and the Elderly" (PSY 117), (r) "Disability and the Handicapped" (PSY 118), (s) "Death and Dying" (PSY 119), (t) "Mental Health Services" (PSY 120), (u) "Mental Health and the Law" (PSY 121), (v) "Mental Health and the Workplace" (PSY 122), (w) "Mental Health and the Family" (PSY 123), (x) "Mental Health and the Community" (PSY 124), (y) "Mental Health and the Society" (PSY 125), (z) "Mental Health and the World" (PSY 126).

It is suggested that the Commission should consider the possibility of establishing a permanent committee to study the problem of the distribution of the population of the country and to make recommendations to the Government on the basis of its studies.

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*Annual Report of the Committee on Graduate Studies
to the Faculty of Arts and Sciences
November 2, 1993*

The Committee on Graduate Studies reports annually to the Faculty. This year's report contains the following sections: I. Overview; II. Consortia; III. Preparing Graduate Students and Teachers; IV. Diversity; V. Awards; VI. Program Evaluation; VII. Data on Students and Degrees.

I. Overview

Commencement during William and Mary's 300th year was especially notable for graduate programs in Arts and Sciences. Each of our three newest programs presented its first candidates for degrees: American Studies, established as a doctoral program in 1988, Katherine Prown; Applied Science, established as a doctoral program in 1990, Mihai Bakonyi; and Public Policy, established in 1991, 18 students from its first class for the M.P.P. (Master of Public Policy). In all this faculty was responsible for some 17 Ph.D.s and 127 master's degrees. In 1991-92, the totals were 19 Ph.D.s and 98 master's. In addition, the Virginia Consortium for Professional Psychology, of which we are one of four members, awarded five Doctor of Psychology (Psy.D.) degrees. For the current year, applications and enrollments continue to be strong. Approximately 457 students enrolled for the Fall 1993 semester, up from 436 in 1992 and 373 in 1991. Yet, these are uncertain times: in the economy, funding for research, the job market, and the outlook for funding for higher education in Virginia. But it is also a time of excitement and promise: working both on and off campus, graduate students from all of our programs increasingly are involved in a wide variety of funded research projects, projects from investigating ozone depletion in the atmosphere to substance abuse in our cities, from supporting a major archaeological reinterpretation of Jamestown Island to responsibility for studies of how to insure the structural integrity of materials. We are developing innovative programs to train our graduate students as teachers and placing them in local colleges. Even in a tight job market, our Ph.D.s are in demand. Despite the uncertainties facing all of higher education, we remain confident in our long-range strategy of utilizing our locational advantages to develop rigorous programs in areas of strategic importance. A key part of that strategy is to make use of educational consortia as a way of expanding resources, and that is the focus of this year's report.

II. Consortia

The word "consortium" is used to refer to a wide variety of educational alliances, and we will characterize some of them here. Two broad types of academic consortia are possible: those that themselves award degrees and those that do not.

Established in 1978, the Virginia Consortium for Professional Psychology, which awards approximately 10 degrees per year, is an example of the first type. Responsibility for the program rests with four institutions: Norfolk State (10%), Old Dominion (30%), EVMS (30%), and W&M (30%). Especially in times of budget uncertainty, administration of such a program is complex and challenging. The Council of Directors, composed

of faculty from the four institutions, is responsible for academic policy. The provosts of all four institutions meet annually to establish budgets and review basic policy matters. Neill Watson, a member of the W&M Psychology Department, chairs the Council. Ms. Eileen O'Neill has served as program administrator since the program's inception. Offices of the Consortium are in Virginia Beach.

Admission to the program is highly competitive; approximately 200 individuals apply each year for 10-12 openings. The program, which is year-round, takes four years to complete. As part of their preparation as clinicians, students serve a year's internship and write a dissertation reporting on the results of original research.

The VCPP is one of 23 accredited programs in the country offering the Psy.D. degree. External evaluators have given the program high marks, with each site visit team awarding accreditation for the maximum period, five years. Since its initiation, the VCPP has awarded 87 degrees.

Since all four institutions offer courses, students are forced to travel between campuses -- spending more time on Interstate 64 than they might wish. However, such a travel burden is a price that students are willing to accept to participate in a program that draws on the resources of four diverse institutions and which is supported by a network of mental health researchers, clinicians, and agencies throughout the region. The "campus" of the program might be said to embody all of Hampton Roads, enabling students to develop their skills in a variety of settings -- urban, suburban and rural -- while having access to the resources of a medical school, teaching hospitals, a large state mental hospital, and a variety of community clinics.

As reflected in the establishment of an alumni organization during the Commencement weekend in 1993, graduates of the VCPP feel a sense of loyalty to it; in the spirit of the helping professions, most now willingly "give back" to the program in diverse ways -- including participation on dissertation committees, offering seminars, and supervising student practica. With strong support from the four administrations, over the years faculty, students, and staff have forged a program with a strong identity of its own, one which at once reflects the values of its sponsoring institutions and embodies values that are unique to it.

We turn now to consider our newest consortia, VCES, TPC, and NPSC, none of which offers degrees.

Established in 1993, the Virginia Consortium of Science and Engineering Universities (VCES) draws from three major engineering schools, those at Virginia Tech, the University of Virginia, and Old Dominion, and William and Mary's Applied Science program to create an alliance to bring doctoral education in engineering and applied science disciplines to the Peninsula. With an office at the Peninsula Graduate Center in Hampton, the program cooperates with NASA-Langley (LaRC) in offering master's and doctoral level programs, through both "live" courses and a television network, which, when fully operational, will enable all four institutions to send and receive courses from their home campuses. VCES already transmits courses to a large number of sites in Virginia and other states as well.

The Consortium has been organized so that each institution maintains full control over admissions, degree requirements, and all other academic matters. Although students in the program may seek advice from faculty in each of the participating institutions and scientists at participating laboratories, a student's degree must be earned from the institution with which his or her major professor is associated. However, students may earn up to 50% of their course credits from the other participating institutions. The universities have agreed to offer a sufficiently broad range of courses on a regular basis to insure that students are able to earn their degrees expeditiously. The four universities are jointly seeking additional funding for the program from both Federal and State sources.

The Consortium has been developed to meet the needs of employed professionals at LaRC and in the region and to utilize for graduate education LaRC's world-class facilities. Each of the four participating institutions has extensive relationships with LaRC, and yet no one institution could make available the full range of courses and research opportunities that this student body demands. Institutional cooperation is imperative. VCES seeks to develop an innovative partnership between a group of distinctive public universities and a major Federal laboratory and to contribute to the economic development of the region. Through VCES William and Mary students and faculty have immediate access to a broad range of new research and educational opportunities, especially in rapidly evolving multidisciplinary fields.

The Tidewater Physics Consortium is a partnership between the College, Hampton University, Old Dominion, and CEBAF. Each of these universities offers the Ph.D. in physics and faculty from each are extensively engaged in CEBAF-related research. Not itself an educational institution, CEBAF offers extraordinary research opportunities, and students from each of the universities are spending increasing amounts of time at CEBAF, which is located less than a half-hour's drive from each. Therefore, it simply makes sense for the universities and CEBAF to cooperate in education, particularly by developing a coordinated program of advanced courses in pertinent topics. A Graduate Studies Coordinating Committee has been established. The GSCC has produced a handsome booklet describing the scientific program of CEBAF and introducing prospective students to our universities. The Committee is chaired by J. Dirk Walecka, a member of the CEBAF scientific staff and Governor's Distinguished CEBAF professor at William and Mary. The Tidewater Physics Consortium is the vehicle through which the three universities can ensure that the full educational potential of CEBAF is realized for our students.

This past year William and Mary joined still another consortium, the National Physical Science Consortium. This is a national alliance of doctoral universities, Federal labs, and corporations that seeks to encourage individuals from traditionally underrepresented groups to earn doctorates in the physical sciences, mathematics, and computer science. Unlike the consortia described above, this one does not involve a sharing of academic programs among institutions. Its purpose rather is to identify qualified individuals from underrepresented groups for graduate school, encourage them to attend, and provide fellowship funds for outstanding students. William and Mary's participation in the NPSC will help us to enroll in our programs additional students from underrepresented groups, a subject that we discuss below.

Finally, we will describe efforts that have not yet resulted in formal agreements but which suggest the benefits of educational alliances, this time in the humanities. Currently faculty from the American Studies program and the Commonwealth Center are exploring a possible relationship with the Center for Southern Studies at the University of Mississippi. The research interests of our faculties are complementary; William and Mary has obvious strength in the Upper South and Mississippi has obvious strength in the Lower South. Mississippi offers the M.A. in American Studies, but not the doctorate. In what ways would it be useful to cooperate? That is a question that we are exploring. A short-term exchange of faculty and students will take place this year. It remains to be seen if a formal "consortium" will be established.

Summary

A central problem that institutions face in entering into consortial relationships is how to reconcile the consortial goals of cooperation and sharing with the competition that is a fundamental part of academic life. William and Mary continues to compete with some of the academic institutions with which we have formed consortia: for the best students, for research funding, for various grants, for academic prestige and recognition and so forth. Such competition is healthy, a vital part of higher education in America. Our challenge in developing consortia is to so structure them that the resulting entity is indeed more than the sum of the parts and that each partner is strengthened through participation, sometimes in unexpected ways. We believe that the new consortia described above will strengthen our graduate programs and enable us better to serve our students, the Commonwealth, and our disciplines.

II. Preparing Graduate Students as Teachers

An important part of our responsibility in graduate education is to provide instruction and preparation in teaching for those of our students who are considering academic careers. Over the past several years we have developed a coordinated system of preparing our students, one in which courses in teaching methodologies are offered centrally, while preparation for teaching in specific disciplines is the responsibilities of departments and programs. Two non-credit College courses are available each year: College and University teaching, coordinated by the Dean of Graduate Studies, and Writing Pedagogy, taught by Beverly Peterson in English. Within the departments, instruction in teaching sometimes involves a required set of courses, such as is the case in Physics. In some departments, such as History, Biology, Computer Science, and Chemistry, instruction in teaching takes the place of preparing students for their assignments as laboratory or teaching assistants. Each department appoints a faculty member, often the director of graduate studies, who has overall responsibility for the work of TAs. The Dean of Graduate Studies offered an orientation program for all graduate TAs before the beginning of Fall semester, 1993. At William and Mary, very few TAs have full responsibility for a course. Our TAs function as assistants, supporting regular faculty in their work.

Also this semester, we initiated a program with Thomas Nelson Community College whereby selected graduate students from English and American Studies were offered contracts to teach Freshman Composition at TNCC. Only students who had

taken the course in Writing Pedagogy were eligible. The work of these students, some of whom are teaching for the first time, is being supervised by regular faculty from both institutions. The program provides valuable teaching experience and financial support for our graduate students. Thomas Nelson, which is expanding rapidly, has found that these individuals contribute in many significant ways to its educational mission. TNCC and the College have submitted a budget initiative to the State Council which would provide base funding for this program and enable us to expand it to include other disciplines.

III. Diversity

All of us involved in graduate education are strongly committed to diversifying our graduate student body. Each department seeks out students from traditionally underrepresented groups. The Graduate Dean or his assistant attends regional graduate recruiting fairs, particularly those held at historically black institutions. In addition, the College hosts each year several programs for groups from historically black universities and colleges.

Minority student from William and Mary have been notably successful in winning external funding. Two students in American Studies, for instance, earned three-year Fellowships from the Southern Regional Educational Board. Only five awards were made to students in Virginia. One of our students, Ms. Leni Sorensen, deferred her award for one year to accept a Mellon Fellowship. The State Council administers the Commonwealth Fellows program, which provides grants of \$10,000 on a competitive basis to students preparing for college teaching careers. Of 27 awards made for 1993-94, William and Mary tied with the University of Virginia for the highest number: six. Students from Arts and Sciences earned four and from Education two.

A Committee on Diversity, chaired by the Graduate Dean, meets regularly to develop a supportive environment on campus for students from diverse backgrounds, plan programs to encourage students from underrepresented groups to attend graduate school, and offer programs for professional development.

IV. Awards

Each year the State Council honors 11 outstanding doctoral candidates at Virginia Institutions. Two William and Mary students, Bert Ashe, American Studies, and Jon Brudvig, History, were selected this year. Todd Pfannestiel, History, won the Donald B. Hoffman Graduate Scholarship Award of Phi Alpha Theta, International Honor Society in History.

V. Program Evaluation

As part of its ongoing program of evaluation, the Committee reviewed the American Studies program in 1992-93. A review of the Mathematics program is scheduled for the current year. Copies of the reports are available in the Graduate Office and in the College Archives.

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VI. DATA ON STUDENTS AND DEGREES

A. ADMISSIONS - Fall Semester 1993

<u>DEPARTMENT</u>	<u>¹NUMBER APPLICANTS</u>	<u>²NUMBER ACCEPTED</u>	<u>NUMBER MATRICULATED</u>
AMERICAN STUDIES	142	41	22
ANTHROPOLOGY	53	16	11
APPLIED SCIENCE	26	15	11
BIOLOGY	20	14	9
CHEMISTRY	6	5	4
COMPUTER SCIENCE	224	40	21
ENGLISH	105	32	14
GOVERNMENT	102	32	10
HISTORY	134	46	26
MATHEMATICS	50	21	10
PHYSICS	259	25	6
PSYCHOLOGY	64	19	9
PUBLIC POLICY	45	28	16
SOCIOLOGY	24	16	9
TOTALS	1,254	350	178
PSY.D. PROGRAM ³	166	10	10

¹Figures based on completed applications for fall admission as reported by each graduate department.

²Figures include all applicants offered admission as reported by each graduate department.

³Total in Consortium.

B. AVERAGE UNDERGRADUATE GRADE POINT
AVERAGE OF ENTERING STUDENTS (4.0 SCALE)

<u>DEPARTMENT</u>	<u>FALL 1991</u>	<u>FALL 1992</u>	<u>FALL 1993</u>
AMERICAN STUDIES	3.39 (20 of 21)	3.56 (14 of 20)	3.15 (19 of 22)
ANTHROPOLOGY	3.30	3.27	3.55
APPLIED SCIENCE	3.57 (7 of 9)	3.43	3.29
BIOLOGY	2.97	3.18	3.16
CHEMISTRY	2.90	2.93	2.78
COMPUTER SCIENCE	3.43	3.33	3.43 (19 of 20)
ENGLISH	3.43 (15 of 16)	3.52	3.52
GOVERNMENT	3.16 (10 of 11)	3.48 (11 of 12)	3.18
HISTORY	3.66	3.39 (18 of 21)	3.42 (24 of 26)
MATHEMATICS	3.38	3.51	3.43
PHYSICS	3.18 (11 of 12)	3.26	3.30 (5 of 6)
PSYCHOLOGY	3.26	3.34	3.17
PSY.D. PROGRAM	3.44	3.20	3.58
PUBLIC POLICY	3.19 (18 of 19)	3.28 (20 of 21)	3.19 (15 of 16)
SOCIOLOGY	3.74	3.13	3.35 (8 of 9)

C. AVERAGE GRADUATE RECORD EXAMINATION SCORES OF ENTERING STUDENTS¹

DEPARTMENT	FALL 1992				FALL 1993			
	VERB	MATH	ANALY	ADV	VERB	MATH	ANALY	ADV
AMERICAN STUDIES	642 (18 of 20)	591 (18 of 20)	637 (18 of 20)	---	593 (17 of 22)	544 (17 of 22)	577 (17 of 22)	---
ANTHROPOLOGY	621 (7 of 9)	549 (7 of 9)	619 (7 of 9)	---	575	511	571	---
APPLIED SCIENCE	513 (4 of 5)	680 (4 of 5)	595 (4 of 5)	---	636 (5 of 11)	696 (5 of 11)	698 (5 of 11)	---
BIOLOGY	558	564	584	614 (45%)	596 (8 of 9)	689 (8 of 9)	698 (8 of 9)	674 (69%) (8 of 9)
CHEMISTRY	NRD	NRD	NRD	NRD	---	---	---	---
COMPUTER SCIENCE	584	704	648	NRD	608	708	671	NRD
ENGLISH	661	566	637	563 (69%)	656	584	621	602 (78%)
GOVERNMENT	623 (11 of 12)	607 (11 of 12)	652 (11 of 12)	NRD	648	585	640	NRD
HISTORY	638	590	635 (17 of 21)	542 (70%)	635	590	665	NRD
MATHEMATICS	520 (7 of 9)	671 (7 of 9)	690 (7 of 9)	NRD	516 (7 of 9)	649 (7 of 9)	626 (7 of 9)	NRD
PHYSICS	597	700	626	598 (43%)	556 (5 of 6)	714 (5 of 6)	660 (5 of 6)	568 (73%) (5 of 6)
PSYCHOLOGY	577	558	595	578 (66%) (10 of 11)	529	617	562	568 (62%) (8 of 9)
PSY.D.	567	570	556	627 (82%)	617	612	663	629 (81%)
PUBLIC POLICY	576 (17 of 21)	625 (17 of 21)	622 (17 of 21)	---	559	644	676	---
SOCIOLOGY	492	491	536	NRD	501 (8 of 9)	543 (8 of 9)	589 (8 of 9)	NRD

¹Table includes all regular and provisional students. Scores on the advanced portion of the GRE are not reported unless at least 70% of the enrolling students took the test.

D. REGISTERED REGULAR & PROVISIONAL GRADUATE STUDENTS¹
Fall 1991 to Fall 1993

<u>DEPARTMENT</u>	<u>FALL 1991</u>	<u>SPRING 1992</u>	<u>FALL 1992</u>	<u>SPRING 1993</u>	<u>FALL 1993</u>
<u>AMERICAN STUDIES</u>	42	41	53	49	54
<u>ANTHROPOLOGY</u>	14	12	14	13	18
<u>APPLIED SCIENCE</u>	16	21	22	33	37
<u>BIOLOGY</u>	16	17	25	19	24
<u>CHEMISTRY</u>	10	9	13	11	6
<u>COMPUTER SCIENCE</u>	68	67	66	63	65
<u>ENGLISH</u>	24	23	23	22	22
<u>GOVERNMENT</u>	20	16	17	18	19
<u>HISTORY</u>	52	51	55	53	64
<u>MATHEMATICS</u>	12	10	17	10	18
<u>PHYSICS</u>	52	48	60	55	52
<u>PSYCHOLOGY</u>	19	19	16	16	17
<u>PUBLIC POLICY</u>	19	19	40	39	37
<u>SOCIOLOGY</u>	9	11	15	14	20
<u>A & S TOTALS</u>	373	364	436	415	453
PSY.D. PROGRAM ²	53	46	54	50	60

NOTE: The Computer Science department now enrolls most of the students listed previously under Applied Science. The Applied Science program now enrolls interdisciplinary students in the sciences.

¹Totals include both full-time and part-time registration.

²Total in Consortium.

E. GRADUATE DEGREES CONFERRED 1992-93

DEPARTMENT	DEGREE	AUGUST 1992	DECEMBER 1992	MAY 1993	TOTAL
AMERICAN STUDIES	M.A.	1	5	6	12
	Ph.D.	0	0	1	1
ANTHROPOLOGY	M.A.	0	0	5	5
APPLIED SCIENCE	M.A.	0	0	1	1
	M.S.	0	0	0	0
	Ph.D.	1	0	0	1
BIOLOGY	M.A.	2	5	0	7
CHEMISTRY	M.A.	3	3	1	7
	M.S.	0	0	0	0
COMPUTER SCIENCE	M.S.	1	8	14	23
	Ph.D.	1	0	1	2
ENGLISH	M.A.	3	5	7	15
GOVERNMENT	M.A.	0	4	0	4
HISTORY	M.A.	2	3	5	10
	Ph.D.	1	3	2	6
MATHEMATICS	M.A.	0	0	0	0
	M.S.	0	7	1	8
PHYSICS	M.A.	0	0	0	0
	M.S.	0	4	4	8
	Ph.D.	0	3	4	7
PSYCHOLOGY	M.A.	2	1	4	7
	Psy.D.	2	3	0	5
PUBLIC POLICY	M.P.P.	0	0	18	18
SOCIOLOGY	M.A.	2	0	0	2
TOTALS	M.A.	15	26	29	70
	M.S.	1	19	19	39
	M.P.P.	0	0	18	18
	Ph.D.	3	6	8	17
	Psy.D.	2	3	0	5

E. GRADUATE DEGREES CONFERRED 1992-93 (cont'd.)

TOTAL NUMBER OF DOCTORATES CONFERRED
AUGUST 1992 THROUGH MAY 1993

Arts and Sciences	- 17 Ph.D., 5 Psy.D.
Education	- 30 Ed.D.
Marine Science	- 7 Ph.D.

M.A. IN EDUCATION¹

Secondary School Teaching - 20

¹Degree candidates for the M.A. in Education (Secondary School Teaching) take 12 hours of course work in Arts and Sciences.

F. GRADUATE DEGREES AWARDED DURING THE LAST 10 YEARS¹
(August - June)

DEPARTMENT	PROGRAM INITIATED	83-84	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	8/93	TOTAL SINCE AUG. 1983
AMERICAN STUDIES	1982-MA	1	4	5	2	3	4	11	14	8	12	2	66
	1988-PhD						0	0	0	0	1	1	2
ANTHRO-POLOGY	1979-MA	5	1	4	8	4	8	9	8	7	5	0	59
APPLIED SCIENCE	1970-MA/MS	10	1	2	0	0	0	0	1	1	1	1	17
	1990-PhD								0	0	1	0	1
BIOLOGY	1963-MA	5	8	7	2	7	5	10	4	5	7	4	64
CHEMISTRY	1964-MA/MS	2	9	5	5	4	5	7	4	5	7	3	56
COMPUTER SCIENCE	1984-MS		9	10	19	10	15	19	15	13	23	0	133
	1986-PhD				0	1	0	3	0	3	2	1	10
ENGLISH	1970-MA ²	7	9	5	8	9	10	9	18	11	15	6	107
GOVERNMENT	1966-MA	1	1	5	3	6	8	8	9	10	4	2	57
HISTORY	1955-MA	7	11	5	14	13	7	16	13	10	10	2	108
	1967-PhD	3	2	1	4	1	1	5	2	9	6	0	34
MATHEMATICS	1961-MA/MS	6	6	4	7	2	9	5	10	6	8	0	63
PHYSICS	1959-MA/MS	10	11	9	5	8	6	14	8	10	8	0	89
	1964-PhD	6	5	6	4	5	3	6	6	7	7	0	55
PSYCHOLOGY	1953-MA	2	9	5	4	6	3	11	5	7	7	3	62
	1978-PsyD	9	4	8	8	8	10	14	8	7	5	1	82
PUBLIC POLICY	1991-MPP									0	18	0	18
SOCIOLOGY	1967-MA	2	5	2	3	4	6	5	5	5	2	1	40
A&S TOTALS:	MA-MS-MPP	58	84	68	80	76	86	124	114	98	127	24	939
	PhD	9	7	7	8	7	4	14	8	19	17	2	102
	PsyD	9	4	8	8	8	10	14	8	7	5	1	82

¹See Table E for M.A. in Education degrees.

²Earlier Program suspended in 1963.

CURRICULUM CHANGES
Approved for 1993-94

NEW COURSES

- Apsc 574. Continuum Mechanics.
- Apsc 591. Patent Law. (Cross-listed with Law 447)
- Apsc 598. Internship.
- Apsc 668. Special Topics in Polymer Chemistry.
- Apsc 684. Measurement Methods.
- Apsc 685. Acoustic and EM Scatterings.
- Biol 505. Plant Interactions. (Cross-listed with 405)
- Biol 520. Genetic Analysis. (Cross-listed with 420)
- Biol 521. Genetic Analysis Laboratory. (Cross-listed with 421)
- Biol 545. Neurobiology. (Cross-listed with 445)
- Biol 548. Molecular Cell Biology. (Cross-listed with 448)
- Biol 559. Topics in Evolutionary Genetics.
- Biol 563. Biological Microscopy.
- Biol 582. Graduate Colloquium.
- Chem 558. Organic Spectroscopy.
- Hist 610. Research Seminar in Early American History to 1789.
- Hist 615. Pro-Seminar in American History, 1760-1876.
- Hist 619. Pro-Seminar in British History.
- Hist 643. Africa: 1800 to the Present.
- Hist 645. The Modern Middle East: 1500 to 1800.
- Hist 646. The Modern Middle East: 1800 to the Present.
- Math 573. Reliability.
- Pubp 546. Employment Law. (Cross-listed with Law 456)
- Pubp elective. Bus 538. International Finance.

CHANGES

- Apsc 626. Solid Surfaces and Interfaces. (Renumbered from 526)
- Biol 512. Vascular Plant Systematics. (Changed title from "Biology of Vascular Plants")
- Biol 554. Biogeography. (Changed course description)
- Biol 562. Concepts of Community Ecology. (Changed title from "Concepts of Synecology" and course description)
- Chem 556. Topics in Organic Chemistry. (Renumbered from 558)
- Chem 557. Organic Synthesis. (Changed title from "Natural Products")
- Hist 601. Topics in Method and Theory in American History. (Changed title from "The Literature of American History")
- Hist 611. Research Seminar in American History, 1760-1876. (Changed title from "Research Seminar in Early American History")
- Hist 616. Pro-Seminar in American History, 1760-1876. (Changed title from "Pro-Seminar in Early American History")
- Hist 617. Pro-Seminar in United States History Since 1861. (Changed title from "Pro-Seminar in United States History Since 1815")
- Hist 621-646. Readings Courses in History. (Renumbered from 621-642)
- Pubp 551. Economic Development Policy. (Changed title from "Patterns of Economic Development and Policy")
- Pubp. Implemented two tracks: Domestic Policy (includes coursework in regulatory policy, state and local policy, and human resource policy, with sub-specialties in environmental and health care policy) and International Policy (includes coursework in trade, development, security and law).

Committee on Graduate Studies:

Christopher Abelt, Chemistry
Norman Barka, Anthropology
David Dessler, Government
David Finifter, Public Policy
Stan Hoegerman, Biology
Gerald Johnson, Geology
Sidney Lawrence, Mathematics
Chris MacGowan, English
John D. Milliman, VIMS

Dennis Manos, Applied Science
Robert Noonan, Computer Science
Charles Perdrisat, Physics
Constance Pilkington, Psychology
John Selby, History
Kathleen Slevin, Sociology
Alan Wallach, American Studies
Neill Watson, Clinical Psychology
Robert J. Scholnick, Chair

Interdepartmental Communication
COMMITTEE ON NOMINATIONS & ELECTIONS
College of William and Mary

TO: Faculty of Arts & Sciences

DATE: November 22, 1993

RE: **NOMINATIONS TO BE PRESENTED AT THE MEETING OF THE
FACULTY OF ARTS & SCIENCES ON DECEMBER 7, 1993**

Faculty Affairs Committee

Two (2) three-year terms in Area III to replace Robert Welsh (Physics) and Richard Kiefer (Chemistry) [being replaced this year by George Rublein (Math)]

George Rublein (Mathematics; FAC, Faculty Assembly)
Gary DeFotis (Chemistry; Lectures, Prizes and Awards)
Ruth Beck (Biology; Task Force for Lake Matoaka)
Harlan Schone (Physics)

Continuing members are:

Miles Chappell (Art History - Area I)
Francie Cate-Arries (Modern Langs - Area I)
Clay Clemens (Government - Area II)
Gary Kreps (Sociology - Area II)

Faculty Assembly

One (1) to serve the remaining 2½ years of a three-year term as a new member from Area I because of population increase due to recent hires.

Alan Fuchs (Philosophy; Concerts)
Patricia Wesp (Theater & Speech; Commencement Policy, Chair Sub-Committee for GER 6)

Continuing members from Area I with the last year of service are:

Francie Cate-Arries, '96	Tom Finn, '94
Miles Chappell, '95	Ron Hallett, '94
Dale Cockrell, '96	Ronald St.Onge, '95

EPC Request for Faculty Comment and Advice
December 1993 Faculty Meeting

EPC is placing two topics for discussion before the faculty. Motions on them may be made at the February or March Faculty meeting. EPC invites comment and advice on these topics from individual faculty members and from departments and programs. Your comments may be given at the December 7 Faculty Meeting during the allotted discussion time or sent as a memo to Mark Fowler, EPC Chair, Philosophy Department, by December 15. Thank you in advance for your response.

I Questions on Freshman Seminars and Upper Division Learning Experiences: EPC requests comment and advice on two questions concerning Section 3 of the New Curriculum Motion. This section establishes as a graduation requirement 1) one writing, reading and discussion intensive Freshman Seminar and 2) one Upper Level Individual or Small Group Learning Experience.

Question One: Should the faculty split Section 3 so that the question of implementing the Freshman Seminar requirement can be voted on separately from the question of implementing the Upper Level Learning Experience requirement? They must be voted on together unless the faculty agrees to split them. EPC raises this question because resources might be available to implement the Freshman Seminar requirement but are not yet available to implement the Upper Level Learning Experience requirement.

Question Two: Should the following criteria be adopted for implementing Section 3?

Definitions of "Writing-, Reading- and Discussion-Intensive" and "Significant Opportunity for Oral Presentation"

I Freshman Seminars. Our chief concern is that these seminars foster independent learning. Therefore, we suggest the following guidelines (in bold, with brief explanations following). In defining these, we have tried to respect the variety of ways in which the faculty teaching these courses might encourage student participation.

a. **Discussion.** At least 1/2 of total weekly classtime should be devoted to student participation. Such participation might take a variety of forms, both spontaneous and prepared: discussion, group work, individual or panel presentations, debates, etc. This guideline allows for about 1 1/2 hours of lecture in a standard 3-hour course; it fosters students' responsibility for what goes on in class without interfering with highly successful models for seminars already in place (e.g., the Honors model of 2 weekly discussion periods with a lecture in between).

b. **Writing.** A writing-intensive course should require at least 5000 words, or 20 pages, of writing. All of this need not be formal writing, but students should receive timely feedback from instructors on their performances in written work. We also recognize that special seminars--in Art, for example, or in other courses that might be proposed to satisfy GER 6--might substitute another form of expression (painting or theatrical performance, for example) for writing.

c. **Reading.** We do not want to suggest any guidelines for amounts of reading, recognizing that courses in which a small number of texts are read closely and repeatedly (e.g., a literature course in poetry or in critical approaches) are as valuable and intense as courses (like Honors) requiring 100+ pages per week. We also recognize that film and art history courses, for example, require intensive reading of non-print forms.

II. Upper-division seminars. We define "significant opportunity for oral presentation" to include the definition of "discussion-intensive" from above; in addition, we would require of every student at least one prepared oral presentation of at least eight minutes, with the opportunity for defense. Instructors should evaluate the student's ability to present material to an audience. Those departments and programs that allow students to satisfy this requirement through Honors and/or Independent Studies will have to provide these students the opportunity to give oral presentations to an audience of other students and/or faculty. (For

example, departments might ask students to include an oral presentation with the proposal for such projects; later in the semester, they might require all students in the department who are taking Honors and/or Independent Studies to attend a forum in which students present the results of their research and defend their conclusions.)

II Credit-Contact Hour Question: In its February 1993 Report to the faculty EPC made this statement about assigning four credits to courses having less than four contact hours: "additional credit may be assigned for significant academic exchange between student and instructor outside the classroom during the semester. ... Proposals for 4-credit courses that will meet three times per week must be accompanied by a course syllabus that makes it clear what the significant academic exchange will entail." To elaborate this earlier statement EPC has spelled out below its underlying rationale and application criteria. We invite faculty comment and advice on them.

Rationale: The basic rationale for permitting 4-credit courses with fewer than 4 class hours is the idea that instructor-student interaction outside the traditional classroom structures can be educationally valuable. However, departures from such structures must have strong justification if the right of students to quality education is to be protected.

Application Criteria: Basically, an acceptable course proposal for 4-credits with fewer than 4 contact hours must show a) that instructor-student interaction outside the classroom will be an integral part of the proposed course and have sufficient educational value to substitute for class time; or b) that the special nature of the skills to be taught in the proposed course is such that students will clearly benefit from augmenting traditional classtime with alternative instructor-student interaction. Normally, merely adding more reading or term papers will not meet this standard. On the other hand, EPC has granted requests for, and proposes to continue to grant requests for, the addition of a fourth credit-hour to a course that meets for only three traditional class hours a week where one of these two conditions is met:

1) Four credit courses with fewer than four lecture hours will normally be approved when there are significant additional projects over and above those assignments generally used in a 3-credit version of the course. Course proposals should contain draft syllabi with, for example, the number and types of projects students will undertake and the way these will be evaluated. Faculty should generally expect to confer formally with individual students several times as needed over the course of the semester to assess their progress.

2) Four credit courses with fewer than four lecture hours will normally be approved when there is a requirement for the entire class outside class lectures: for example, required labs, service projects, or attendance at fora (including, for instance, film showings or music performances). Such requirements must be in addition to standard requirements for a 3-credit hour course, and generally students will be expected to submit written reports of the lab, fora, etc. for evaluation by the instructor. Generally, the outside time required of students must require at least 2 hours per week in addition to regular classroom time.

As these criteria indicate, the burden of proving the pedagogical efficacy of the 'extra hour' falls on the instructor. While department chairs may submit packages of course proposals which include proposals for 4-credit courses with fewer than 4 contact hours, EPC will decide on the appropriate number of contact hours on a case by case basis. Department chairs interested in submitting such course proposals should make sure that instructors submit a completed syllabus with the course approval request.