

MINUTES

Meeting of the Board of Visitors
The College of William and Mary in Virginia

September 27-28, 2007

The Board of Visitors of The College of William and Mary in Virginia met in the Board Room in Blow Memorial Hall on the campus in Williamsburg on Thursday and Friday, September 27-28, 2007.

On Thursday, September 27, the Richard Bland College Committee, the Committees on Public Affairs, Athletics, Financial Affairs and Student Affairs, met in the Board Room, while the Executive Committee met in the Rector's Office and the Committees on Administration and Academic Affairs met in the Board Conference Room in Blow Memorial Hall.

Those present on Thursday were:

Charles A. Banks III
Robert A. Blair
Janet M. Brashear
John W. Gerdelman
Sarah I. Gore
R. Philip Herget III
Kathy Y. Hornsby
Suzann W. Matthews
Joseph J. Plumeri II

Anita O. Poston
Michael K. Powell, Rector
John Charles Thomas
Jeffrey B. Trammell
Barbara B. Ukrop
Henry C. Wolf
Faculty representatives: Colleen Kennedy
Roger E. Franklin, Jr.
Student representatives: Zachary B. Pilchen
Yvonne M. Rosa

Absent: Thomas E. Capps
Jeffrey L. McWaters

Others present were:

Gene R. Nichol
P. Geoffrey Feiss
Stewart H. Gamage
Samuel E. Jones
Anna B. Martin
Sean M. Pieri
W. Samuel Sadler
Kiersten L. Boyce

Michael J. Connolly
Edward C. Driscoll, Jr.
Michael J. Fox
Jackson N. Sasser
Michael L. Stump
Brian W. Whitson
Sandra J. Wilms

Also present were Assistant Attorney General Deborah Love, Richard Bland President James B. McNeer, Virginia Institute of Marine Science Dean/Director John Wells, and members of the William and Mary Faculty Liaison Committee.

The **Committee on Public Affairs** convened as a committee of the whole at 9:45 a.m. Mr. Trammell presided as chair, and expressed his thanks to those responsible for the success of the World Forum on Democracy.

Vice President for Public Affairs Stewart Gamage explained how the College was using high profile events to strengthen William and Mary's position in the marketplace. She reviewed public affairs targets for 2007, provided an overview of statewide higher education issues and discussed results of a recent poll conducted by the Virginia Business-Higher Education Council. Students Lindsay Usry and Tyler Trumbo showed a video on recent international service trips. Following a brief

discussion regarding efforts to strengthen our public affairs position, the committee adjourned at 10:43 a.m.

The **Committee on Athletics** convened immediately thereafter. Ms. Brashear presided as chair and called on Director of Athletics Terry Driscoll.

Mr. Driscoll reported on the teams, provided an update on facilities and reviewed personnel changes. Mr. Driscoll introduced Pamela Mason, Director of Compliance. Mr. Driscoll and Ms Mason reviewed the NCAA infraction process. A brief discussion ensued.

Mr. Driscoll presented a short quiz on athletics facts and discussed several upcoming special events. There being no further business, the committee adjourned at 11:10 a.m.

Prior to moving to the Committee on Financial Affairs, the Rector made brief welcoming remarks and reviewed the major issues on which the Board would focus, including the adoption of a new six-year plan, discussion of risk management issues, the emergency response plan and potential financial cuts in response to the Governor's directive. The Rector advised that the Board would have an opportunity to see the newly renovated Matoaka Amphitheatre and the new Admission Office, and would hear a presentation by the Dean of Admission and the Associate Provost for Enrollment.

President Nichol also welcomed everyone back to campus and commented on semester events including a successful move-in day, Opening Convocation and the World Conference on Democracy. He noted that progress has been made on the installation of the new campus security system and the start of construction on the School of Education.

At 12:40 p.m. the Board traveled by bus to the Matoaka Amphitheatre for lunch. The Board then moved to the new Admission Office for a tour of the new facility. Associate Provost for Enrollment Earl Granger and Dean of Admission Henry Broaddus provided an overview of the admission process and reviewed statistics. Following discussion, the Board returned to Blow Memorial Hall.

At 4:00 p.m. the Board reconvened as a committee of the whole. Chair of the Committee on Academic Affairs Anita Poston called on Provost P. Geoffrey Feiss, who discussed the issue of student loans and industry practices at institutions of higher education. He provided brief background, noting that the President had asked him to look into the matter at William and Mary, assisted by Kiersten Boyce, Mike Stump, Earl Granger. Following a full review, the Provost advised that they are confident there are no problems, however, the President felt it was important to sign on to the Code of Conduct Governing Student Loan Practices, and the Board formally approved a policy for the College of William and Mary to follow on student loan practices in July. Recently the New York Attorney General had investigated the relationship of study aboard programs with third party providers and the possibility that students were steered toward their programs. Brief background was provided and the Provost advised that he had asked Director of Reves Center for International Studies Laurie Koloski and Director of Global Education Guru Ghosh to review the William and Mary program, noting that no evidence was found that any student was steered to any particular program. A brief discussion ensued.

Faculty Liaison Committee Chair, Professor of Accounting G. Thomas White, reported for the faculty, commenting how strongly the faculty felt about the budget cuts and their affect on programs. Professor White stated that three recommendations had been forwarded to the Provost,

including suggestions to pursue alternative streams of revenue, particularly a tuition surcharge or short term loans from the Foundation or to temporarily increase payout from the Foundation. Professor White stated that the faculty had a general concern over the perceived restrictions and lack of flexibility on the College under restructuring. Professor White also mentioned the Faculty Assembly's interest in a review of Board and Foundation investments in the Sudan.

The **Committee on Student Affairs** convened at 4:18 p.m. Mr. Thomas presided as chair and called on Vice President for Student Affairs Sam Sadler to provide an update on Emergency Management via a PowerPoint presentation.

As background, Mr. Sadler briefly reviewed the evolution of the current emergency management plan, the recent installation and testing of the emergency notification system, and outlined progress to date getting emergency contact information from faculty, staff and students. A brief discussion ensued.

Student Liaison Committee members Tina Ho and Joell Christodonte reported on recent student activities.

There being no further business, the Committee recessed at 5:15 p.m.

On Friday, September 28, the Committees on Buildings and Grounds and Development and Alumni Affairs met in the Board Room, while the Committee on Audit met in the Board Conference Room, prior to the full Board meeting.

At 11:30 a.m. the Rector convened the Board as a committee of the whole in the Board Room.

Those present were:

Charles A. Banks III
Robert A. Blair
Janet M. Brashear
Thomas E. Capps
John W. Gerdelman
Sarah I. Gore
R. Philip Herget III
Kathy Y. Hornsby
Suzann W. Matthews
Joseph J. Plumeri II

Anita O. Poston
Michael K. Powell, Rector
John Charles Thomas
Jeffrey B. Trammell
Barbara B. Ukrop
Henry C. Wolf
Faculty representatives: Colleen Kennedy
Roger E. Franklin, Jr.
Student representatives: Zachary B. Pilchen

Absent: Jeffrey L. McWaters

Others present were:

Gene R. Nichol
P. Geoffrey Feiss
Stewart H. Gamage
Samuel E. Jones
Anna B. Martin
Sean M. Pieri
W. Samuel Sadler

Michael J. Connolly
Karen Cottrell
Edward C. Driscoll, Jr.
Michael J. Fox
Jackson N. Sasser
Michael L. Stump
Brian W. Whitson

Kiersten L. Boyce

Sandra J. Wilms

Also present was Assistant Attorney General Deborah Love; Richard Bland College President James B. McNeer, Provost Vernon R. Lindquist and Dean of Administration and Finance Russell E. Whitaker and members of the William and Mary Faculty Liaison Committee.

In his brief opening remarks the Rector recognized Mary Gleason, widow of College photographer Jim Gleason, and asked the Board to note the new display of his photos in the Board Dining Room. The Rector also welcomed the new Director of Equal Opportunity Tammy Currie.

The Rector moved that, pursuant to Section 2.2-3711.A.1., 3., 7., 8., and 10. of the Code of Virginia, the meeting be closed in order to discuss matters pertaining to specific personnel, the consideration of contracts, promotions, tenure and leaves; the acquisition of real property for a public purpose; consultation with legal counsel and briefings by staff members pertaining to actual or probable litigation; to discuss matters pertaining to gifts, bequests and fund raising activities and contracts for services; and to discuss matters pertaining to the consideration of honorary degrees. Motion was seconded by Mr. Wolf and approved by voice vote. The observers were asked to leave the room and the Board went into closed session at 11:40 a.m. At 12:17 p.m. Ms. Poston recused herself from the portion of the session due to potential litigation conflicts. At 12:25 p.m. Ms. Poston returned to the closed session.

The Board reconvened in open session at 12:38 p.m. The Rector moved adoption of the **Resolution** certifying the closed session was held in compliance with the Freedom of Information Act. Motion was seconded by Mr. Blair and approved by roll call vote of the Board members conducted by Secretary to the Board Michael Fox. (Certification **Resolution** is appended.)

The Rector asked for any corrections to the minutes of the meetings on April 19-20, 2007, and July 15-16, 2007. Hearing none, the Rector moved to approve the minutes as distributed. Motion was seconded by Mr. Wolf and approved by voice vote.

Ms. Ukrop reported for the Richard Bland College Committee and called on President McNeer, who reported Mr. Plumeri had agreed to be the Commencement speaker on May 9. The President provided an update on the capital campaign, and asked Director of Institutional Advancement LeAnn Binger to provide a brief update on matching grants and recent donations. Mr. Herget encouraged Board members to consider a contribution and encouraged 100% participation by the Board.

Ms. Ukrop moved adoption of **Resolution 1**, Appointment of Director of Enrollment Services, and **Resolution 2**, Appointment of Admissions Counselor, and **Resolution 3**, Six Year Institutional Plan Submission. Motion was seconded by Mr. Wolf and approved by voice vote.

Mr. Gerdelman reported for the Committee on Administration, noting that the committee had heard an update on Information Technology from Associate Provost for Information Technology Courtney Carpenter and Vice President for Administration Anna Martin had provided an update on Human Resources and restructuring.

Mr. Gerdelman briefly reviewed then moved adoption of **Resolution 4**, Resolution Approving and Adopting a Policy on Surplus Property Disposal. Motion was seconded by Ms. Ukrop and approved by voice vote.

Mr. Wolf reported for the Committee on Financial Affairs, noting the Committee had heard a report from Wachovia Securities on investment performance and received a recommendation to hire a new large cap growth manager. Mr. Wolf moved that the Board approve the committee recommendation that management engage Aletheia Research & Management. Motion was seconded by Mr. Blair and approved by voice vote.

Mr. Wolf moved adoption of **Resolution 5**, College of William and Mary 2008-2010 Operating Budget Requests; and **Resolution 7**, Virginia Institute of Marine Science FY 2008-2010 Operating Budget Requests. Motion was seconded by Mr. Thomas and approved by voice vote.

Mr. Wolf noted that the Committee reviewed the financial component of the updated Six Year Institutional Plan. Noting that the narrative required some additional amendments, **Resolution 6** was deferred to the full Board for review. Mr. Wolf commented on the outstanding performance of the College's endowment over the last fiscal year, noting the increase of \$94.2 million (19.2%) was the largest single year gain the College has ever experienced.

Ms. Poston reported for the Committee on Academic Affairs, noting that the committee had reviewed the academic component of the updated Six Year Institutional Plan but deferred the review of **Resolution 6** to the full Board.

Ms. Poston reported that Faculty Liaison Chair Professor Tom White had provided greater detail regarding the budget cuts and noted that the committee anticipated a fuller report on the Faculty Handbook revisions and the Faculty Survey at the next meeting. The Provost and the Committee are working with Professor Colleen Kennedy and the Faculty Liaison Committee as well as the Legal Affairs Coordinator Kiersten Boyce to get more definition on the appeal process in the Handbook and/or the Board Bylaws. Ms. Poston advised that the committee had discussed topics to be the focus at upcoming meetings

Ms. Poston moved adoption of **Resolution 8**, Appointments to Fill Vacancies in the Instructional Faculty, **Resolution 9**, Appointments to Fill Vacancies in the Administrative and Professional Faculty, **Resolution 10**, Faculty Promotions, **Resolution 11**, Designated Professorships, and **Resolution 12**, Faculty Leaves of Absence. Motion was seconded by Mr. Wolf and approved by voice vote.

Mr. Capps reported for the Committee on Audit, noting the Committee had received a positive report from the Director of Internal Audit. There were no action items.

Mr. Blair reported for the Committee on Buildings and Grounds. The Committee heard an update on capital outlay projects at VIMS by the Director of Planning and Budget Carolyn Cook and an update on construction at William and Mary from Vice President for Administration Anna Martin.

Mr. Blair moved adoption of **Resolution 13**, Resolution of the Board of Visitors of The College of William and Mary in Virginia – Pooled 9(d) Bond Project: Law Library, Integrated Science Center, New School of Business, Improve Plant and Utilities. Motion was seconded by Ms. Ukrop and approved by voice vote.

Mr. Plumeri reported for the Committee on Development and Alumni Affairs, noting that the Committee had heard a report on the Alumni Association from Executive Vice President Karen Cottrell. Mr. Plumeri congratulated Suzann Matthews on being named one of the recipients of

the Alumni Medallion. Vice President for Development Sean Pieri discussed lessons learned from the campaign and proposed steps forward, which the Committee will discuss at future meetings. Mr. Plumeri reminded members of the Board of the importance of their participation in development activities of the College.

Mr. Plumeri briefly commented on **Resolution 17**, Naming of the Sentara Green Located at the Site of the New School of Education, and a brief discussion ensued.

Mr. Plumeri moved adoption of **Resolution 14**, Establishment of the Professor James David Carter, Jr. Endowed Scholarship, **Resolution 15**, Establishment of the Reginald S. and Julia W. Fleet Memorial Scholarship Endowment, **Resolution 16**, Establishment of the George Cameron Pitts and Mildred Baker Pitts Memorial Scholarship Fund, and **Resolution 17**. Motion was second by Ms. Gore and approved by voice vote. (**Resolution 17** is appended.)

Mr. Powell reported for the Executive Committee, noting the Six Year Institutional Plan had been discussed and some technical amendments had been made in the narrative. Following a brief discussion, Mr. Powell moved the adoption of **Resolution 6 (R)** Six Year Institutional Plan: 2008-2010. Motion was seconded by Mr. Wolf and approved by voice vote. (The narrative portion of **Resolution 6 (R)** is appended.)

Noting that the Board had discussed emergency preparedness issues, the Rector moved adoption of a memorandum for the record to codify the discussion with the administration and the Student Affairs committee. Motion was seconded by Mr. Thomas and approved by voice vote. (The **Memorandum for the Record** is appended.)

Under old business the Rector reviewed several proposed revisions to the *Bylaws*, namely to establish the Committee on Administration, to amend the sections relating to both the Committee on Audit and the Internal Auditor to include provision for an annual evaluation, and to add a section on the appointment of the College Building Official, then renumber sections as needed. Noting that these amendments were submitted within the 30 day window of notice to amend the *Bylaws*, the *Bylaws* must be suspended. Therefore, pursuant to Article VII, Section 4, of the Board of Visitors *Bylaws*, the Rector moved to suspend the *Bylaws* in order to discuss these amendments. Motion was seconded by Mr. Wolf and approved by 16 affirmative votes of the Board.

A brief discussion of the proposed revisions ensued, following which Mr. Powell moved, pursuant to Article VII, Section 3, of the Board of Visitors *Bylaws*, to amend the *Bylaws* as outlined in **Resolution 18**, Amendments to the *Bylaws* of the Board of Visitors, effective immediately. Motion was seconded by Mr. Thomas and approved by 16 affirmative votes. (**Resolution 18** is appended.)

Under new business, the Rector thanked those Board members who could for attending the retreat in July and provided an update on the Action Plan items for the Mission Statement and the Communications Survey. The new Board web site was up, with photos and bios of the Board members. The Rector thanked student intern Brad Potter for his outstanding work. A Board of Visitors manual to include critical documents as well as some history of the Board was currently being designed.

Following a short break, the Rector moved that, pursuant to Section 2.2-3711.A.1., 3., and 7., of the Code of Virginia, the meeting will be closed to discuss specific personnel; acquisition of real property for a public purpose, and to consult with legal counsel and staff members pertaining to actual or probable litigation. Motion was seconded by Mr. Wolf and approved by voice vote. All

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observers were asked to leave the room and the Board went into closed session at 1:16 p.m. At 1:29 p.m. the Board went into closed executive session.

The Board reconvened in open session at 2:35 p.m. The Rector moved adoption of the **Resolution** certifying the closed session was held in compliance with the Freedom of Information Act. Motion was seconded by Ms. Ukrop and approved by roll call vote of the Board members by Secretary to the Board Michael Fox. (Certification **Resolution** is appended.)

There being no further business, the Board adjourned at 2:36 p.m.

Board of Visitors

September 28, 2007

CERTIFICATION OF CLOSED SESSION

WHEREAS, the Board of Visitors of The College of William and Mary in Virginia has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712.D. of the Code of Virginia requires a certification by this Board of Visitors that such closed session was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Visitors, reconvening in open session, hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed session to which this certification applies, and (ii) only such public business matters as were identified in the motion convening the closed session were heard, discussed or considered by the Board of Visitors.

VOTE

AYES: **16**

NAYS: **0**

ABSENT DURING CLOSED SESSION:



Michael K. Powell
Rector of the College

COLLEGE OF WILLIAM AND MARY
NAMING OF THE SENTARA GREEN
LOCATED AT THE SITE OF THE NEW SCHOOL OF EDUCATION

In 2005, Sentara Healthcare and its chief executive officer, William and Mary alumnus David L. Bernd '71, helped the College find a magnificent new home for its School of Education. Mr. Bernd and his colleagues, working closely with administrators from the College and the Williamsburg community, agreed to sell the building and grounds of the former Sentara Williamsburg Community Hospital to the College for a fraction of its market value, in order that William and Mary might practicably offer the students and faculty of its School of Education a facility befitting their remarkable work. In recognition of this extraordinary consideration, the College will be proud to name the heart of the School of Education's new campus "Sentara Green."

Sentara's gift-in-kind was the largest corporate gift ever made to the College of William and Mary. The company's supreme generosity ensures that a site long a place of healing will thrive as a place of learning and of service; that the worthy mission of the School of Education will be brought still more centrally into the Williamsburg community, even as it remains closely linked to the main William and Mary campus; and that, though the structure raised upon its grounds will be wholly new, the site will remain, as it has ever been, a beacon for the community.

BE IT RESOLVED, That upon recommendation of the President, and in acknowledgement of Sentara Healthcare's signal contributions to both the College and the community it serves, the Board of Visitors of the College of William and Mary hereby approves that the grounds at the center of the former Sentara Williamsburg Community Hospital site shall henceforth be known as Sentara Green; and

BE IT FURTHER RESOLVED, That the Board of Visitors directs the secretary to inform David Bernd '71, chief executive officer of Sentara Healthcare, of this action; and

BE IT FINALLY RESOLVED, That the Board of Visitors instructs the Secretary to spread this resolution upon the minutes of the Board and share a copy of the same with Mr. Bernd and his colleagues at Sentara Healthcare.

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

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 we are 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 ratios 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 one of the preeminent liberal arts research universities in America. Under the leadership of President Gene Nichol, 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. We still find that nothing is broken and little needs to be fixed. 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, public, residential liberal arts research university with strong, but selected graduate and professional programs. W&M is the pre-eminent small public university 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.

W&M is committed to its public mission. We see ourselves playing 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, and public 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.

As the premier, small public university in the nation, the College of William and Mary is one of the great public 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, in its commitment to being both great and public, 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 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 the highest priorities for our president. 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 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. This program is in its pilot stage this academic year.

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 -- with the 6 above us all being private institutions (Georgetown, Notre Dame, Dartmouth, Boston College, Brown, and Vanderbilt, in that order). 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.

September 28, 2007

MEMORANDUM FOR THE RECORD

RE: Discussions by the Board of Visitors and the College Administration dealing with the Emergency Management Plan from the meetings of the Committee on Administration and the Committee on Student Affairs

Committee on Administration

September 27, 2007

Board Conference Room – Blow Memorial Hall

Attendees: John W. Gerdelman, Chair; Henry C. Wolf, Vice Chair; Charles A. Banks III, Anita O. Poston; John Charles Thomas. Others present: P. Geoffrey Feiss, Anna B. Martin, Courtney Carpenter, Sam Sadler, Tom White, Mike Stump, Chief Challis, Kiersten Boyce, Sam Jones and other administrative staff.

Chair John W. Gerdelman called the meeting to order at 9:46 a.m. and recognized that a quorum was present.

Vice President for Administration Anna Martin and Vice President for Student Affairs Sam Sadler updated the committee on Emergency Preparedness. Mr. Sadler reminded the committee that last year at this time we were using the standard email technology. In April of this year the Emergency Preparedness committee looked at updating the technology and chose a vendor, NTI, for the new emergency communication system. They also chose, Simplex, the College's fire alarm system vendor, to install the new sirens which are located at the Law School and the Integrated Science Center. The new system is built with redundancy so that it will reach all individuals in numerous ways. An individual may input as many as six phone numbers, an email address and a text message number. The system will also post an immediate message on the webpage. The first two tests used a static page. The College is also looking at using a dynamic page. Virtually all undergrads have registered, 85% of grad students and 50% of the Faculty and Staff have also registered.

The NTI system was employed during an incident at the Campus Center during the second week in September. The information gained was used during a scheduled test September 24.

The siren system failed during its first test on September 24. The re-test on September 26 was successful. Mr. Sadler explained that the sound is unique and will not be confused with the Surry Plant tone.

Mr. Sadler explained that it took one to fifteen minutes for all individuals to receive calls and text messages. Information Technology was able to speed this up from the first test in which it took an hour to reach some individuals. He has had very good feedback from each of the tests.

MEMORANDUM FOR THE RECORD

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Ms. Martin also spoke about the need for additional cell towers, particularly in the area of the South Henry campus. The College will work with the City and Colonial Williamsburg to improve service in this area.

This summer the College submitted its Emergency Response and Continuity of Operations Plans to the state. The plans will be sent to the Governor in December and we should have a response from the Governor in February. Emergency response training sessions will begin for faculty and staff this fall.

Committee on Student Affairs

September 27, 2007

Board Room - Blow Memorial Hall

Attendees: John Charles Thomas, Chair; Barbara B. Ukrop, Vice Chair; Charles A. Banks III; Robert A. Blair; Janet M. Brashear; John W. Gerdelman; Sarah I. Gore; R. Philip Herget II; Kathy Y. Hornsby; Suzann W. Matthews; Joseph J. Plumeri II; Anita O. Poston; Rector Michael K. Powell; Jeffrey B. Trammel; Henry C. Wolf; Colleen Kennedy; Zachary B. Pilchen. Others present: President Gene R. Nichol; Provost P. Geoffrey Feiss; Samuel E. Jones; Anna B. Martin; Sean M. Pieri; W. Samuel Sadler; Assistant Attorney General Deborah Love, and various administrative staff.

Chair John Charles Thomas called the meeting to order at 4:18 p.m., and called on Vice President for Student Affairs Sam Sadler to provide an update on Emergency Management via a PowerPoint presentation.

As background, Mr. Sadler briefly reviewed the evolution of the current emergency management plan from September 2006 to April 2006. Although a fully functioning and practiced Emergency Management Team was in place, email was the only campus-wide notification system and delivery time was between one and three hours. While the components of the Emergency Response Plan and the Continuity of Operations Plan (COOP) were in place, they were not compiled in a comprehensive document. An RFP was issued for an emergency notification system and contract negotiations were begun with vendors to develop a backbone to integrate the Emergency Response Plan and COOP.

The crisis at Virginia Tech in April 2007 changed the dynamic under which the College needed to respond to emergencies. The discussion at the April 2006 Board meeting led to the decision to add sirens to the Emergency Notification System. Since that meeting, the College has finalized the contract with the NTI Group for their Connect-ED emergency notification system. Installation and testing have been completed and the required components of the Emergency Response Plan and the COOP have both been submitted to the state. An audible alarm system has been purchased and installed, the Emergency Communications Plan refined and a draft protocol for the use of the NTI System has been drafted along with work to lay out the next steps in the process. Recent tests of the system and the results of those tests were reviewed, ending with the recent successful siren test on

MEMORANDUM FOR THE RECORD

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September 26. Mr. Sadler reviewed what went well and the lessons learned. The notification time has been cut from three hours to 15 minutes. The system currently includes contact information for all undergraduates, over 85% of graduate students and over 50% of faculty and staff, and had a 98.1% success rate for the delivery of phone/text notices. Redundancy is built into the system. Awareness on campus and in the community is high and there is strong approval for implementing the system.

A discussion ensued. The Rector asked how decisions were made in the case of an emergency, pointing out that a committee approach could be unhelpful. Mr. Sadler responded that the President had set up a plan of succession so that Mr. Sadler would first be contacted in the event of an emergency; were he unavailable, Ms. Martin would be contacted; and were she unavailable, Mr. Jones would be contacted. Mr. Sadler pointed out that in a quickly developing situation that allowed no time for communication, Chief Challis was empowered to act as needed.

The Rector asked if the alarms or the College's notification system were linked with local emergency response numbers. Mr. Sadler said that he believed that they were, and that he would confirm. Chief Challis pointed out that emergency scenarios would require his officers to be in touch with their local counterparts among first responders before a notification was sent.

President Nichol asked Mr. Sadler to explain why the College's student response to including their information in the system was so high, when other universities had not experienced similar success. Mr. Sadler responded that the Banner system required students to enter their information before they were permitted to access the system.

Ms. Gore asked why the percentage of faculty and staff response was so low. Currently it is not mandatory for faculty and staff to do so, but the Provost said that efforts were ongoing to raise it. Mr. Banks and Mr. Blair expressed concern at the low response, and the Rector said that in a time of emergency, students would naturally look to faculty members as authority figures for instruction. Mr. Sadler pointed out that each classroom phone across the campus had been programmed into the notification system. Mr. Pilchen asked how faculty would know, if they were away from campus, not to enter an area during an emergency; he suggested that Blackboard could require their registration, since almost all faculty utilize it for their courses. Ms. Kennedy said that while Blackboard might not be a viable option, Banner certainly would, and that it seemed that faculty should become a part of the system, which takes just a moment. The Rector asked if there were any objection among faculty to signing up on the system. Faculty Assembly officers Heather MacDonald, Tom White, and Alan Meese suggested that there were not, although Ms. MacDonald knew one faculty member who had strong objections.

Mr. Blair suggested that the Board might be interested in encouraging faculty to register. President Nichol said that he understood the sense of the Board and that he and the administration would work to raise the faculty participation. Difficulties with the enforcement of a mandatory directive were discussed. It was the sense of the Committee that it should be mandatory for faculty and staff to input their contact information into the system and the administration was directed to devise a way to enforce compliance. Mr. Gerdelman and Ms. Hornsby said that they were comfortable with

MEMORANDUM FOR THE RECORD

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that response and that, if necessary, the matter could be addressed again in December in a more formal manner.

Mr. Sadler reported that work still needs to be done to address the fact that special populations such as the childcare center staff and parent, as well as the Christopher Wren Society, have unique needs. The faculty's role in emergency situations needs to be clarified and the use of a static William and Mary web page versus the use of an Emergency Box on the William and Mary homepage are being explored with the technicians in Information Technology.

The Rector asked who was directly responsible for the response to emergency; Ms. Martin stated that responsibility followed the chain of command, from the first responding officer up the line to Chief Challis, and that Mr. Sadler or another representative of the Emergency Management Team would also be on site. Chief Challis would have tactical command in responding to the incident, and be in communication with Mr. Sadler or another Emergency Management team representative on what help could be provided to first responders in handling the event.

Mr. Blair asked Chief Challis if he was comfortable with the progress in planning and the state of communication and protocol. Chief Challis said that he was, and that these plans grew out of work that had been ongoing, in the area of emergency planning, for many years. The Chief pointed out that the tragedy at Virginia Tech changed many calculations on these matters, and that outcomes from the report on April 16th continue to become clear. He noted that he and his colleagues will continue to monitor conclusions and best practices as they are developed.

Mr. Sadler was asked the protocol for responding to the press during an emergency. Mr. Sadler responded that either Mike Connolly or Brian Whitson, likely depending on who reached the site first, would be designated the sole spokesman for the Emergency Management Team.

Board of Visitors

Resolution 18

September 28, 2007

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AMENDMENTS TO THE
BYLAWS OF THE BOARD OF VISITORS

Revisions to the *Bylaws of the Board of Visitors* have been proposed to establish the Committee on Administration; to amend the sections relating to both the Committee on Audit and the Internal Auditor to include provision for an annual evaluation, and to add a section on the appointment of the College Building Official. Sections will be renumbered as needed.

Proposed additions to the existing text are shown in ***bold italics*** and proposed deletions are ~~lined out~~.

BE IT RESOLVED, That on the recommendation of the Rector of the College, the *Bylaws* of the Board of Visitors are hereby amended, effective immediately, as shown on the following pages.

Article I

Section 4. STANDING COMMITTEES

Immediately following the election of officers, the Rector shall appoint one member of the Board to chair each of the following standing committees and such other special committees as the Board may deem necessary or advisable: Richard Bland College Committee, Committee on Financial Affairs, Committee on Buildings and Grounds, **Committee on Administration**, Committee on Academic Affairs, Committee on Development and Alumni Affairs, Committee on Public Affairs and Economic Development, Committee on Student Affairs, Committee on Athletics, and Committee on Audit. The Rector shall also serve as an ex officio member of all committees. All committees may also function as committees of the whole.

If the Board elects to conduct its business as a committee of the whole, all members of the Board will be deemed to be members of each **the** committee and a quorum shall consist of a majority of the members of the Board. If the Board chooses to use individual standing committees, the Rector shall appoint at least three members of the Board to each committee. **The Rector may appoint vice chairs for all committees, including committees of the whole.** A majority of the committee members shall constitute a quorum. As an ex officio member, the Rector may be counted towards a quorum. The Rector may replace chairs as necessary and remove members from committees or fill committee vacancies as necessary.

Section 9. COMMITTEE ON ADMINISTRATION

The Committee on Administration shall consider and make recommendations on policy matters pertaining to the administrative operations of the College, including such functions as human resources and shall advise the President of the College on matters of human resources policy in regard to classified employees, university employees and other non-instructional faculty members employed by the College; information technology; procurement; campus safety and security and risk management, and any other matters referred to it by the Rector or the President of the College, particularly in relationship to the Authorities granted under The Restructured Higher Education Financial and Administrative Operations Act.

Section 13. **14. COMMITTEE ON AUDIT**

The Committee on Audit shall oversee the Office of Internal Audit, which is charged with the responsibility of auditing the College of William and Mary and Richard Bland College. The Director of Internal Audit shall be directly responsible to the Committee on Audit **in the formation of an annual Audit Plan.** The President of the College and the President of Richard Bland College may advise and consult with the Committee on any matter pertaining to internal auditing. **The Committee shall perform an annual evaluation of the Director of Internal Audit during the Board's annual meeting for recommendation to the full Board.**

Article II

Administration

Section 10. INTERNAL AUDITOR

The Board of Visitors shall, on recommendation of the President of the College and the President of Richard Bland College, appoint a Director of Internal Audit.

The Director of Internal Audit shall report directly to the Committee on Audit and shall be responsible to the Committee for the administration and operation in the Office of Internal Audit **and for the formation of an annual Audit Plan**. The budget for and authorization of positions in the Office of Internal Audit shall be reviewed and approved by the Committee on Audit.

The Director of Internal Audit shall consult with the President of the College and the President of Richard Bland College in the administration and operation of the Office of Internal Audit.

The Director of Internal Audit shall be evaluated annually by the Committee on Audit during the Board's annual meeting for recommendation to the full Board.

Section 11. BUILDING OFFICIAL

The Board of Visitors shall, on recommendation of the President of the College, appoint a Building Official.

The Building Official is authorized to determine the suitability for occupancy of, and to issue certifications for building occupancy for, all capital projects undertaken at the institution and who, prior to issuing any such certification, shall ensure that the Virginia Uniform Statewide Building Code requirements are met for that capital project and that such project has been inspected by the Fire Marshal or his designee.

The Building Official shall report directly and exclusively to the Board of Visitors through the Committee on Buildings and Grounds and shall be certified by the Virginia Department of Housing and Community Development to perform this function.

Board of Visitors

September 28, 2007

CERTIFICATION OF CLOSED SESSION

WHEREAS, the Board of Visitors of The College of William and Mary in Virginia has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712.D. of the Code of Virginia requires a certification by this Board of Visitors that such closed session was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED, That the Board of Visitors, reconvening in open session, hereby certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the closed session to which this certification applies, and (ii) only such public business matters as were identified in the motion convening the closed session were heard, discussed or considered by the Board of Visitors.

VOTE

AYES: **14**

NAYS: **0**

ABSENT DURING CLOSED SESSION:



Michael K. Powell
Rector of the College