

Longwood University

Digital Commons @ Longwood University

Meeting Agendas and Minutes

Board of Visitors

7-7-1989

1989-07-07 Minutes and Appendices

Longwood University

Follow this and additional works at: https://digitalcommons.longwood.edu/bov_meetings

Tentative

**AGENDA FOR THE ANNUAL MEETING OF THE BOARD OF VISITORS
OF
LONGWOOD COLLEGE**

July 7, 1989
9 a.m.-12:30 p.m.
Virginia Room

IN OPEN SESSION

I.

Call to order and review of agenda.

II.

Action to approve minutes of the previous meeting held by the full Board on April 17, and minutes of the meeting held May 5, 1989, by the Executive Committee of the Board (Appendix 1, Attachment A, and B).

III.

Action to approve the President's recommendation on the Committee on Structure and Governance (Appendix 2).

IV.

Report on Personnel Actions (Appendix 3):

- A. **Administrative Appointments [for information]** (Attachment A).
 - Dean, School of Business and Economics
 - Dean, School of Education and Human Services
 - Interim Director of Athletics
- B. **Faculty Appointments** (Attachment B).
Action to approve the President's recommendation to appoint new faculty.
- C. **Leaves of Absence and Resignations [for information]** (Attachment C).

V.

Action to approve the President's recommendation to Discontinue Degree Programs to conform with State-Mandated Teacher Education Guidelines (Appendix 4).

VI.

Action to approve the President's recommendation concerning the 1989-90 Internal Operating Budget (Appendix 5, Attachments A).

*add Found
Ed.
J. H. W.*

VII.

Action to approve the President's recommendation of the 1990-92 Biennium Budget Addendum Requests (Appendix 6, Attachment A).

VIII.

Action to approve the President's recommendation regarding Fees for 1989-90 for Services and Consumable Supplies (Appendix 7, Attachment A).

IX.

Action to approve the President's recommendation for Use of Auxiliary Reserve Funds (Appendix 8).

X.

Action to approve the President's recommendation on Proposed Telecommunications Services Rate Structure (Appendix 9, Attachment A).

XI.

Action to approve the President's recommendation regarding the Proposed Cable TV Service and Education Channel (Appendix 10, Attachment A).

XII.

Action to approve the President's recommendation on the Naming of a Room at the Alumni House (Appendix 11).

XIII.

Update report on the Proposed Longwood Development Center (Appendix 12) [Dr. Williams].

XIV.

Information Reports on Physical Plant and Maintenance:

- Community Advisory Committee. [Dr. Blanton]
- Update on Property Acquisition. [Mr. Hurley]
- Contracting for Custodial Management Services (Appendix 13). [Mr. Hurley]
- Update on Telecommunication Switch Project (Appendix 14). [Dr. Cross]

*Nomination
Report
↓
Carley Board.*

XV.

Report of the President.

XVI.

Report of the Rector

XVII.

Adjournment

LONGWOOD COLLEGE BOARD OF VISITORS

Minutes

July 7, 1989

AGENDA ITEM I

Call to Order and Review of Agenda

Three items of business were added to the agenda. The Rector, Mr. Thompson, welcomed Ms. Viola O. Baskerville as the newly appointed Board member replacing Dr. Harold W. Conley whose term expired June 30, 1989.

Longwood College Board of Visitors met on Friday, July 7, 1989, on the College campus. The meeting was called to order at 9:15 a.m. by the Rector, Mr. Thompson; the following members were present:

Ms. Viola O. Baskerville
Dr. Wyndham B. Blanton, Jr.
Ms. Martha A. Burton
Ms. Martha W. High
Ms. Jane C. Hudson
Mr. D. Patrick Lacy, Jr.
The Honorable Franklin M. Slayton
Mr. W. T. Thompson, III
Mr. Hunter R. Watson

Board members absent were:

Mr. George E. Murphy, Jr.
Ms. Linda E. Sydnor

Staff members present were:

Dr. William F. Dorrill, President
Dr. James S. Cross, Vice President for Research and Information Systems
Mr. Richard V. Hurley, Vice President for Business and Legislative Affairs
Mr. Louis M. Markwith, Vice President for Institutional Advancement
Ms. Phyllis Mable, Vice President for Student Affairs
Mr. Donald C. Stuart, III, Vice President for Academic Affairs
Ms. Kathe Taylor, Executive Assistant to the President
Ms. Jean S. Wheeler, Assistant to the President
Mr. H. Donald Winkler, Associate Vice President for Public Affairs and Publications

Others present:

- Mr. Joseph H. Fuller, Jr., Internal Auditor
- Dr. Judith R. Johnson, Faculty Representative to Sit with the Board of Visitors
- Mr. Richard C. Kast, Assistant Attorney General
- Ms. Page C. McGaughy, President, Alumni Association

AGENDA ITEM II

Approval of Minutes

On a motion made by Ms. Burton, and seconded by Mr. Slayton, the minutes of the April 17 and May 5, 1989, meetings were approved as submitted.

AGENDA ITEM III

Structure and Governance

On a motion made by Mr. Watson, and seconded by Ms. Burton, the Board approved the President's recommendation to accept The Longwood Assembly and The College Council By-Laws as submitted in the Report of the Committee on Structure and Governance and approved by the OTF at the May 3, 1989, meeting.

President Dorrill said that the new governance structure will involve the faculty more closely in planning and decision making, improve communications and accountability, and address what has been perceived to be an adversarial relationship between faculty and administration.

AGENDA ITEM IV

Personnel Actions

The Board reviewed the following new appointments: Dr. Joe Lavelly, Dean of the School of Business and Economics; Dr. William E. Schall, Dean of the School of Education and Human Services; and Mr. Charles B. Bolding, Interim Athletic Director.

On a motion made by Ms. Burton, and seconded by Mr. Slayton, the Board accepted the President's recommendation to approve 14 new faculty appointments in accordance with the Governor's Consolidated Salary Authorization guidelines.

AGENDA ITEM V

Discontinue Degree Programs

On a motion made by Ms. Hudson, and seconded by Mr. Slayton, the Board accepted the President's recommendation to discontinue the following degree programs at Longwood: Bachelor of Science in Elementary Education, Bachelor of Science in Special Education, and Bachelor of Music Education in Visual and Performing Arts/Music Education. The degree programs will officially terminate in May of 1994. These programs are being discontinued as a result of the restructuring necessary to conform with State-Mandated Teacher Education Guidelines.

AGENDA ITEM VI

1989-90 Internal Operating Budget

Mr. Thompson called on a report from the Finance Committee which met on July 6. Mr. Slayton, Chair of the Finance Committee, reported that the committee went through the proposed 1989-90 Operating Budget, line-by-line and recommended that the budget be accepted as submitted.

On a motion made by Mr. Slayton, and seconded by Ms. High, the Board approved the President's recommendation to accept the proposed 1989-90 Internal Operating Budget (Appendix 5).

Vice President Markwith was called on by Mr. Thompson for a Foundation Report. Mr. Markwith reported that the Foundation will increase its support of the College by 34 percent to be allocated in five major areas--faculty research and development, scholarships, institutional support, non-allowable State expenses, and special projects.

AGENDA ITEM VII

1990-92 Biennium Budget Addendum Requests

On a motion made by Ms. High, and seconded by Ms. Hudson, the Board approved the President's and the Finance Committee's recommendation to accept the proposed 1990-92 Biennium Budget Addendum Requests (Appendix 6). These requests will be submitted to the State Department of Planning and Budget by August 1, 1989; they are ranked in order of importance to the College.

AGENDA ITEM VIII

Fees for Services and Consumable Supplies

The Board approved the President's and the Finance Committee's recommendation to accept the proposed 1989-90 Schedule of Fees for Consumable Supplies and Other Services (Appendix 7, Attachment A) on a motion made by Mr. Slayton, and seconded by Ms. High. A survey of similar fees set for other Virginia institutions was distributed (Appendix 7, Attachment B).

AGENDA ITEM IX

Use of Auxiliary Reserve Funds

On a motion by Mr. Slayton, and seconded by Ms. High, the Board approved the President's and the Finance Committee's recommendation to approve the proposed Request for Use of Auxiliary Reserve Funds (Appendix 8).

AGENDA ITEM X

Telecommunication Services Rate Structure

Following the recommendation of the Finance Committee to accept the President's proposed Basic Telecommunications Rates and Charges for 1989-90 Fiscal Year (Appendix 9, Attachment A), the Board gave the President the authority to set rates for telecommunications services and to modify and apply these rates in the future without seeking Board approval.

On a motion made by Mr. Slayton, and seconded by Ms. High, the Board approved the President's and the Finance Committee's recommendation to accept the proposed telecommunications fees with the document title amended to read "Longwood Telecommunications Rates and Charges."

AGENDA ITEM XI

Cable TV Service and Educational Channel

On a motion made by Mr. Slayton, and seconded by Mr. Watson, the Board approved the President's and the Finance Committee's recommendation to allow Longwood to enter into an agreement with Tele-Media for the Services and capabilities outlined in Appendix 10, Attachment A.

AGENDA ITEM XII

Naming of a Room

The Longwood College Foundation recently received an antique Victorian bedroom suite from Mr. Burton Hanbury for use at the Alumni House, and a significant monetary gift was given by Mrs. Athena B. Hanbury for refurbishing and decorating the room in keeping with the Victorian furniture.

On a motion made by Mr. Watson, and seconded by Ms. High, the Board approved the President's recommendation to designate "Bedroom Number One" at the Alumni House as the "Blanton-Hanbury Room." An appropriate plaque will be placed beside the entry door of the bedroom recognizing the donors for their contributions.

AGENDA ITEM XIII

Longwood Developmental Center

An information report was provided by Dr. Vera Williams on the draft proposal for the Longwood Developmental Center, formerly referred to as the Southside Developmental Center (Appendix 12, Attachment A).

The Longwood Mission Statement was distributed for review in conjunction with the draft proposal for the Center to assure that our objectives are in alignment with our mission. The handout included the statement as it currently appears in our College catalog and a draft of possible changes (Appendix 12, Attachment B). Proposed changes in the Mission Statement will be brought to the Board for action at the August meeting.

7/19/88

AGENDA ITEM XIV

Reports

Community Advisory Committee. A report was given by Dr. Blanton, Chair of the Community Advisory Committee. The Committee met on June 13 on the Longwood campus. At that time Dr. Dorrill updated the Committee on the status of the property acquisition and the parking lot project. There was considerable discussion with regard to continuing interest in the parking problems and with respect to hiring and retraining of minority faculty and staff. The Committee decided to continue meeting on an every-other-month basis with the next meeting being scheduled for the second Tuesday in August.

Property Acquisition. An update was provided on property acquisition by Mr. Hurley. The negotiations for the Branch property were terminated following receipt of a letter from Mrs. Branch stating that she was unable to conclude the sale.

Mr. Hurley also reported that a court hearing is scheduled for July 26 at 11 a.m. to gain right of entry on the final piece of property (Carroll Residence) under negotiation in the parking lot project.

A relocation consultant has been hired to assist those residents currently living on the site for the new residence hall. An appraiser has been hired to set appraisals which will be submitted to Richmond so we can proceed with negotiations. Mr. Hurley reported that the College is still seeking condemnation on one piece of property on this same site.

Custodial Management. Mr. Hurley updated the Board on the College's plan to solicit custodial management services (Appendix 13). This action keeps the College in compliance with Executive Memorandum # 1-88 from the Commonwealth, as it allows Longwood to pursue an improved custodial operation.

Telephone System. Dr. Cross reported that the communication switch project is on target with cutover still projected for the weekend of August 13.

AGENDA ITEM XV

Conley Resolution

The members of the Board, on a motion made by Ms. Burton, and seconded by Ms. High, adopted the following resolution regarding Dr. Harold W. Conley:

WHEREAS, Dr. Harold W. Conley has served with distinction on the Longwood College Board of Visitors since July 1981; and

WHEREAS, he has given generously of his time, expertise, and wisdom for the benefit of Longwood students, faculty, and staff in chairing the Academic/Student Affairs Committee and the Faculty Liaison Committee; therefore

BE IT RESOLVED THAT the Board of Visitors, on behalf of the entire Longwood community, extends to Harold Conley our sincere affection and appreciation for his contribution to the College and his many actions and achievements for the common good of the community. We extend our best wishes for the future.

AGENDA ITEM XVI

Report of Nominating Committee

Mr. Thompson turned the Chair over to President Dorrill to handle the report of the Nominating Committee. Dr. Dorrill called for a report from the Committee Chair, Mr. Watson.

On behalf of the Nominating Committee, Mr. Watson recommended that the current members of the Executive Committee be reappointed for 1989-90: Rector, Mr. Thompson; Vice Rector, Ms. Burton; Secretary, Mr. Watson; At-large Member, Executive Committee, Dr. Blanton.

There being no nominations from the floor, on a motion made by Mr. Lacy, and seconded by Ms. Hudson, the Board approved the slate of officers as presented. The officers were reelected by acclamation for another one-year term ending June 30, 1990.

AGENDA ITEM XVII

President's Report

Dr. Dorrill gave an update on the Benchmark process. A handout was distributed comparing some of the institutions around the State and country (Appendix 15).

An update on admissions figures indicates that we will enroll about 710 freshmen and 220 transfers this fall at Longwood; this enrollment is slightly higher than that of fall, 1988.

Dr. Dorrill introduced Mr. Bolding, Interim Athletic Director, and Mr. Bolding provided an update on the Intercollegiate Athletic Review Committee. The final report of the Committee is due in late October.

Dr. Dorrill called on Mr. Markwith, on behalf of the Foundation Board, who presented the following resolution:

Whereas, the Longwood College Foundation was established and operates to raise, invest and distribute funds to support the academic programs and general purposes of Longwood College, and

Whereas, The Board of Directors of the Longwood College Foundation wish to recognize the generous contributions of alumni and friends of Longwood College, and

Whereas, George E. Murphy, Jr., member of the Board of Visitors of Longwood College, has made a generous gift to support programs in the School of Business and Economics and in support of Intercollegiate Athletic programs,

Therefore, be it resolved that the Board of Directors of Longwood College does express its appreciation to George E. Murphy, Jr., for his leadership, his concern for excellence in education and his generous support for Longwood College. Passed on this 5th day of May, 1989.

AGENDA ITEM XVIII

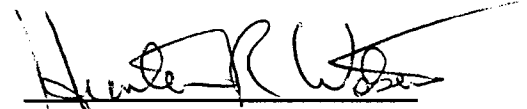
Rector's Report

Mr. Thompson announced that committee appointments for the coming year would be made at the August meeting.

Mr. Thompson thanked everyone for the support and cooperation he had received during the last year as Rector of the Board.

The next meeting of the Board was set for Thursday, August 24 on the Longwood campus.

On motion made by Ms. Burton, and seconded by Mr. Watson, the meeting was adjourned at 12:25 p.m.


Hunter R. Watson, Secretary

APPENDIX # 1A

LONGWOOD COLLEGE BOARD OF VISITORS
April 17, 1989
Minutes

AGENDA ITEM I

Call to Order and Review of Agenda

The Longwood College Board of Visitors met on Monday, April 17, 1989, on the College campus. The meeting was called to order at 10:25 a.m. by the Rector, Mr. Thompson. The following members were present:

Dr. Wyndham B. Blanton, Jr.
Ms. Martha A. Burton
Ms. Martha W. High
Ms. Jane C. Hudson
Mr. D. Patrick Lacy, Jr.
Mr. George E. Murphy, Jr.
The Honorable Franklin M. Slayton
Mr. W. T. Thompson, III
Mr. Hunter R. Watson

Board members absent were:

Dr. Harold W. Conley
Ms. Linda E. Sydnor

Staff members present were:

Dr. William F. Dorrill, President
Dr. James S. Cross, Vice President for Research and
Information Systems
Mr. Richard V. Hurley, Vice President for Business and
Legislative Affairs
Mr. Louis M. Markwith, Vice President for Institutional
Advancement
Dr. Sue S. Saunders, Dean of Students (substituting for
Ms. Phyllis Mable, Vice President for Student Affairs)
Mr. Donald C. Stuart, III, Vice President for Academic
Affairs
Ms. Jean S. Wheeler, Assistant to the President
Mr. H. Donald Winkler, Associate Vice President for Public
Affairs and Publications

Others present:

Dr. William L. Frank, Faculty Representative to Sit with the Board of Visitors (substituting for Dr. Judy Johnson)
Mr. E. Andrew Hudson, Student Representative to Sit with the Board of Visitors
Ms. Page C. McGaughy, President, Alumni Association
Mr. Richard C. Kast, Assistant Attorney General
Dr. Donald J. Finley, Secretary of Education

AGENDA ITEM II

Approval of Minutes

On a motion made by Ms. High, and seconded by Mr. Watson, the minutes of the March 15, 1989, meeting were approved as submitted.

AGENDA ITEM III

Executive Session

On a motion made by Mr. Murphy, and seconded by Mr. Slayton, the Board went into executive session to discuss personnel matters, student disciplinary matters, and property acquisition (Section 2.1-344a (1) (2) (3) of the Code of Virginia).

Open Session

Mr. Thompson reported that the Board received information on personnel matters, student disciplinary matters, and property acquisition, but no action was taken during Executive Session.

Ms. McGaughy, current Alumni Association President who will sit with the Board, was welcomed by Mr. Thompson.

AGENDA ITEM IV

Personnel Matters

On a motion made by Mr. Lacy, and seconded by Ms. Burton, the Board approved the President's recommendation to accept the candidates being considered for promotion and tenure, Professor Emeritus, and one for new appointment (See Appendices 2-6).

Mr. Thompson, on behalf of the Board of Visitors and Longwood, expressed gratitude to John Carr for his years of service to Longwood and thanked him for his support in working with the Foundation Board.

AGENDA ITEM V

Salaries

The Board reviewed the proposed 1989-90 faculty salary schedule which was established according to the Governor's Consolidated Salary Authorization for Faculty Positions.

On a motion made by Ms. Burton, and seconded by Ms. High, the Board approved the President's recommended salary schedule as presented (See Appendix 7).

AGENDA ITEM VI

Information Reports

Mr. Hurley presented the Financial Report for Longwood as of March 31, 1989 (See Handout A); Mr. Markwith provided the Foundation Board Report for the same period (See Handout B); Dr. Cross gave an update on the telephone system and communication switch project indicating that Centel was progressing according to schedule.

Mr. Thompson called on a report from the Finance Committee from Chair, Mr. Slayton. Mr. Slayton reported that the committee met earlier that day and received information on the Third Quarter Report, Capital Outlay Appropriations, Tuition and Fee Proposals, and Revenue Bond Resolutions. The Committee accepted the information as presented.

Mr. Slayton also reported that the College would be allowed to carry over into 1989-90, two percent of its appropriation, as a benefit of having met the Management Standards in Virginia for 1988-89.

Mr. Thompson also called on a report from Dr. Blanton, Chair of the Community Advisory Committee. Dr. Blanton reported on a meeting held March 23, 1989, in the Town Council Chamber, at the request of the town manager. The session was spent looking at the relationship between the town of Farmville and Longwood.

AGENDA ITEM VII

Revenue Bonds

Resolutions were introduced to the Board proposing that Longwood be given the authority to incur debt from the sale of revenue bonds (See Appendix 8). The proposed resolutions were amended on page three of attachments A, B, and C of Appendix 8 to read "the effective true interest cost on such Bonds does not exceed 9% per annum..." On a motion made by Mr. Slayton, and seconded by Ms. Burton, the proposed resolutions were approved as amended.

AGENDA ITEM VIII

Tuition and Fees

The schedule of proposed tuition and fees was introduced for the 1989-90 academic year (See Appendix 9). Following some discussion on the proposed new parking fee for faculty/staff, a motion was made by Ms. High to approve the President's recommendation on tuition and fees as presented; the motion was seconded by Ms. Burton.

AGENDA ITEM IX

Golf Course Rates

On a motion made by Mr. Lacy, and seconded by Ms. Burton, the Board approved the President's recommendation to increase the golf course rates (See Appendix 10).

AGENDA ITEM X

Halifax/South Boston CEC

The draft of the proposed Halifax County/South Boston Continuing Education Center of Longwood College was presented (See Appendix 11). Following discussion, page 9, paragraph 3, of the document was amended to include representatives from Southside Virginia Community College and Danville Community College as members of the Advisory Board; Appendix IV of the document was amended so that column 4 was identified as "Center Funding (General Assembly);" it was further agreed that acceptance of this proposal be contingent upon approval by the Halifax County Board of Supervisors and the South Boston City Council.

On a motion made by Mr. Slayton, and seconded by Mr. Watson, the Board approved the President's recommendation, as amended, to make the Halifax County/South Boston Continuing Education Center of Longwood College an off-campus educational center.

AGENDA ITEM XI

Student Handbook Policy Statement

A proposed policy statement on Acquaintance Rape was recommended for approval (See Appendix 12). This statement will be included in relevant College publications.

On a motion made by Mr. Lacy, and seconded by Mr. Slayton, the Board approved the following statement for inclusion in the policy to clarify the jurisdiction of the College over offenses by students: "Criminal activity by a student, whether it takes place on- or off-campus, may be cause for disciplinary action by the College." (The Student Handbook code of conduct presently refers to on-campus activities only.)

The motion was then made by Mr. Lacy to approve the President's recommendation on the proposed Policy Statement on Acquaintance Rape as amended; it was seconded by Ms. High.

AGENDA ITEM XII

Property Acquisition

Mr. Thompson introduced one additional item which was discussed in executive session. This relates to property acquisition for the site of the new residence hall.

The College has been negotiating with the property owner, L. E. (Andy) Andrews, Jr., for many months, but they have not been able to reach agreement on a sale price. On a motion made by Ms. Burton, and seconded by Mr. Murphy, the Board authorized the College to begin immediately the process of eminent domain to acquire the lots in question which are owned by Mr. Andrews.

AGENDA ITEM XIII

President's Report

An abbreviated report was presented by Dr. Dorrill with respect to the ground breaking ceremony for the new library.

Dr. Dorrill welcomed Secretary Finley upon his arrival at the Board meeting. Dr. Finley remained for the conclusion of the meeting and then participated in the library ground breaking ceremony.

A report was given on the attendance at the Founder's Day weekend at Longwood. There were just under 700 alumni, guests, and friends of the College present throughout the events of the weekend.

AGENDA ITEM XIV

Rector's Report

Mr. Thompson, Rector of the Board, commended the College and the students on their fundraising activities over the last year.

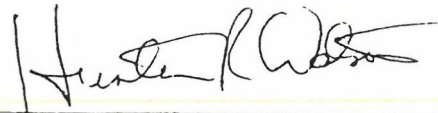
The Board reviewed President Dorrill's performance as required by the State for the Governor's approval; he received a very favorable review. Mr. Thompson, on behalf of the Board, expressed his appreciation to Dr. Dorrill for his work with the Board and the College.

A nominating committee was appointed by Mr. Thompson, as Rector of the Board, to prepare a slate of Board officers for 1989-90. Mr. Watson was appointed chair; other members are Ms. High and Mr. Murphy.

The Executive Committee of the Board was scheduled to meet on May 5, 1989; Mr. Thompson invited all Board members to attend the May meeting, and he welcomed them to stay over for Commencement on May 6. The next meeting of the full Board was set for Friday, July 7, 1989, with this date being considered as a possibility for the Retreat by the Board.

Dr. Dorrill's Inauguration date was announced for Saturday, September 9, 1989.

At 3:40 p.m., the meeting was adjourned.

A handwritten signature in cursive script, appearing to read "Hunter R. Watson", written above a horizontal line.

Secretary

APPENDIX # 1B
LONGWOOD COLLEGE BOARD OF VISITORS

Minutes of the Meeting of the Executive Committee of
the Board of Visitors of Longwood College

May 5, 1989

The Longwood College Board of Visitors Executive Committee met on Friday, May 5, 1989, on the College campus, beginning at 2:05 p.m. The following members were present:

Dr. Wyndham B. Blanton, Jr.
Ms. Martha A. Burton
Mr. W. T. Thompson, III
Mr. Hunter R. Watson

Board member, Dr. Harold W. Conley, was also present.

Staff members present were:

Dr. William F. Dorrill, President
Mr. J. Hugh Fuller, Jr., Internal Auditor
Mr. Richard V. Hurley, Vice President for
Business and Legislative Affairs
Mr. Louis M. Markwith, Vice President for
Institutional Advancement
Dr. Donald C. Stuart, III, Vice President for
Academic Affairs

Others present:

Dr. William L. Frank, substituting for
Dr. Judy Johnson, Faculty Representative
to Sit with the Board
Mr. Andrew W. Hull, President, Longwood College
Foundation Board of Directors

AGENDA ITEM I

Call to order and review of agenda

The Rector, Mr. Thompson, presided. Mr. Thompson stated that Agenda Item V would be moved until later in the meeting.

AGENDA ITEM II

Review of Audit Plan

The Executive Committee of the Board heard a report by Mr. Hugh Fuller on the status of the internal audit plan for fiscal 1989 and a review and update of the annual audit of the College by the Auditor of Public Accounts. Mr. Fuller explained technical

corrections to the internal audit charter. Dr. Blanton requested that the Internal Audit report be limited to two pages with a more concise format.

AGENDA ITEM III

Audit Plan for Fiscal Year 1990

On motion made by Martha Burton, seconded by Mr. Watson, the Executive Committee approved the President's recommendation that the Internal Audit Plan, as revised, be approved as presented.

AGENDA ITEM IV

Substitution of Graduation Requirement

The members of the Board, on motion made by Ms. Burton, and seconded by Mr. Watson approved the President's recommendation to substitute the graduation requirement as stated on page 40 of the 1989 College Catalog.

AGENDA ITEM V

Continuation of the Longwood Small Business Development Center

On motion made by Martha Burton, and seconded by Mr. Watson, the Board approved the President's recommendation to continue the Longwood Small Business Development Center.

AGENDA ITEM VI

A. Review and update on the status of 1989-90 Internal Operating Budget

The Executive Committee of the Board heard a report from Mr. Richard Hurley on the status of the 1989-90 internal operating budget. At the July 7 meeting of the full Board, the proposed budget will be presented by the President for action. Dr. Dorrill noted that the College is in the first year of a new mode of budget building, and it is the intent to bring a detailed budget to the Board at a much earlier date in the future.

B. Report on Academic Governance and Structure

Dr. Dorrill was pleased to report that at a meeting of the OTF the faculty endorsed the restructuring of the governance mechanism. He introduced Dr. Edward Smith who presented the background and a brief description of the recommendation submitted by his committee. Dr. Dorrill will recommend Board action at the July 7 meeting. Mr. Thompson applauded the work that was done on this document and expressed appreciation and recognition for the efforts that indicate an important step in a positive direction for the future of Longwood College.

AGENDA ITEM VII

Executive Session

On motion made by Mr. Thompson, and seconded by Ms. Burton, the Executive Committee of the Board went into executive session to discuss personnel matters. (Section 2.1-344a (1) (3) of the Code Virginia.)

AGENDA ITEM VIII

Salary Increases

Open Session

Mr. Thompson reported that the Committee received information on 1989-90 salary increases for T & R administrators and 1989-90 salary increases for faculty. The Executive Committee of the Board voted to approve the Vice Presidents' and President's salaries for 1989-90.

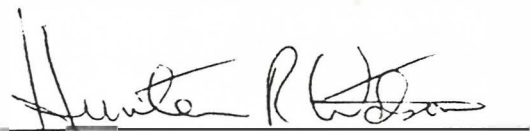
Mr. Thompson announced that a Board Retreat would be held later in the summer. The agenda would include the Board by-laws to make sure they are in sync with the faculty instrument; examination of the Strategic Plan insofar as it affects the Board's role; fund raising; follow up of the Williamsburg meeting and critique of the Board's present structure with regard to Committees and Board meetings.

The next regular meeting of the Board will be held on July 7.

AGENDA ITEM IX

Adjournment

On motion made by Dr. Blanton, the meeting was adjourned at 4:40 p.m.


Secretary

APPENDIX # 2

Approval
of the
Report of the Committee on Structure and Governance

Background The President appointed the Governance and Structure Committee late in 1988 to review Longwood's academic organization and to seek ways to increase shared governance. The Committee issued a series of reports during the spring semester which were approved by the OTF.

Rationale The recommendations of the Governance and Structure Committee will involve faculty more closely in the College's planning and decision-making. The College Council will improve communications and accountability.

Action The President requests that the Board of Visitors accept the Report of the Committee on Structure and Governance as it was approved by the OTF at its May 3, 1989 meeting. A copy of the report was included in the May 5, 1989 board materials.

↓ action on pgs. 28-31 A 6 m/s of Eth.

REPORT OF THE
COMMITTEE ON STRUCTURE AND GOVERNANCE

presented to
President William F. Dorrill

May 4, 1989

Ed Smith (Chair), Eleanor Bobbitt, Bill Harbour, Susan May, Freda
McCombs, George Muns, Rickey Otey/Drew Hudson, Sue Shaw, Don
Stuart

The by-laws contained in Section II of this report were adopted by the Organization of Teaching Faculty on May 3, 1989.

TABLE OF CONTENTS

SECTION I: THE ADMINISTRATIVE STRUCTURE OF ACADEMIC AFFAIRS

ProloguePage 5

RecommendationsPage 7

SECTION II: FACULTY GOVERNANCE

ProloguePage 25

Recommended By-lawsPage 28

REFERENCESPage 38

APPENDICESPage 39

SECTION I
THE ADMINISTRATIVE STRUCTURE OF ACADEMIC AFFAIRS

PROLOGUE

Since the Committee on Structure and Governance was formed on November 4, 1988, we have met 24 times for a total of 53 hours to discuss matters relevant to the administrative structure of Academic Affairs. We have met with the Department Chairs, representatives from the Department of Visual and Performing Arts, and a representative of the School of Business and Economics. On January 3, the committee met with an outside consultant, Dr. David Brown, Chancellor of the University of North Carolina at Ashville (see Appendix A for a copy of his report). We have thoroughly reviewed two alternative proposals for structures other than a school structure: One from Dr. Judy Johnson (see Appendix B) that proposes a departmental structure (no schools), and one from the Department of Natural Sciences (see Appendix C) that proposes a divisional structure. We have also interviewed key administrators, and conducted a survey of the faculty (see Appendix D for the results of this survey). Finally, we have reviewed faculty handbooks and organizational charts from (a) most of the state-supported four year institutions in the Commonwealth, and (b) a sample of institutions of approximately comparable size that were listed in U.S. News and World Report's annual review of outstanding colleges (see Appendix E).

Throughout our discussions our primary concern has been one of facilitating the performance of faculty, and enabling programs and departments to more effectively achieve their goals. In our discussions of structure, we started at the level of the faculty and moved "upwards" in the administrative hierarchy.

Our survey of the faculty found that a significant percentage of the faculty feel that they are not sufficiently respected relative to their contributions to the College. Additionally, responses from our survey and from interviews with Department Chairs and faculty have led us to the conclusion that a lack of adequate resources is a major problem contributing to dissension and low morale. We have tried to address these issues as best we could in our recommendations.

We have studied the "We-They" problem in depth. We recognize that much of this problem can be traced back to poor communication and decision-making in previous administrations. We also recognize that poor communication has existed at various times on both sides of the "We-They" dimension. We believe that the structural changes that we are recommending will help to

RECOMMENDATIONS

1. We recommend that academic instruction be recognized as the primary function of the College.

RATIONALE: Currently, many faculty perceive that academic instruction is not recognized as the primary function of the College and therefore they do not feel respected.

2. We further recommend that President Dorrill review, within the context of the Strategic Plan, existing budget and staffing allocations in all Vice-Presidential areas in order to determine future allocations to insure Recommendation 1.

RATIONALE: Currently, many faculty perceive that resources and support staff are allocated disproportionately to non-academic administrative offices. Faculty perceive, and this committee has found, that many diverse problems are created by a lack of resources. We ask that President Dorrill review the allocation of resources among and within Vice-Presidential areas.

3. We recommend decentralizing decision-making to the lowest possible level, to effectively involve Deans, Department Chairs and departmental faculty in the business of the College.

RATIONALE: Faculty currently feel insulated from decision-making, perceive communication to be one-way (top-down), and perceive the academic deans as ineffective. This committee is recommending a re-structuring of responsibilities and authority that will more effectively involve Deans, Department Chairs, and department faculty in the business of the College. Departmental faculty meetings will become an even more important mechanism for involving faculty than in the past.

4. Specifically, we recommend that the responsibilities and authority of the Department Chairs be re-structured, within College guidelines, as follows:

- A. The Department Chair is responsible for leadership in departmental affairs. The Chair is the department's representative and spokesperson.
- B. The Department Chair is responsible for short-range and long-range planning for the department. This includes analysis of assessment data and curriculum development, and projections of resource and staffing needs.

- consulted about the staffing of courses for Continuing Studies.
- N. The Department Chair is responsible for the construction of the departmental schedule. This includes the responsibility to set summer school offerings, and make decisions on section cancellations within guidelines and budget constraints.
 - O. The Department Chair is responsible for making catalog revisions, and for the final review of catalog copy.
 - P. The Department Chair is responsible for the efficient dissemination of important information, college and professional, to departmental faculty.
 - Q. The Department Chair is responsible for the submission of an annual report.
 - R. The Department Chair is responsible for chairing departmental meetings, and making appointments to non-elective departmental committees.
 - S. The Department Chair is responsible for the overall coordination of student advising within the department.
 - T. The Department Chair is responsible for the recruitment of potential Longwood students interested in department majors.
 - U. The Department Chair is responsible for the supervision of departmental placement policies. This includes the placement of entering freshmen in the appropriate level freshman courses, e.g., math or foreign language, and determining student eligibility for upper level courses.
 - V. The Department Chair is responsible for establishing appropriate student advisory committees.
 - W. The Department Chair is responsible for cooperating with the Office of Career Planning and Placement.
 - X. The Department Chair is responsible for maintaining positive relations with alumni of the department (in cooperation with the Alumni Office).

6. We recommend that the designation of department managers be changed from "Department Head" to "Department Chair."

RATIONALE: The designation "Department Chair" is more appropriate for the functions of an academic departmental manager.

7. We recommend that the Art, Music, and Speech and Theatre programs of the current Department of Visual and Performing Arts be restored to the status of independent departments. (This change requires no additional personnel.)

RATIONALE: The faculty of these programs believe that the lack of separate departmental status is impairing their ability to recruit students and otherwise function effectively. An agreement was made at the time the Department of Visual and Performing Arts was formed three years ago to review that decision in the current academic year.

8. We recommend that, by the beginning of the 1990-91 academic year, all academic departments be staffed with at least one full-time secretary.

RATIONALE: Departmental faculty need adequate secretarial support to function effectively. Since academic instruction is the primary function of the College, resources and support staff must be allocated accordingly. Currently, many faculty perceive that resources and support staff are allocated disproportionately to non-academic administrative offices.

9. We recommend that the College retain a school structure with common General Education requirements and shared faculty governance. This recommendation is contingent upon the decentralization of authority and responsibility as outlined in our report.

RATIONALE: This committee reviewed a total of three organizational structures: a departmental structure (proposed by Dr. Judy Johnson - see Appendix B), a divisional structure (proposed by the Department of Natural Sciences - see Appendix C), and a school structure (a substantially modified version of our current structure).

We found major disadvantages in the departmental and divisional structures, and major advantages in the school structure. Additionally, we believe that the decentralized school structure we are recommending will satisfy the major needs of those

Disadvantages of a divisional structure:

- A. A divisional structure is a three-tiered structure, as is a school structure. The proposed divisional structure would involve release time for seven Division Heads, as well as the current Department Chairs. We believe that this would involve taking too many faculty out of too many classes.
- B. The proposed divisional structure would create a three-tiered structure with seven divisions, comparable to seven schools. The question of a fourth school is debatable, seven schools seems excessive.
- C. The communication problems that currently exist would not inherently be solved by a divisional structure. It is still a three-tiered structure with Division Heads between the Department Chairs and the Vice-President. A decentralization of this structure would also be required.
- D. A divisional structure is not a common structure for four-year institutions of higher education. Of the 14 institutions we reviewed for span of control data, none has a divisional structure. None of the four-year state-supported institutions in the Commonwealth has a divisional structure. A divisional structure is typical of community colleges in the Commonwealth. We believe that Longwood should use terminology that is consistent with common usage in higher education.
- E. It would be more difficult to attract highly qualified people for the position of Division Head than it would be for the position of Dean.

Advantages of a decentralized school structure:

- A. A decentralized school structure would improve two-way communication between the Department Chairs and the decision-maker (the Dean, in most cases). It would also promote the involvement of Department Chairs and departmental faculty in decision-making, and facilitate the implementation of those decisions.
- B. The span of control figures for the Vice-President and Deans would be within acceptable ranges.

- C. The Dean is responsible for working in a cooperative and constructive manner with other academic and non-academic campus leaders.
- D. The Dean is responsible for encouraging and supporting curricular and instructional innovation within the School.
- E. The Dean is responsible for the management of the human, financial, and physical resources of the School. The Dean shall coordinate monthly and biennial School budgets, and promote a fair distribution of all resources, including faculty and secretarial positions, instructional space, and equipment.
- F. The Dean is responsible for overseeing program assessment and evaluation within the School.
- G. The Dean is responsible for planning for new and revised academic programs. This includes planning for large enrollment shifts due to changes in General Education requirements or teacher education programs.
- H. The Dean is responsible for guiding the recruitment, retention, and development of the students of the School.
- I. The Dean is responsible for faculty development within the School.
- J. The Dean is responsible for maintaining a mentoring program for new faculty.
- K. The Dean is responsible for upholding the procedures in the Faculty Handbook regarding appointment, reappointment, promotion, tenure, and annual evaluation of faculty. The Dean will act to ensure the integrity and quality of faculty evaluation within the School.
- L. The Dean is responsible for ensuring the integrity and quality of faculty recruitment within the School.
- M. The Dean is responsible for the continuing development of effective management within the departments of the School.

suggest that the OTF review this policy in conjunction with the current attendance policy.)

AA. The Dean shall perform such other duties as the Vice-President for Academic Affairs may assign.

RATIONALE: Decentralization of responsibilities and authority requires a re-structuring of duties. We are recommending that the Deans have considerably more authority to manage their schools.

11. We recommend the appointment of a full-time administrative assistant to the Dean of the School of Liberal Arts and Sciences. (See Appendix G for a suggested job description.)

RATIONALE: A primary factor in the proposal for a fourth School was the work-load problem in the office of this Dean. We believe that a serious work-load problem does exist here, but we are proposing for the present an assistant to this Dean rather than a fourth School.

12. We recommend the following guidelines for the selection of Deans:

A search committee of seven members shall be formed. The faculty of the School involved shall nominate seven faculty members to the Vice-President for Academic Affairs who shall select five and appoint a sixth member from outside the School and a seventh member selected from a list of three nominees recommended by the Student Government Association. Upon approval of the President, the School shall be notified of the committee membership. In a School of Education and Human Services search, no more than three faculty members shall represent one department. In a School of Liberal Arts and Sciences search, no department shall have more than one member.

The Committee shall:

- * have an initial meeting with the President at his or her discretion to review special procedures if needed and criteria for selection.

- * elect a chair and determine procedures for circulation of materials and future meetings.

C. The ability to establish effective relations with students and provide leadership for the recruitment, retention, and development of students in the School.

D. The ability to maintain and develop quality academic programs and provide direction for the appropriate accreditation, assessment, and evaluation of programs and student outcomes.

* After all candidates have been interviewed, the Committee shall forward to the Vice-President for Academic Affairs an unranked list of the three final candidates, any of whom would be acceptable, and their files. If the Committee determines that three qualified finalists have not been identified, it should consult with the Vice-President. The Vice-President for Academic Affairs and the President may determine that no final candidates meet the College's expectations of leadership and re-open the search.

RATIONALE: There is some lack of clarity in the current policy that has created confusion. Constituent groups should be involved in the selection process.

13. We recommend the following responsibilities and authority for the Associate Vice-President for Academic Affairs:

The Associate Vice-President reports to the Vice-President for Academic Affairs and has the following specific responsibilities:

- A. Directs specific operations and programs of the Academic Affairs Office, including the academic calendar, examination schedule, budgeting projects such as the Higher Education Equipment Trust Fund, State Council and Funds for Excellence projects, faculty development workshops, the faculty evaluation and student course evaluation process, faculty recruitment procedures, and orientations for new faculty and other personnel.
- B. Administers College Assessment and Academic Program Evaluation plans.
- C. Supervises College-wide faculty professional activities.
- D. Monitors legal and statutory obligations of the Academic Affairs Office, including current litigation.

- F. Directly supervises and evaluates the Associate and Assistant Vice-President for Academic Affairs, Registrar, Athletic Director, Deans of Schools and Continuing Studies, Director of the Honors Program, Director of the International Studies Program, Director of Minority Affairs, and Director of the Library.
- G. Forwards faculty personnel recommendations decisions to the President on appointment, reappointment, promotion, tenure, and salary issues.
- H. Supervises the effective implementation of all constitutional or statutory laws, state and charter regulations, Board policies, and internal procedures.
- I. Communicates Board and Presidential policies and directives to the academic administration and faculty.
- J. Performs such other duties as may be assigned by the President.

RATIONALE: Responsibilities and authority of administrative officers should be clearly delineated.

15. We recommend that Academic Affairs Council insure that there are adequate guidelines for the evaluation of all personnel with academic administrative duties. (These guidelines should be available for distribution by December 15, 1989.)

RATIONALE: Decentralization of responsibilities and authority requires accountability. Periodic evaluations of administrative performance should be conducted by superiors and appropriate constituent groups. Due to time constraints, this committee is recommending that Academic Affairs Council investigate this issue.

16. We recommend the following as considerations in the formation of new departments:

- A. A philosophical rationale consistent with the Strategic Plan. The rationale should include a statement of the benefits to the discipline, faculty, and students involved.
- B. A plan for the achievement of the goals of the department.

18. We recommend that Academic Affairs Council develop guidelines for release time and stipends. We suggest a deadline of December 15, 1989 for these guidelines.

RATIONALE: There is some lack of clarity in the current policy that has created confusion. Due to time constraints, this committee is recommending that Academic Affairs Council investigate this issue.

19. We recommend that Academic Affairs Council review and make appropriate recommendations on any policies relating to Program Directors. We suggest that the designations "Program" and "Program Director" be changed. We suggest a deadline of December 15, 1989 for this report. (See Appendix H for the report of a sub-committee of Academic Affairs Council. The report was adopted by the Academic Affairs Council on March 16, 1989.)

RATIONALE: There is currently no clear policy relating to Program Directors. Their functions are so diverse that it is difficult to delineate a clear and common policy. Nevertheless, this has created considerable confusion, and a serious attempt should be made to create a clear policy here. Due to time constraints, this committee is recommending that Academic Affairs Council investigate this issue. We are suggesting that the designations "Program" and "Program Director" be changed because State Council uses the term "program" to refer to majors; this has created some confusion in the past. We suggest that Longwood adopt and use terminology that is compatible with common usage in higher education.

20. We recommend that Academic Affairs Council meet more frequently to allow adequate discussion of policy issues by Department Chairs.

RATIONALE: Department Chairs should be involved in the formation of policy. Currently, the agendas of this council are too full to allow adequate discussion of complex issues.

SECTION II
FACULTY GOVERNANCE

PROLOGUE

Since the Open Forum on March 2 that dealt with our Preliminary Report, the Committee on Structure and Governance has met 12 times for a total of 20 hours to consider matters of faculty governance. In addition, many of our earliest discussions, including our discussions with our consultant, Dr. David Brown, dealt with issues of faculty governance and shared governance. We have discussed and debated these matters at length and with vigor, and we have achieved a consensus on a revised governance structure.

Throughout our discussions we have been guided by the principle of shared governance. This principle is the foundation of our existing OTE governance structure, and is firmly supported by President Dorrill. In our consultant's report, Dr. Brown urged us to follow three concepts:

- 1) Shared decision making and governance
- 2) Simple and understandable administrative structures, and
- 3) Respect for institutional heritage and individual sensitivities.

The concept of shared governance or "joint participation" (Floyd, 1985, p. 18), rather than focusing on separate jurisdictions for faculty and administration, focuses on "new approaches for encouraging joint participation of faculty and administrators, with special emphasis on extensive administrative consultation with faculty over the broad range of institutional decisions" (Floyd, 1985, p. 18). This broad range encompasses areas of institutional decision-making that have heretofore been solely the province of administrators; "faculty increasingly realize that they now wish to participate in a number of decision areas (the most notable of which is budgetary and financial) where faculty have historically not been active or asserted a major role and that joint participation is therefore desirable" (Mortimer & McConnell, 1978, p. 271). Increasingly it is recognized that the distinction between academic and administrative issues is murky at best (Floyd, 1985; McConnell & Mortimer, 1971), e.g., the introduction of new academic programs has budget implications for the institution, and budget cut-backs have profound implications for academic programs. To try to deal with these issues in isolation, without having all of the necessary information, would be ill-advised.

majority on the Council. Additionally, the Chair of the Council would be a member of the faculty.

The Assembly may review actions taken by the Council and may remand them to the Council for further consideration. Faculty could voice their opinions on the floor of the Assembly. The membership of the Assembly would be essentially the same as the present membership of the OTF.

We have tried to streamline our faculty governance system, to make it more efficient, without sacrificing faculty rights, while maintaining representation and shared governance. We believe that the bicameral governance structure that we are proposing would also help to enhance communication and understanding between faculty and administrators, and therefore function to diminish the "We - They" problem.

In our Preliminary Report we talked about an evolutionary perspective (under the heading "Advantages of a decentralized school structure") as being appropriate for higher education. We view the changes that we are proposing for the governance structure at Longwood as evolutionary in nature. We have tried to suggest changes for what we believe needs changing, but not for what does not need to be changed. To this end, we have modeled our proposal on the existing by-laws of OTF, so that the faculty can see the parallels that exist.

This is the rationale for the bicameral governance structure that we are recommending, as presented on the following pages in the form of proposed by-laws.

12 people

Assembly by two-thirds vote with a quorum of 50 percent may appeal Presidential decisions to the Board of Visitors.

Section 4. The College Council has a faculty majority and an elected faculty Chair. It is responsible for recommending to the President policy on all matters covered in Article II, Section 1. The Council reports to the President and the Longwood Assembly.

Section 5. The College Council may adopt, amend, or remand committee reports. The Council may adopt resolutions directing committees reporting to it to review specific policies or procedures.

Article III -- Membership

Section 1. The Longwood Assembly shall consist of all full-time teaching faculty, librarians, and coaches who hold the rank of Instructor, Assistant Professor, Associate Professor, or Professor, and T & R Professionals assigned to academic departments [such as an artist in residence]. Full-time members of the teaching faculty who are given a reduced teaching load because of a part-time non-teaching assignment -- including area coordinators, department chairs -- maintain voting membership in the Assembly. Members of the following groups shall be non-voting members of the Assembly: all part-time faculty, professor emeriti, and faculty on leave; individuals who hold full-time administrative positions but teach part-time; administrators with faculty rank; a representative designated by the Student Government Association. Except for executive sessions, non-voting members may attend all Assembly meetings.

Section 2. The College Council shall consist of the following: President (or designee; ex-officio, non-voting), Vice-President for Academic Affairs (or designee), Vice-President for Business Affairs, Vice-President for Student Affairs, Vice-President for Research and Information (non-voting), Associate Vice-President for Public Affairs and Publications (non-voting), School Deans [3], Dean of Continuing Studies,[3] members elected by the School of Business and Economics,[5] members elected by the School of Education and Human Services, [9] members elected by the School of Liberal Arts and Sciences, the Faculty Representative to the Board (ex officio, non-voting). The distribution of faculty representatives across Schools shall approximate the proportion of the faculty within each School (one representative per ten faculty, rounded up at five), and the number of voting administrators shall not exceed one-third of the voting membership.

receives a majority of the votes on the first ballot, then the next ballot shall be between the two nominees who received the largest number of votes on the first ballot. A Parliamentarian shall be appointed by the Chair following the election.

Section 5. If a vacancy should occur in the office of the Chair, then the Deputy Chair shall be Chair. A vacancy in the office of the Deputy Chair, Secretary, or Faculty Representative to the Board of Visitors shall be filled by special election at the next meeting of the Assembly. A vacancy in the office of Parliamentarian shall be filled by an appointment of the Chair.

Section 6. The Chair shall preside over all meetings of the Assembly. The Deputy Chair shall preside over all meetings in the absence of the Chair. The Secretary shall keep a record of all business conducted at the meetings of the Assembly and distribute minutes to all members, the Chair of the Council, and the President within 4 academic days of the Assembly meeting.

Section 7. The officers of the College Council shall consist of a Chair and Deputy Chair. The Council shall elect the Chair and Deputy Chair annually from among the faculty representatives serving on the Council. The President will provide a professional recording secretary. The Chair will appoint a Parliamentarian.

Section 8. The Chair must have served one year on the Council before serving as the Chair. [Except for the first year of the Council.]

Section 9. The election of the Chair and Deputy Chair shall take place at the last regularly scheduled meeting of the Council in the spring semester, and the term of office shall begin on July 1.

Section 10. The Chair shall preside over all meetings of the Council. The Deputy Chair shall preside over all meetings in the absence of the Chair. The recording secretary shall provide the President, the members of the Council, and the members of the Longwood Assembly with the minutes of each meeting within 4 academic days of the Council meeting.

Article V -- Meetings and Quorums

Section 1. In order to hear reports from the College Council and in order to conduct other business, the Longwood Assembly shall meet twice a semester. Special meetings shall be called by the

Section 2. The following committees shall report to the College Council: College Curriculum Committee, School Curriculum Committees, Academic Affairs Committee, Graduate Committee, Petitions Committee, [Faculty Development and Research Committee, College Lectures Committee, Library Committee, Student Life Committee, Committee on Procedures for Promotion, Tenure, and Personnel Evaluation, Longwood Seminar Committee, Continuing Education Committee, Human and Animal Research Committee] and such other committees as may be created by the Council.

Article VII -- Committees

Section 1. The College Council may establish any standing or special committees it deems necessary to serve the College.

Section 2. The Executive Committee of the Assembly (see Article VII, Section 4) may recommend to the Council changes in the committee structure of the College. As delineated in Article II, Section 2, the Assembly is entirely responsible for all rules and regulations pertaining to the Faculty Status Committee and the Faculty Advisory Committee to the President.

Article VIII -- Executive Committee of the Assembly

Section 1. The Executive Committee of the Assembly shall consist of the Chair, Deputy Chair, Secretary, and Faculty Representative to the Board of Visitors.

Section 2. The Executive Committee shall set the agenda for meetings of the Assembly. The Executive Committee shall meet periodically with the President and Vice-President for Academic Affairs in order to advance the work of the faculty.

Section 3. The Executive Committee shall be responsible for appointing the membership of non-elected committees of the Assembly. [The Executive Committee is responsible for appointing the following committees: Committee on Procedures for Promotion, Tenure, and Personnel Evaluation, Petitions Committee, Faculty Development and Research Committee, Library Committee, Lectures Committee, and the Student Life Committee.]

Section 4. The Executive Committee shall periodically review the committee structure of the College, and recommend changes in committee charge and structure or representation to the College Council.

Section 3. The Chair of the College Curriculum Committee shall be elected by the committee. The Registrar shall serve as secretary.

Section 4. The College Curriculum Committee shall report to the College Council.

Article XI -- School Curriculum Committees

Section 1. Each School shall have a curriculum committee that shall be responsible for reviewing curricular changes within the School.

Section 2. For a School with more than three departments, the chairs of the departmental curriculum committees shall comprise the committee. For a School with three or fewer departments, the School shall establish a committee of at least three and not more than seven members, to be composed of all curriculum committee chairs and additional elected members.

Section 3. The Chair of each School Curriculum Committee shall be elected by that committee. The Dean of each School shall serve as an ex officio, non-voting member of that School's curriculum committee.

Section 4. The School Curriculum Committees shall report to the College Council.

Article XII -- Faculty Advisory Committee to the President of the College

Section 1. The purpose and duties of this committee are to serve as a general advisory committee to the President of the College, to function in a liaison capacity between the President and faculty, and to be responsible, as representatives of the faculty and the Assembly, for bringing concerns of the faculty to the President's attention and for making periodic reports to the Assembly.

Section 2. The Committee shall conform to procedures as approved by the faculty and published in the Faculty Handbook (see Section 102.16.11).

Article XIII -- Faculty Status Committee

Article XVI -- Finances

The institution shall provide reasonable financial support for operating the Council, the Assembly, and their committees. The Chair of the Assembly and the Chair of the Council shall submit budgets to the President to cover the costs of operation.

Article XVII -- Parliamentary Authority

For procedures not covered by these by-laws, the most recent version of Robert's Rules of Order, Newly Revised shall be the authority.

Article XVIII -- Amendments

These by-laws may be amended by a two-thirds vote (of the voting members present) of the Assembly (with a 50 percent quorum), provided a notice of such amendment has been given in writing at least two weeks prior to the meeting at which the proposed amendment is to be considered for adoption. Amendments are subject to the approval of the Board of Visitors.



January 17, 1989

Appendix A

TO: Ed Smith, Chairman
Governance Task Force

FROM: David G. Brown *David G. Brown*

RE: Consultant Visit on January 3, 1989

This will be a brief report. My best role is to raise questions, not attempt definitive answers for an environment that I barely know.

You asked for help on three issues:

How can we reduce the negative consequences of our "we - they syndrome"?

Should we move toward a bicameral legislative structure within the faculty?

Is our school structure appropriate, and should we contemplate a fourth school in the domain of the fine and performing arts?

Our task was likened to that of renovating an old mansion, with the dream of building a fresh structure but the reality of revising a many-times renovated existing structure. From our renovation we can expect an institution largely defined by where we started but one marginally better in many different respects.

Preceding the shared search for the best answers to these questions should be a Quaker consensus on a general sense of direction for the college. What is it that the college now intends to be when she grows up? Is the university pointed toward becoming a major regional university within south Virginia with appropriate graduate programs and a broad curriculum appealing to a broad-ranging group of student talents and objectives? Or is the college seeking to make a specialized contribution to alternative college education which appeals to students from throughout the Commonwealth of Virginia and beyond? Progress in identifying a long-range strategic plan is applauded as a means of answering these crucial precedent questions.

Office of the Chancellor • (704) 251-6500

The University of North Carolina at Asheville • One University Heights • Asheville, NC 28804-3299

The University of North Carolina is composed of the sixteen public higher institutions in North Carolina and is an equal opportunity employer.

7. The faculty advisory committee to the president should, in session with the Vice Chancellor, react to specific proposals from the President and Vice President for Academic Affairs as how best to increase informal interaction between the administration and the faculty.

8. The Vice President for Academic Affairs, the Deans, and Department Chairs should write down where the final decision making authority rests for various matters (travel fund allocations, salary increments, etc.). These documents should be submitted to the President who would most likely find it productive to share it with the faculty advisory committee especially to determine if its meaning is simple and understandable.

9. The entire Faculty Handbook should be updated, probably as a special summer project, by a faculty member with high credibility among his/her colleagues. This faculty author of the revised handbook should identify those portions of the revision that require consideration by various government bodies. The community should, however, avoid looking at every sentence of the revised handbook.

10. The draft strategic plan now proposed should be discussed by every college constituency with the understanding that it is to become a statement defining the consensus of the campus that will in turn be used in making resource allocation and policy decisions. Evaluation of the proposed strategic plan may justify a faculty/administration or a faculty/administration/student/visitors retreat.

11. A group of faculty administrative leaders should spend a day visiting together at a college which has much in common with the aspirations of Longwood. Candidates for consideration are the College of Charleston (South Carolina), Ramapo State (New Jersey), Keene State (New Hampshire), Frostburg State (Maryland), Fort Lewis (Colorado), and Mary Washington. All of these institutions are small universities with several professional school programs. All except Ramapo and Keene have a long heritage comparable to Longwood.

Finally, to enable your recalling some of the conversations that we held, I am attaching a list of the questions that I asked of the Governance Committee while on campus. These questions were prepared prior to my coming and are submitted in an unedited form.

Let me say that you made me feel very welcome, that Longwood should be justly proud of the commitment and concern of all of the members of the community that I met toward making Longwood College a better place for students. I wish you the very best of luck and of course would be pleased to provide whatever additional assistance you would find helpful. Thank you so very much.

DGB:ls

load of four classes per Dean. The elimination of two deans would generate an extra eight classes per semester, some of which could be used to provide release time. The third Dean is not figured in since he is also serving as a department head.

Finally, the above proposal does not promote or exclude the possibility of changing our configurations of departments. We may want to consider making some changes which would result in one or more of the following: a different mix of "programs" within a department; a change in department titles to schools or divisions with "programs" becoming departments; some changes in job responsibilities of heads and directors ranging from very slight to significant, depending upon the needs of the department. Regardless of what changes are made in the configuration of departments, titles, job responsibilities, etc., there would not need to be an increase in administrators-just a redistribution of job responsibilities.

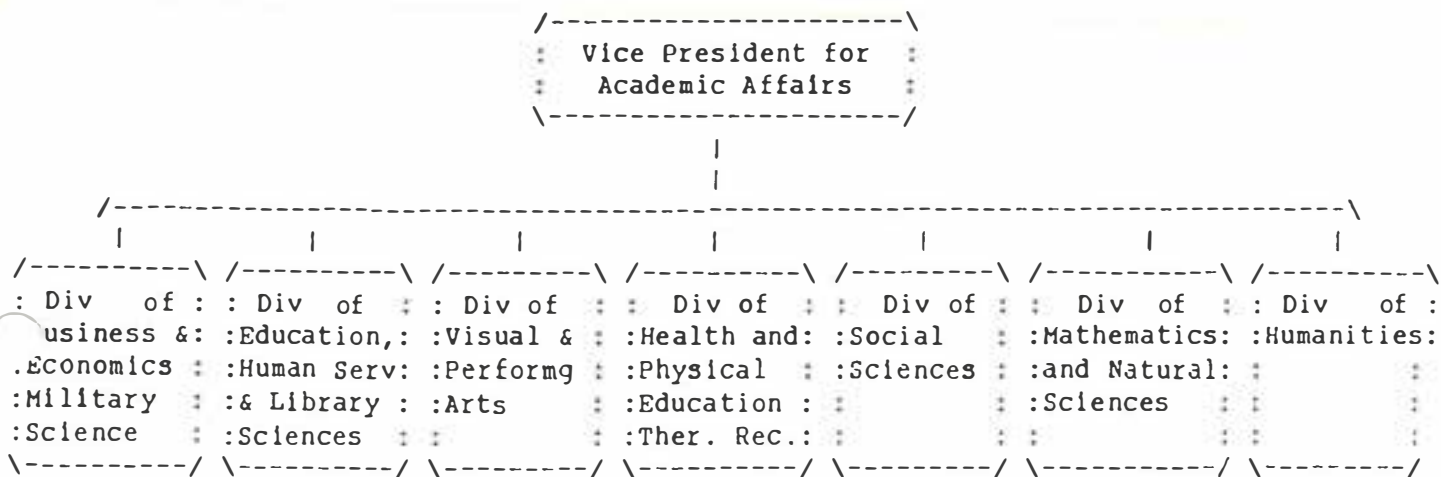
cc: Department Heads

Proposal: Divisional Organization

This proposed modification of the academic organization of the College is predicated upon academic leadership from the ranks of the instructional faculty as contrasted to the existing hierarchical administrative organization of the College.

We propose that the governance structure of the College subtending the academic Vice President be that of a Divisional Organization having the following guidelines: 1. Each Division be comprised of separate Departments. 2. Each Division have its own Chairperson as its administrative head and each Department have a Department Head. 3. The Divisional Chairperson and Departmental Head would teach at least one undergraduate course each academic year.

As operational units, Divisions comprised of Departments would replace the current Schools (and Deans) with their subdivided departments (Disciplines and Program Directors). Under the proposed system certain Departments would be service departments which do not necessarily offer a major in that area.



The proposed Divisional organization stresses the desire on the part of the faculty to have more direct and equal lines of communication from the faculty to the administration and between academic units of more natural and equal structure.

In essence, the proposed Divisional organization stresses the role of the faculty in matters pertaining to the academic programs of the College. It also provides an expanded representative structure for faculty with common interests and problems.

Structure and Governance Survey

Please rate the overall effectiveness of the following offices and committees:

The following choices are in abbreviated form, please read each one before beginning the survey.

DK - Don't Know	N - Neutral
VI - Very Ineffective	E - Effective
I - Ineffective	VE - Very Effective

(Circle one)

	DK	VI	I	N	E	VE
1. Vice President for Academic Affairs	1	18	32	15	25	6
2. Associate Vice President for Academic Affairs	4	24	23	14	24	8
3. Deans (in general)	3	25	27	23	15	6
4. Department Heads (in general)	7	3	8	24	38	18
5. Academic Programs Committee	11	8	11	17	37	11
6. Academic Affairs Council	41	4	11	27	13	1
7. OTF Executive Committee	6	7	17	15	37	17
8. Faculty Advisory Committee	15	6	10	14	35	17
9. The Faculty Representative to the Board of Visitors	7	3	3	14	42	28
10. Graduate Council	66	3	4	10	10	4
11. Faculty Status Committee	28	10	6	14	25	15
12. Committee on Procedures for Promotion, Tenure, and Personnel Evaluation Committee	21	4	14	18	32	8

Recurrent Themes of Written Responses:

1. A lack of resources creates many diverse problems.
2. The academic deans are perceived by faculty as ineffective.
3. Faculty feel insulated and removed from decision-making.
4. Faculty perceive communication to be one-way (top-down).
5. Faculty perceive many unclear responsibilities, procedures, and policies (for administrators and some committees).
6. Faculty don't feel respected.
7. Faculty don't trust the Academic Affairs Office.

**PERFORMANCE OF THE VICE PRESIDENT'S OFFICE:
A SURVEY OF LONGWOOD COLLEGE FACULTY**

Kenneth B. Perkins

(With assistance of Robin Levy and Elizabeth Chalfant)

Submitted: August 1, 1988

INTRODUCTION

What are faculty perceptions of the performance of the Office of the Vice President of Academic Affairs? How does this office compare to others with which faculty had contact? What issues do faculty feel are well addressed by the office, and what are those troublesome to faculty? This report focuses on these questions. Findings are presented from a study of faculty perceptions of the Vice President's office during the 1988 Spring semester. The project was initiated by the Vice President.

The internal political context of Longwood during Spring, 1988, should be mentioned as a backdrop for interpretations of findings. The incumbent, Dr. Donald Stuart, previously Associate Professor and Head of the Department of English and Modern Languages at Longwood, had been Vice President for less than two years. This office had been plagued by turnover of vice presidents during the past decade. The incumbent also inherited a new change in the formal structure of the college by the division of academic departments into schools of Liberal Arts and Sciences, Business and Economics, and Education and Human Services, complete with deans of each division. During Spring 1988, two highly political issues--merit pay award formula and general education requirements--were being debated by the faculty. The Vice President often participated in person in these discussions at regular meetings of the Organization of Teaching Faculty (OTF).

telephone from other institutions in Virginia. None were received.

The sampling frame was a complete list of full-time faculty members at Longwood. This list was stratified by rank and a random sample was taken from each rank. Sixty-five individuals were selected, and fifty-five were able to be contacted by the students assigned to them. Forty-three were interviewed. Fifty-nine percent (25) were tenured and forty point five percent (18) were un-tenured. The average number of years of service was 14, with a mode of 5 years. The sample represented thirty-one percent of the total population of full-time teaching faculty.

A letter explaining the purpose and procedure of the project was sent to the selected faculty (see Appendix). Students made appointments with their respondents, read and requested a signature on a human subjects consent form (see Appendix). After the interview they left a form for evaluation of their performance with directions for it to be sent to Dr. Perkins (see Appendix). Eighty-five percent of faculty (36) who returned evaluations rated student performance as excellent or above average.

Communication from the Vice President's office is usually clear.

Strongly Agree	9.5%	(4)
Agree	57.1%	(24)
Neutral	16.7%	(7)
Disagree	14.2%	(6)
Strongly Disagree	2.4%	(1)

Information from the office is usually accurate.

Strongly Agree	7.1%	(3)
Agree	69.0%	(29)
Neutral	16.6%	(7)
Disagree	4.7%	(2)
Strongly Disagree	2.3%	(1)

The office can effectively handle potentially damaging college politics.

Strongly Agree	4.9%	(2)
Agree	29.3%	(12)
Neutral	36.6%	(15)
Disagree	22.0%	(9)
Strongly Disagree	7.3%	(3)

The office tries to listen to all parties before making a decision.

Strongly Agree	7.1%	(3)
Agree	23.8%	(10)
Neutral	31.0%	(13)
Disagree	31.0%	(13)
Strongly Disagree	7.1%	(3)

The office encourages bottom-up communication.

Strongly Agree	4.7%	(2)
Agree	44.2%	(19)
Neutral	25.6%	(11)
Disagree	14.0%	(6)
Strongly Disagree	11.6%	(5)

of knowledge of the particular item in question or hesitancy to state an opinion.

The item about listening to all parties before making a decision received the highest number of negative responses. This was followed by the ideas of consistency of application of policies and the office being able to handle damaging college politics. In consideration of the qualitative statements, two issues seemed to be the source of this faculty disapproval. Promotion and tenure decisions, particularly in the cases of some business faculty, were seen by some as being made outside faculty handbook policies. The disproportionately large Business Administration major was seen as compromising the liberal arts focus of Longwood. Many faculty who perceived these issues to be problematic noted that the current office, to a degree, inherited them from previous administrations.

Without comparable findings from another place or time, one can only intuitively interpret the above percentages. A workable base of faculty support for efforts of the Vice President does appear to exist. There is also a "wait and see" attitude among many.

QUALITATIVE FINDINGS

The following information originated from responses to open ended questions. With the exception of the question about issues which were not well addressed by the office, the findings should be read more like lists since there was considerable variety in responses.

ISSUES WELL ADDRESSED BY VICE PRESIDENT

Retention of freshmen

Marketing of college

Chain of command

Support of minority students

General education

Communication with faculty about his decisions,
plans, and goals

Competency of graduates

Longwood's goals are supported

State level politics

ISSUES NOT WELL ADDRESSED

The first five items were the most frequently stated concerns.

Consistency of promotion and tenure decisions

Professional development of faculty

Control of enrollment and admission of weak students

Role of the Business School

Management of budget and resource allocation to schools
and departments

Increasing bureaucracy through unnecessary Deans

General Education requirements

OTF becoming a faculty senate

and productivity.

Absent from the data were indications of potentially damaging polarizations of the faculty. Faculty respondents were not hesitant to voice strong objections to specific administrative decisions. The general attitude however was one of support and belief that the Vice President would increasingly provide positive administrative leadership.

When faculty were asked to describe their current relationship with the Vice President's office, the following were the responses:

How would you describe your relationship with the Vice President's office at this point in time?

Very Positive	19.5%	(8)
Positive	41.5	(17)
Neutral	31.7	(13)
Negative	2.4	(1)
Very Negative	4.8	(2)

In conclusion, this assessment of the Vice President's office indicates that the office was seen as stable and active at program initiation. Faculty respondents identified specific issues, as opposed to vague notions of discontent, about which they were concerned. Overall, the majority of faculty respondents felt positive about their relationship with the Vice President's office.

Virginia State

Provost - 9 people reporting

School of Agriculture & Applied Sciences - 6
School of Education - 3
School of Human & Social Sciences - 6
School of Natural Sciences - 8
School of Business - 7
School of Graduate Studies
Dean of Library Sciences
School of Continuing Education

VCU

Provost - 14 people reporting

School of the Arts - 11
School of Humanities & Sciences - 12
School of Business
School of Community & Public Affairs
School of Education
School of Social Work

GMU

Provost - 16 people reporting
(4 Assoc. Vice or Assistant Provosts)

College of Arts & Sciences - 17 departments
& 2 centers
School of Business
School of Continuing Education
School of Education & Human Services
Graduate School
School of Information Technology &
Engineering
School of Law
School of Nursing

Old Dominion Univ.

VPAA - 6 people reporting

School of Arts & Letters - 19
(12 departments & 7 centers)
School of Business - 15
School of Science - 12
(8 departments & 4 centers)
School of Health Sciences - 7
School of Education - 6
School of Engineering - 12

St. Mary's of CA

VPAA - 11 people reporting

School of Liberal Arts
School of Science
School of Business
School of Education
School of Nursing
School of Continuing Education

I. Position Descriptions

The following revision of current Dean's and Chair's position descriptions reflects a variety of suggestions forwarded to the Governance Committee. The descriptions are followed by procedural guidelines.

The Dean reports to the Vice-President for Academic Affairs and is the chief academic and administrative officer of the School with jurisdiction or participating control over school programs and faculty. The Dean shall be responsible for maintaining quality for the institution's essential missions of instruction, research, and service; for the management of the human, financial, and physical resources assigned to the School; for effective collegial relations with and development of faculty, staff, and students; for effective advocacy of high academic and ethical standards for School programs; for supporting curricular and instructional innovation and the effective assessment of programs and student outcomes; for guiding the recruitment, retention, and development of the students of the School; for the continuing development of effective management within the departments of the School; for the development of quality research and public service programs within the School; for the development, in cooperation with the Vice-President for Institutional Advancement, of private resources supportive of School programs and faculty; and for the development of close relations with the alumni of the School and the larger community.

Specific Responsibilities of School Deans

1. Approve student withdrawals from classes.
2. Approve student overloads during registration.
3. Approve student requests to take courses from other institutions.
4. Evaluate transfer credit for student with a major within the School.
5. Oversee student academic suspension notices and transfer any appeals to Registrar.
6. Notify faculty members of serious student illness or emergency that results in class absences.
7. Direct School implementation of College Strategic Plan objectives and goals, assessment and academic program evaluation, and development of existing and new academic programs.
8. Submit monthly and annual School reports.
9. Coordinate annual and biennial School budgets. Promote a fair distribution of all resources, including faculty and secretarial positions, instructional space, and equipment.
10. Review and approve grant applications developed within School.
11. Maintain a current priority listing of facility and equipment needs of School. Assist in the design of new facilities and renovation of existing facilities.

The Department Chair reports to the School Dean and is the chief academic and administrative officer of the department, an advocate for the department and an effective communicator to the department of the goals and policies of the College. The Chair shall be responsible for conducting the business of the department, including department meetings and committees; for effective planning for department programs and in particular effective assessment measures; and for implementing goals and objectives of the College Strategic Plan relating to the department. Within the School the Chair, in cooperation with the Dean, is responsible for the academic program of the department, including preparing the department for accreditation and evaluation; for the instructional operation of the department including class scheduling, staffing, and assignment of supervisory and other faculty responsibilities; for the preparation of necessary examination and course schedules, catalog copy, annual reports, and other information needed by the College; for the recruitment, development, and evaluation of superior faculty members; for the proper function of evaluation and appeal procedures for students and faculty of the department; for administration of the department budget; for the fostering of morale and communication within the department; for maintaining an effective advising program for students; for communication and coordination with the Dean and other administrators; for the encouragement of outside funding and support for department and faculty needs; for the administration of department resources and facilities; and for the maintenance of department records.

Special Responsibilities of Department Chairs:

1. Organize departmental recruiting mailings and activities in coordination with Admissions Office.
2. Provide leadership for departmental major and graduate student advisers so that the process is timely, informed, and courteous. Organize, through an Advising Coordinator if desired, an advising program in cooperation with Registrar's Office and Longwood Seminar.
3. Establish appropriate student advisory committees. Support student clubs and honorary societies.
4. Implement Student Handbook procedures for grade appeals.
5. Administer department assessment, evaluation, and accreditation programs.
6. Provide leadership to department for curriculum development reflecting the needs of students, the department, and College-wide programs such as General Education and assessment. Coordinate program development with Dean. Communicate department objectives and recommendations to Dean and the Academic Affairs Council.
7. Develop course schedules for Registrar within guidelines.
8. Submit independent study and course substitution approval to the Registrar (information copy to Dean).
9. Submit appropriate catalog deletions, additions, and

II. Deaconal Search Process

Upon an announcement of vacancy of a Dean's position by the Vice-President for Academic Affairs, a search process shall be initiated within the following guidelines:

A search committee of seven members shall be formed. The faculty of the School involved shall nominate seven faculty members to the Vice-President for Academic Affairs who shall select five and appoint a sixth member from outside the School and a seventh student member selected from a list of three nominees recommended by the Student Government Association. Upon approval of the President, the School shall be notified of the committee membership. In a School of Education and Human Services search, no more than three members shall represent one department. In a School of Liberal Arts and Sciences search, no department shall have more than one member.

The Committee shall:

- * have an initial meeting with the President at his or her discretion to review special procedures if needed and criteria for evaluation of candidates.

- * elect a chair and determine procedures for circulation of materials and future meetings.

- * maintain complete confidentiality regarding candidates and committee discussion of candidates.

- * formulate for the Vice-President for Academic Affairs copy for the search advertisement, recommendations for distribution, and any other recommendations necessary for effective recruitment. The advertisement shall meet any College affirmative action commitments. Applications postmarked after an advertised closing date shall not be reviewed.

- * The Committee shall establish a format for use in telephone inquiries to references and shall maintain written records of these inquiries in the candidate's files.

- * evaluate candidate's application materials, references, and any other pertinent information and recommend to the Vice-President for Academic Affairs a list of at least three but no more than five candidates to bring to campus for interviews. The interviews shall be scheduled by the Committee after the candidates have been sent additional College and School materials: the Strategic Plan, the Faculty Handbook, the position description, the Department Chair's and Deans' Manual, representative vita of School faculty, the last annual report of the School, and pertinent student information. The President and Vice-President for Academic Affairs shall also review the files

Appendix G

JOB DESCRIPTION

ASSISTANT TO THE DEAN OF LIBERAL ARTS AND SCIENCES

A. Within the policies and guidelines established by the Dean, responsible for the following duties directly involving students within the School:

1. Approve student withdrawals from classes.
2. Approve student overloads during registration.
3. Approve student requests for permission to take courses at other institutions
4. Evaluate transfer credit for students with a major within the School who take courses at other institutions after being admitted to Longwood College.
5. Oversee suspension notices and transfer any appeals to Registrar.
6. Notify faculty members of serious student illness or emergency that results in class absences.
7. Handle special problems of students that require intervention above the department level.
8. Handle student and/or parent complaints.

B. Prepare background information or data, as needed by the Dean, including the following:

1. Information for monthly and annual reports.
2. Data on departments and programs, such as:
 - a. FTE production and use
 - b. Number of majors by class rank each semester
 - c. Number of graduates each year
 - c. Budget addition requests
 - d. Other resource requests
 - e. Grant resources available
 - f. Space allocations
 - g. Part-time faculty allocations
 - h. Student evaluations of faculty
 - i. Assessment of programs
 - j. Evaluation of programs
 - k. Program changes in process
 - l. Academic Advising

C. Review for omissions, errors, or problems:

1. Class schedules for each semester and three summer sessions
2. Catalog and other publications copy
3. Required submission of syllabi

D. Other duties as assigned by the Dean.

Appendix #3
Attachment A

Administrative Appointments [for Information]

**Dr. Joe Lavelly
Dean of the School of Business and Economics**

Dr. Lavelly holds the Ph.D. in Finance from the University of Iowa, the M.S. in Management from Illinois State University, and the B.S. in Management from Northern Illinois University. He comes to Longwood from Washburn University where from 1987-89 he has been Dean of the School of Business. Prior to that time, he held the following administrative positions: Dean, College of Business and Public Administration at Governors State University (Illinois), 1986-87; Head, Department of Business and Economics at Berry College (Georgia), 1982-86; Chair, Division of Finance at Babson College (Massachusetts), 1979-82. Dr. Lavelly taught from 1970-79 at Indiana University-Purdue University at Fort Wayne, where in 1977 he received tenure and was promoted to Professor.

Dr. Lavelly has served on the Editorial Board of The Southern Business and Economic Journal; has been a reviewer for the Journal of Managerial Issues and has served on the Advisory Board of the Information Resources Management Association.

Dr. Lavelly has served as president, vice-president, treasurer and member of the Board of Directors of the Financial Executive Institute. He was a member for six years of the Institute's National Committee on Academic Relations.

In 1979, Dr. Lavelly co-authored with Paul Ruckman the book, Simultaneous Compounding and Discounting. He has also published numerous articles.

He has been active in his community as a consultant to both public and private firms, and has presented numerous seminars and workshops to managers and executives.

Appendix #3
Attachment A

Dr. William E. Schall
Dean of the School of Education and Human Services

Dr. Schall holds the D.Ed. in Elementary Education/Mathematics from Pennsylvania State University, and the M.Ed. and B.S. Ed. in Elementary Education from Indiana University of Pennsylvania. He comes to Longwood from the State University of New York (SUNY) College at Fredonia where he was been a tenured Professor of Education and, since 1987, Associate Dean of the Faculty of Arts, Education and Humanities. Prior to that time, he held the following positions at SUNY: Chair, Department of Education, 1984 to April 1987; Coordinator, Professional Semester (Plan A), 1979-80; and Member, Education and Mathematics faculty, 1970 to present. He has also been a Visiting Consultant, in 1973 and 1976, for Summer Session I of the Research and Development Center, University of Wisconsin. Dr. Schall has taught elementary and mathematics education at the University of Cincinnati (1969-70) and has been an instructor and NDEA Fellow, Math Methods, at Pennsylvania State University (1966-69). He has also served as an Assistant Professor of Education and Campus School Supervisor at Lock Haven State College (1963-66).

Dr. Schall has developed several teaching kits: Teaching Tapes in Mathematics, and Mathematics Activities Kits; and co-authored two books: Developmental Activities in Probability and Statistics for the Elementary Grades and Computer Education: Literacy and Beyond. He has published articles in numerous professional publications including The Arithmetic Teacher, The Circulator, The Peabody Journal of Education, School Science and Mathematics, and Report on Questionnaires for the American Council on Education.

Dr. Schall has been active in his college, community and church. He has served as a consultant to numerous publishing houses and to many schools in New York, Pennsylvania, Ohio, and Georgia. He has also been a consultant since 1972 for the Research and Developmental Center, University of Wisconsin.

He is a frequent speaker at professional conferences on both the state and national level.

Appendix # 3
Attachment A

Mr. Charles B. Bolding
Interim Athletic Director

Mr. Charles B. "Buddy" Bolding has been appointed Interim Athletic Director for the period June 12, 1989 to June 30, 1990. Mr. Bolding is currently Longwood's baseball coach and an instructor of Physical and Health Education.

Mr. Bolding holds the M.S. from the University of Tennessee and the B.S. from Milligan College. He holds the following certificates: Senior Life Saving, Water Safety Instructor, Water Safety Instruction-Handicapped, NAU Qualified Driver, and First Aid Expert with CPR included.

He served as Interim Athletic Director during the summer of 1985 while Dr. Hodges was an exchange professor with the University of Jyvaskyla, Finland. He was also the Interim Athletic Director while Dr. Hodges was on personal leave in the summer of 1988 and has been in charge in Dr. Hodges' absence.

Mr. Bolding joined the Longwood coaching staff in 1978. He was a coach at Staunton River High School from 1974-1978. While at Longwood Mr. Bolding has built a baseball team which has earned a national reputation taking the team to District II play-offs.

Appendix # 3
Attachment B

New Faculty Appointments[for action]

Background

The Board of Visitors is required by the Governor's Consolidated Salary Authorization (Index F.3.f) and Section 23-188 of the Acts of Assembly) to approved new appointments to the faculty.

Action The Board of Visitors is requested to approved the President's recommendation to appoint new faculty as listed on Attachment .

NEW FACULTY APPOINTMENTS

Dr. Carolyn I. Cooper, as an Associate Professor of Guidance and Counseling, effective August 14, 1989. This is a tenure track position. Dr. Cooper received the Ed.D. from the College of William and Mary in 1979; the C.A.G.S. and the M.Ed. from the College of William and Mary in 1976 and 1974, respectively; and the B.S. from Hampton Institute in 1965. During her tenure at Hampton University from 1977 to present she served in various positions: her most recent was as Assistant Professor of Special Education and Coordinator of Re-Education Specialist/Emotional Disorders Program and Clinical and Project Director of the Children's Diagnostic Center. Dr. Cooper has presented workshops on Behavior Management at various locations on the Peninsula.

Dr. Douglas M. Dalton, as an Assistant Professor of Anthropology, effective August 14, 1989. This is a one-year non-renewable appointment to replace Dr. Karen Armstrong while she is on leave for the 1989-90 academic year. Dr. Dalton received the Ph.D. and M.A. in Anthropology from the University of Virginia. He received the A.B. in Anthropology from the University of Washington. After graduation in May 1988, Dr. Dalton received a research fellowship from the University of Virginia. While pursuing graduate studies at UVA from 1979-85 he was a graduate teaching assistant and had a grading assistantship. He served as an adjunct professor during the spring of 1989 at Randolph Macon Woman's College. He has published articles and presented papers to professional organizations.

Dr. Jesse D. Dillon, Jr., as an Assistant Professor of Education (Supervision), effective August 14, 1989. This is a tenure track position. Dr. Dillon received the Ed.D.(1964) and the M.Ed. (1957) from the University of Maryland, College Park and the B.A. (1951) from Anderson College. He retired as Superintendent of Rockaway Township Schools in New Jersey on March 31, 1987, a position he held from 1974. Prior that he served as a school principal in Delaware from 1964 -1974. He taught part-time on the college level from 1960-1987.

Ms. Rodena Ellerbe, as Instructor of Sociology, effective August 14, 1989. This is a tenure track position. Ms. Ellerbe holds the M.A. from the University of North Carolina (1988), the B.S. from Francis Marion College (1979), and the A.A. from St. Leo College (1976). A condition of her employment is that she complete her doctorate by July 1, 1992. Prior to joining the Longwood faculty she was an instructor for independent courses; a teacher assistant and recitation group Leader at the University of North Carolina. She taught on the secondary school level in South Carolina from 1980-1985.

Dr. Kathleen T. Flanagan, Assistant Professor of English for the 1989-90 academic year, effective August 14, 1989. This is a tenure track position. Dr. Flanagan received the Ph.D., M.A., and B.A. from the University of North Carolina at Chapel Hill. Dr. Flanagan has taught in the Department of English on one year appointments since September 1987. She was a teaching assistant in the Department of English at UNC-Chapel Hill from 1983-87 and was an instructor, Department of Foreign Languages at Literature at Tunghai University, Taichung, Taiwan from 1979-1981. Dr. Flanagan speaks, reads, and writes Chinese and French.

Ms. Mary A. Flanigan, Instructor of Accounting for the 1989-90 academic year, effective August 14, 1989. This is a one-year, non-renewable appointment. Ms. Flanigan is a CPA who received her M.B.A. in Finance for Loyola College of Maryland, the B.S. in Business Administration/Accounting from Towson State University and the B.A. in Economics from College of Notre Dame of Maryland. Her professional experience includes serving one year as Assistant Professor of Accounting at Loyola College in Maryland; Accounting Instructor at Towson State University from 1984-1988; and Controller for Atlas Transportation, Inc., Baltimore, Maryland, from 1970-1984. She has published papers and completed research on CPA versus CMA examinations.

Mr. Frank Howe, Assistant Professor of Psychology, for the academic year 1989-90, effective August 14, 1989. This is a one-year, non-renewable position. Mr. Howe taught at Longwood in a in the Department of Education as an instructor during the 1988-89 academic year. He received the M.S. from Syracuse and the B.S. from St. Joseph's College in Philadelphia, PA. Prior to joining the faculty at Longwood, he served as Director for Crossroads Services from 1982-1988. He served as a psychologist for Crossroads from 1980-1982. His experience in education includes serving one semester at Maria Regina College as an instructor of general psychology and serving two years as a Resident Advisor in the Syracuse University dorms. Mr. Howe is a certified psychologist by the State of New York.

Mr. Robert S. Jackson, Assistant Baseball Coach for the period July 1, 1989 through June 30, 1990. Mr. Jackson is a 1989 graduate of Longwood College who received a Bachelor of Science in Business Administration and an ROTC commission as a Second Lieutenant. While a student at Longwood he played baseball for three years during which he received the "Clutch Award" given to a player for pulling the team together during tough situations. Mr. Jackson was considered the best all time third baseman at Longwood and was selected as a third baseman for the Regional third team. He was also a Tri-Captain during the 1987-88 season.

Dr. Joe Lavelly, Professor of Finance, with tenure, effective July 1989. Dr. Lavelly holds the Ph.D. in Finance from the University of Iowa, the M.S. in Management from Illinois State University, and the B.S. in Management from Northern Illinois University. He comes to Longwood from Washburn University where he was Dean of

the School of Business from 1987-89. Dr. Lavelly served as Dean of the College of Business and Public Administration at Governors State University (Illinois) from 1986-87 and was head of the Department of Business and Economics at Berry College (Georgia) from 1982-86. Dr. Lavelly taught at Indiana University-Purdue University at Fort Wayne from 1970-79.

Ms. Deborah L. McWee, Instructor of Psychology, for the 1989-90 academic year, effective August 14, 1989. This is a one-year non-renewable position. Ms. McWee served Longwood during the 1988-89 academic year in the same capacity. She received the M.A. from Western Michigan University and the B.A. from Kalamazoo. She is Licensed School Psychologist in Michigan, Colorado, Oklahoma and Virginia. She has five years' experience as a high school psychologist and has served as an adjunct faculty member at Longwood from 1986-1988.

Dr. Gordon L. Ring, Assistant Professor of Music, for the 1989-90 academic year, effective August 14, 1989. Dr. Ring received the B.M.E. and the B.M. from Central Missouri State University and the M.M. and D.M.A. from North Texas State University. Prior to joining the Longwood faculty, Dr. Ring taught music theory, composition, orchestration, fundamentals and private brass, and conducted the wind ensemble and jazz lab band at Culver-Stockton College from 1985-1989. He was a teaching fellow at North Texas State University from 1983 to 1985. He, also, taught at West Platte High School in Weston, Missouri, from 1977-1980. Dr. Ring has been active in his community and church.

Dr. William E. Schall as Professor of Education, with tenure, effective July 1989. Dr. Schall holds the D.Ed., from Pennsylvania State University; M.Ed. and B.S. Ed., from Indiana University of Pennsylvania. Dr. Schall comes to Longwood from SUNY College at Fredonia, New York, where he was Professor of Education and Associate Dean of the Faculty for Arts, Education and Humanities, a position he held from 1987 to present. Dr. Schall served as Chair, Department of Education at SUNY, from 1984 to April 1987. Dr. Schall taught elementary and mathematics education at the University of Cincinnati (1969-70) and was an instructor and NDEA Fellow, Math Methods, at Pennsylvania State University from 1966-69.

Mr. Colin G. Steele, III, Instructor of Business, effective August 14, 1989, for the 1989-90 academic year. This is a tenure track position. Mr. Steele holds the M.B.A. from the Babcock Graduate School of Management at Wake Forest University and the B.A. from the College of William and Mary. Mr. Steele taught at Longwood during the 1988-89 academic year on a one year appointment. Prior to joining the Longwood faculty he worked in private industry. He was Director of Student Activities at Chowan College from 1980-1983.

Dr. Christine Wagner, Assistant Professor of Physical Education for the 1989-90 academic year, effective August 14, 1989. This is a one-year, non-renewable position. Dr. Wagner received the

B.A. and M.A. from Montclair State College and the Ed.D. from Temple University. Dr. Wagner taught major and non-major physical education classes in aquatics, timid through lifeguard training, including adapted aquatics and springboard diving, CPR, first aid, fitness and volleyball at Temple University from 1983-1989. She also taught physical and health education at Archdiocese of Newark from 1980-1983. Dr. Wagner was the Assistant Director of Health, Physical Education and Recreation for Passaic-Clifton YWCA from 1976-1980 and taught in the public schools from 1973-74. She was a swimming coach at Cranford High School, New Jersey from 1980-1983.

Appendix # 3

Attachment B

NEW FACULTY APPOINTMENTS

Dr. Carolyn I. Cooper, as an Associate Professor of Guidance and Counseling, effective August 14, 1989. This is a tenure track position. Dr. Cooper received the Ed.D. from the College of William and Mary in 1979; the C.A.G.S. and the M.Ed. from the College of William and Mary in 1976 and 1974, respectively; and the B.S. from Hampton Institute in 1965. During her tenure at Hampton University from 1977 to present she served in various positions: her most recent was as Assistant Professor of Special Education and Coordinator of Re-Education Specialist/Emotional Disorders Program and Clinical and Project Director of the Children's Diagnostic Center. Dr. Cooper has presented workshops on Behavior Management at various locations on the Peninsula.

Dr. Jesse D. Dillon, Jr., as an Assistant Professor of Education (Supervision), effective August 14, 1989. This is a tenure track position. Dr. Dillon received the Ed.D.(1964) and the M.Ed. (1957) from the University of Maryland, College Park and the B.A. (1951) from Anderson College. He retired as Superintendent of Rockaway Township Schools in New Jersey on March 31, 1987, a position he held from 1974. Prior that he served as a school principal in Delaware from 1964 -1974. He taught part-time on the college level from 1960-1987.

Ms. Rodena Ellerbe, as Instructor of Sociology, effective August 14, 1989. This is a tenure track position. Ms. Ellerbe holds the M.A. from the University of North Carolina (1988); the B.S. from Francis Marion College (1979); and the A.A. from St. Leo College (1976). A condition of her employment is that she complete her doctorate by July 1, 1992. Prior to joining the Longwood faculty she was an instructor for independent courses; a teacher assistant and recitation group Leader at the University of North Carolina. She taught on the secondary school level in South Carolina from 1980-1985.

Dr. Kathleen T. Flanagan, Assistant Professor of English for the 1989-90 academic year, effective August 14, 1989. This is a non-tenure track position. Dr. Flanagan received the Ph.D., M.A., and B.A. from the University of North Carolina at Chapel Hill. Dr. Flanagan has taught in the Department of English on one year appointments since September 1987. She was a teaching assistant in the Department of English at UNC-Chapel Hill from 1983-87 and was an instructor, Department of Foreign Languages at Literature at Tunghai University, Taichung, Taiwan from 1979-1981. Dr. Flanagan speaks, reads, and writes Chinese and French.

Mr. Frank Howe, Assistant Professor of Psychology, for the academic year 1989-90, effective August 14, 1989. This is a one

-year, non-renewable position. Mr. Howe taught at Longwood in a one-year appointment position in the Department of Education as an instructor during the 1988-89 academic year. He received the M.S. from Syracuse and the B.S. from St. Joseph's College in Philadelphia, PA. Prior to joining the faculty at Longwood, he served as Director for Crossroads Services from 1982-1988. He served as a psychologist for Crossroads from 1980-1982. His experience in education includes serving one semester at Maria Regina College as an instructor of general psychology and serving two years as a Resident Advisor in the Syracuse University dorms. Mr. Howe is a certified psychologist by the State of New York.

Dr. Joe Lavelly, Professor of Finance, with tenure, effective July 1989. Dr. Lavelly holds the Ph.D. in Finance from the University of Iowa, the M.S. in Management from Illinois State University, and the B.S. in Management from Northern Illinois University. He comes to Longwood from Washburn University where he was Dean of the School of Business from 1987-89. Dr. Lavelly served as Dean of the College of Business and Public Administration at Governors State University (Illinois) from 1986-87 and was head of the Department of Business and Economics at Berry College (Georgia) from 1982-86. Dr. Lavelly taught at Indiana University-Purdue University at Fort Wayne from 1970-79.

Ms. Deborah L. McWee, Instructor of Psychology, for the 1989-90 academic year, effective August 14, 1989. This is a one-year non-renewable position.

Ms. McWee served Longwood during the 1988-89 academic year in the same capacity. She received the M.A. from Western Michigan University and the B.A. from Kalamazoo. She is Licensed School Psychologist in Michigan, Colorado, Oklahoma and Virginia. She has five years' experience as a high school psychologist and has served as an adjunct faculty member at Longwood from 1986-1988.

Dr. Gordon L. Ring, Assistant Professor of Music, for the 1989-90 academic year, effective August 14, 1989.

Dr. Ring received the B.M.E. and the B.M. from Central Missouri State University and the M.M. and D.M.A. from North Texas State University. Prior to joining the Longwood faculty, Dr. Ring taught music theory, composition, orchestration, fundamentals and private brass, and conducting the wind ensemble and jazz lab band at Culver-Stockton College from 1985-1989. He was a teaching fellow at North Texas State University from 1983 to 1985 and he taught at West Platte High School in Weston, Missouri from 1977-1980. Dr. Ring has been active in his community and church.

Dr. William E. Schall as Professor of Education, with tenure, effective July 1989. Dr. Schall holds the D.Ed., from Pennsylvania State University; M.Ed. and B.S. Ed., from Indiana University of Pennsylvania. Dr. Schall comes to Longwood from SUNY College at Fredonia, New York, where he was Professor of Education and Associate Dean of the Faculty for Arts, Education and Humanities, a position he held from 1987 to present. Dr.

Schall served as Chair, Department of Education at SUNY, from 1984 to April 1987. Dr. Schall taught elementary and mathematics education at the University of Cincinnati (1969-70) and was an instructor and NDEA Fellow, Math Methods, at Pennsylvania State University from 1966-69.

Mr. Colin G. Steele, III, Instructor of Business, effective August 14, 1989, for the 1989-90 academic year. This is a tenure track position. Mr. Steele holds the M.B.A. from the Babcock Graduate School of Management at Wake Forest University and the B.A. from the College of William and Mary. Mr. Steele taught at Longwood during the 1988-89 academic year on a one year appointment. Prior to joining the Longwood faculty he worked in private industry. He was Director of Student Activities at Chowan College from 1980-1983.

Dr. Christine Wagner, Assistant Professor of Physical Education for the 1989-90 academic year, effective August 14, 1989. This is a one-year, non-renewable position.

Dr. Wagner received the B.A. and M.A. from Montclair State College and the Ed.D. from Temple University. Dr. Wagner taught major and non-major physical education classes in aquatics, timid through lifeguard training, including adapted aquatics and springboard diving, CPR, first aid, fitness and volleyball at Temple University from 1983-1989. She also taught physical and health education at Archdiocese of Newark from 1980-1983. Dr. Wagner was the Assistant Director of Health, Physical Education and Recreation for Passaic-Clifton YWCA from 1976-1980 and taught in the public schools from 1973-74. She was a swimming coach at Cranford High School, New Jersey from 1980-1983.

Appendix # 3
Attachment C

Faculty Leaves and Resignations

Leaves

The following faculty members will not be teaching at Longwood during the 1989-90 academic year.

Leave of Absence, without pay, for the 1989-90 academic year

Dr. Karen Armstrong, Associate Professor of Anthropology, to continue the development of the Anthropology program at Tampere University in Finland.

Ms. Sarah Bingham, Instructor of Physical Education, to pursue graduate studies.

Faculty Resignation

The following faculty members have resigned from Longwood College:

Dr. Carolyn V. Hodges, Director of Athletics, effective July 19, 1989.

Ms. Marge Terzin-Klayton, Instructor of Business, effective May 26, 1989.

Dr. Lawrence C. Minks, Professor of Business, effective May 22, 1989.

Dr. Cherylon Robinson, Assistant Professor of Sociology, effective May 26, 1989.

Appendix # 4

Approval to Discontinue Degree Programs
in
Elementary Education, Special Education and Music Education

Background According to Article X, Curriculum, of the Board of Visitors ByLaws, the Board must approve all degree programs.

Action Requested The Board of Visitors is requested to approve the President's recommendation that the following degree programs be discontinued: the Bachelor of Science in Elementary Education Fall 1990, the Bachelor of Science in Special Education, Fall 1989, and the Bachelor of Music Education in Visual and Performing Arts/Music Education, Fall 1990.

Rationale The above stated degree programs are being discontinued as a result of the restructuring of teacher education. No new majors will be accepted into the degree programs after the above stated dates. The degree programs will officially terminate May 1994. Longwood will begin offering its five-year program in Psychology/Special Education in the Fall 1989.

APPENDIX # 5

1989-90 INTERNAL OPERATING BUDGET

BACKGROUND: Each year the College develops an internal operating budget to be followed in the forthcoming fiscal year and, in accordance with the Board of Visitors' By-Laws, brings the budget to the Board for approval. The development of the budget for FY90 was based on four principles. The first is that the College would operate with a balanced budget. Second, each major budget area (vice-presidential level) would maintain their current level of funding (base) except for a 1% reduction. Third, each budget addition made to an area would be done in accordance with their priority rating of the request. And, fourth, the Strategic Plan would be used extensively to inform budget decisions. The budget presented is in balance and reflects an application of the three other principles previously described. It is a pleasure to report that, in just about every instance, each budget addition can be tied directly to either a goal, objective or set of both in the College's Strategic Plan.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that the 1988-90 Internal Operating Budget be approved as presented.

L O N G W O O D C O L L E G E
Current Unrestricted
Operating Budget 1989-90

EDUCATIONAL AND GENERAL	ORIGINAL BUDGET 1988-89	ORIGINAL BUDGET 1989-90
REVENUES:		
Tuition and Fees	4,820,794	5,059,983
State General Fund Appropriation	10,652,546	11,395,038
State Central Fund Appropriation	137,089	252,545
Sale and Service of E & G Activities	39,000	25,854
Federal Work Study	100,000	100,000
Other Sources	64,476	41,372
Projected Carry Forward		225,000
	-----	-----
Total Revenues	15,813,905	17,099,792
	-----	-----
EXPENDITURES:		
Instruction	7,610,291	8,351,527
Public Service	102,765	102,000
Academic Support	2,576,187	2,401,714
Student Services	1,023,040	1,221,571
Institutional Support	2,773,645	3,159,959
Operation and Maintenance of Plant	1,727,977	1,863,021
	-----	-----
Total Expenditures	15,813,905	17,099,792
	-----	-----
Excess revenue over expenditures	0	0
	=====	=====
STATE AUXILIARY ENTERPRISE		
REVENUES:		
Housing Fee and Sales	3,955,866	4,129,442
Dining Fee and Sales	2,517,331	2,564,049
Comprehensive Fee	2,769,405	3,208,525
Federal Work Study	100,000	100,000
Other Sources	96,000	315,100
	-----	-----
Total Revenues	9,438,602	10,317,116
	-----	-----
EXPENDITURES:		
Housing Services	3,815,843	4,021,335
Dining Services	2,424,203	2,536,574
Athletics	1,270,887	1,383,066
All Other Student/Faculty Services	1,571,317	2,021,473
	-----	-----
Total Expenditures	9,082,250	9,962,448
	-----	-----
Excess Revenues Over Expenditures	356,352	354,668
	=====	=====

**ANALYSIS OF
1989-90
INTERNAL OPERATING BUDGET**

The operating budget for the College for the 1989-90 fiscal year will total \$27,738,733. This amount includes state, auxiliary, and Longwood College Foundation funds and compares to a total of \$25,492,506 in the previous fiscal year for an overall increase of \$2,246,227 or 8.8%. A more detailed analysis follows.

I. REVENUE

Revenues at the College are received in two major programs, Educational and General (E&G) and Auxiliary. E&G funds are those used to support the academic enterprise at the College and represent 62% of total revenues while auxiliary revenues support a variety of student services such as housing and the board plan and account for 38% of total revenues.

- A. E&G Revenue - The total E&G revenue projected to be received in FY90 represents an 8.1% increase over last year's revenue budget. The state's support of Longwood increased 8.0% due primarily to increases in salaries and resultant benefits and the change in the state's 70/30 funding plan for Longwood which shifted more support of the cost of education per student to the state. This change results in a reduction in the amount of tuition students have to pay as a contribution to the cost of their education. The fund split at Longwood for the 1989-90 academic year is 71.3/28.7.

Revenue expected from tuition and fees is projected to increase 5.0% of which 1.0% is due to a tuition increase with the remaining 4.0% representing an optimistic enrollment expectation for the 1989-90 academic year and increased revenue from new fees.

- B. Auxiliary Revenue - The total auxiliary revenue projected to be received in FY90 represents a 9.3% increase over last year's auxiliary revenue budget. The reason for the expected increase in revenues is due to higher room rates, board rates, and comprehensive fee; the latter fee experienced the largest increase to fund costs associated with the new telecommunications system. Revenue from "other sources" shows a significant increase due primarily to a change in the accounting practices of how these revenues will be reported.

II. EXPENSES

As in the case with revenues, expenses are charged to either the E&G expense budget or auxiliary expense budget depending on the type of activity to which the expense is related. The percentage comparison of E&G expenses to auxiliary expenses will be identical to the differences in the revenue budget given the College's practice of operating within a balanced budget.

- A. E&G Expenses - The growth in E&G expenses for FY90 on a percentage basis will equal the growth in E&G revenues. As stated previously, this is a result of operating with a balanced budget. After making adjustments for fixed costs such as personnel, electricity and fuel, the E&G base budget was increased a total of \$204,880 although the total allocations equalled \$234,880. The difference of \$30,000 is a result of a one percent reduction in the base of last year's budget which was reallocated based on the Strategic Plan and new priorities.

Of the total allocations, \$175,300 or 75% was earmarked for personnel and related costs with the balance of \$58,700 going to operations and maintenance. The results of the allocations across major budget areas at the College were as follows:

Academic Affairs	\$ 93,950	40.0%
Business Affairs	17,255	7.3%
Information Systems	57,200	24.3%
Institutional Advancement	38,100	16.3%
Public Affairs	3,675	1.6%
Student Affairs	24,700	10.5%
TOTAL	<u>\$234,880</u>	<u>100.0%</u>

Two other areas where budget decisions were made include equipment and other "one-time" expenses. The total amount of funds expended on equipment have historically remained unchanged from year-to-year and the 1989-90 year was no exception. A total of \$201,000 was allocated as follows:

Academic Affairs	\$ 70,826	35.3%
Business Affairs	46,610	23.2%
Information Systems	51,100	25.4%
Institutional Advancement	5,700	2.8%
Public Affairs	4,850	2.4%
Student Affairs	21,914	10.9%
TOTAL	<u>\$201,000</u>	<u>100.0%</u>

Other "one-time" expenses were budgeted across the College. The source of funds for "one-time" expenses include an anticipated carry-forward amount of approximately \$225,000 plus \$206,000 the College received as its share of interest earned on our auxiliary reserve balances.

- B. Auxiliary Expenses - As is the case in the E&G expense budget, there is a percentage increase in auxiliary expenses over last year in an amount almost equal to the increase in auxiliary revenues. The auxiliary base budget was increased a total of \$878,514. The majority of the increase (approximately \$350,000) is the result of the establishment of a new telecommunications support operation. Other adjustments were made for increases in fixed costs such as personnel, water and sewerage, electricity and a re-negotiated food service contract. Base budget additions of \$101,743 are included in the new auxiliary expense total and allocated across major budget areas as follows:

Academic Affairs	\$ 58,443	58%
Business Affairs	20,500	20%
Information Systems	-0-	0%
Institutional Advancement	-0-	0%
Public Affairs	3,500	3%
Student Affairs	19,300	19%

TOTAL	<u>\$101,743</u>	<u>100%</u>
-------	------------------	-------------

As is the case in the E&G expense budget, equipment allocations are also made within the auxiliary budget. A total of \$505,000 has historically been allocated for equipment with \$400,000 coming off the top for the housing operation. The balance of \$105,000 was allocated as follows:

Academic Affairs	\$ 38,540	31.0%
Business Affairs	8,985	8.5%
Information Systems	19,500	18.5%
Public Affairs	6,595	6.0%
Student Affairs	31,380	30.0%

TOTAL	<u>\$105,000</u>	<u>100.0%</u>
-------	------------------	---------------

III. FOUNDATION SUPPORT

This year we are pleased to report that the Longwood College Foundation has increased its support of the College a total of \$81,826 or 34%. The new total of \$321,825 was allocated

across five major areas. The areas and allocations are as follows:

Faculty Research and Professional Development	\$ 22,243	6.9%
Scholarships	49,753	15.4%
Institutional Support	157,234	49.0%
Non-allowable State Expenses	70,045	21.7%
Special Projects	22,550	7.0%
TOTAL	<u>\$321,825</u>	<u>100.0%</u>

APPENDIX # 6

**1990-92 BIENNIUM BUDGET
ADDENDUM REQUESTS**

BACKGROUND: In every odd numbered year, the College is required to prepare a budget request for the next biennium. This year, the 1990-92 biennium budget is required to be submitted to the Department of Planning and Budget (DPB) by August 1, 1989.

Instructions from DPB are that generally the College will be able to retain the base budget authorized for FY89 and that the College should submit a list of budget addendums it would like to see funded over the 1990-92 biennium. The list of budget requests is to be developed and presented in order of priority to the College.

The 1990-92 budget addendum items have been developed, for the most part, in accordance with the Strategic Plan and address the major programmatic needs of the College for the 1990-92 biennium.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that the 1990-92 Biennium Budget Addendum Requests be approved as presented for submission to the Department of Planning and Budget.

APPENDIX #6
Attachment A
LONGWOOD COLLEGE
1990-92 BIENNIUM BUDGET
PROPOSED ADDENDUM REQUESTS

I. EDUCATIONAL AND GENERAL:

1. TITLE: Fixed Operating Cost Increases

Costs:	1990-91	\$100,000	1991-92	\$105,000
Funding:	GF	\$ 71,300		\$ 74,865
	NGF	\$ 28,700		\$ 30,135

DESCRIPTION: Major fixed operating costs such as fuel, electricity, and insurance are projected to escalate during the two years of the biennium.

2. TITLE: Operating Costs for New Library

Costs:	1990-91	\$175,000	1991-92	\$200,000	8 FTE
Funding:	GF	\$124,775		\$142,600	
	NGF	\$ 50,225		\$ 57,400	

DESCRIPTION: The new library, scheduled to open January 1991, will require additional personnel and operating costs over and above the College's current staff and operating costs due to larger size and increased services. (includes relocation costs in 1990-91)

3. TITLE: Academic Services Center (Learning Center)

Costs:	1990-91	\$110,000	1991-92	\$110,000
Funding:	GF	\$ 78,430		\$ 78,430
	NGF	\$ 31,570		\$ 31,570

DESCRIPTION: The Academic Services Center provides a broad array of learning improvement services for faculty and students. In addition to targeted programs for special student populations (minority, disabled, and "at risk"), the Center supports academic resource development opportunities for all college constituencies. One large component is

the Longwood Seminar for freshmen to help bridge the gap between high school and college and between the living and learning environments of higher education.

4. TITLE: Maintenance Agreements for Equipment Purchased with Equipment Trust Funds

Costs:	1990-91	\$ 25,000	1991-92	\$ 50,000
Funding:	GF	\$ 17,825		\$ 35,650
	NGF	\$ 7,175		\$ 14,350

DESCRIPTION: Most of the equipment purchased with Equipment Trust Funds will require maintenance contracts when the warranty expires to keep the equipment in good working order.

5. TITLE: Longwood Developmental Center

Costs:	1990-91	\$ 75,000	1991-92	\$ 75,000	2 FTE
Funding:	GF	\$ 53,475		\$ 53,475	
	NGF	\$ 21,525		\$ 21,525	

DESCRIPTION: The Center will offer a wide range of services for the population of the Southside area, including educational, psycho-motor, psychological, vocational, speech and hearing, recreation, and parent and teacher training services.

6. TITLE: New Mainframe Computer and Peripheral Equipment

Costs:	1990-91	\$700,000	1991-92	\$ -0-
Funding:	GF	\$700,000		-0-
	NGF	-0-		-0-

DESCRIPTION: The current IBM 4341 mainframe computer is insufficient to operate the new information software systems and accommodate the increasing user demand.

7. TITLE: Internationalization of the Curriculum and Faculty Exchanges
- | | | | | | |
|----------|---------|-----------|---------|-----------|-------|
| Costs: | 1990-91 | \$100,000 | 1991-92 | \$100,000 | 1 FTE |
| Funding: | GF | \$ 71,300 | | \$ 71,300 | |
| | NGF | \$ 28,700 | | \$ 28,700 | |
- DESCRIPTION: The expansion of existing courses by adding international components, creating and developing new courses in area studies and languages, and expanding global awareness through study abroad and international visiting faculty.
8. TITLE: TV Studio Upgrade
- | | | | | | |
|----------|---------|-----------|---------|-----------|--|
| Costs: | 1990-91 | \$130,000 | 1991-92 | \$ 10,000 | |
| Funding: | GF | \$130,000 | | \$ 7,130 | |
| | NGF | -0- | | \$ 2,870 | |
- DESCRIPTION: Funding is requested to upgrade the equipment in the College's TV studio to allow for production of broadcasts for the College's soon to be acquired cable TV channel.
9. TITLE: Personnel for CIPPS Implementation and Operation
- | | | | | | |
|----------|---------|-----------|---------|-----------|-------|
| Costs: | 1990-91 | \$ 30,000 | 1991-92 | \$ 30,000 | 1 FTE |
| Funding: | GF | \$ 21,390 | | \$ 21,390 | |
| | NGF | \$ 8,610 | | \$ 8,610 | |
- DESCRIPTION: The mandatory implementation of the CIPPS payroll system will require additional staff to implement and operate the system.
10. TITLE: Gender and Ethnic Studies Program
- | | | | | | |
|----------|---------|-----------|---------|-----------|-------|
| Costs: | 1990-91 | \$100,000 | 1991-92 | \$100,000 | 2 FTE |
| Funding: | GF | \$ 71,300 | | \$ 71,300 | |
| | NGF | \$ 28,700 | | \$ 28,700 | |

DESCRIPTION: The Center would initiate activities on-campus to build the intellectual, methodological, curricular, and pedagogical connections between existing disciplines and interdisciplinary fields of black studies and women's studies.

11. TITLE: Student Services Peer Advisor Program

Costs: 1990-91 \$ 50,000 1991-92 \$ 50,000

Funding: GF \$ 35,650 \$ 35,650

NGF \$ 14,350 \$ 14,350

DESCRIPTION: As part of the Student Affairs Assessment Program, selected residential students will serve as Peer Advisors to assist them in setting individual goals based on assessment information.

12. TITLE: Library Books

Costs: 1990-91 \$423,518 1991-92 \$469,224

Funding: GF \$301,968 \$334,557

NGF \$121,550 \$134,667

DESCRIPTION: Full funding for library books will be requested based on the SCHEV library book funding formula.

13. TITLE: Off-Campus and Non-Credit Programs Increase

Costs: 1990-91 \$ 75,000 1991-92 \$ 75,000

Funding: GF -0- -0-

NGF \$ 75,000 \$ 75,000

DESCRIPTION: The Continuing Studies Department of the College is currently planning a substantial increase in off-campus and non-credit courses to meet the anticipated regional demand.

14. TITLE: Fees for Consumable Supplies and Other Services

Costs: 1990-91 \$100,000 1991-92 \$100,000

Funding: GF -0- -0-

NGF \$100,000 \$100,000

DESCRIPTION: The College will charge students participating in laboratory work a fee for consumable supplies used in the lab; a fee for music lessons and a supervisory fee for education courses which involve internships, practicums, and student teaching.

15. TITLE: Orientation Program

Costs: 1990-91 \$ 50,000 1991-92 \$ 50,000

Funding: GF -0- -0-

NGF \$ 50,000 \$ 50,000

DESCRIPTION: An expansion of the Orientation Program is desired to include students' parents in the orientation process. An orientation fee charged to parents attending the program will fund new costs.

II. FINANCIAL ASSISTANCE FOR EDUCATIONAL AND GENERAL (110)

1. TITLE: Virginia Writing Program

Costs: 1990-91 \$ 30,000 1991-92 \$ 30,000

Funding: GF -0- -0-

NGF \$ 30,000 \$ 30,000

DESCRIPTION: Funding is being requested to continue support of the publication of the Virginia Writing Journal.

2. TITLE: South Boston Continuing Education Center

Costs: 1990-91 \$300,000 1991-92 \$300,000 5 FTE

Funding: GF -0- -0-

NGF \$300,000 \$300,000

DESCRIPTION: The College anticipates operating the South Boston Continuing Education Center through the Sponsored Program beginning 1990-91.

III. STUDENT FINANCIAL ASSISTANCE (108)

1. TITLE: State Student Financial Aid

Costs: 1990-91 \$300,000 1991-92 \$300,000

Funding: GF \$300,000 \$300,000

NGF -0- -0-

DESCRIPTION: Additional funding is needed to provide an appropriate level of Gift Aid to students and increase individual award amounts needed for rising college costs.

IV. AUXILIARY ENTERPRISES

1. TITLE: Fixed Operating Cost Increases

Costs:	1990-91	\$160,000	1991-92	\$168,000
Funding:	GF	-0-		-0-
	NGF	\$160,000		\$168,000

DESCRIPTION: Major fixed operating costs such as fuel, electricity, and service contracts are projected to escalate during the two years of the biennium.

2. TITLE: Operating Costs for New Dorm

Costs:	1990-91	\$ -0-	1991-92	\$660,000	4 FTE
Funding:	GF	-0-		-0-	
	NGF	-0-		\$660,000	

DESCRIPTION: Construction of a new dorm will be completed in the Fall 1991. New costs for additional personnel and operations, including the associated debt service retirement, will be incurred when the facility comes on line.

3. TITLE: Conference Administration

Costs:	1990-91	\$ 70,000	1991-92	\$ 70,000	1 FTE
Funding:	GF	-0-		-0-	
	NGF	\$ 70,000		\$ 70,000	

DESCRIPTION: The College is planning a more aggressive conference schedule for the upcoming biennium which will require administrative personnel and operations to help coordinate the conference activities.

APPENDIX # 7

APPROVAL OF FEES FOR CONSUMABLE SUPPLIES AND OTHER SERVICES

BACKGROUND: Except for the 1988-90 biennium when the College received funds to address increases in fuel, electricity and insurance, the College has been level funded in the area of operations and maintenance (supplies and materials). Almost every department has felt the impact of this funding policy of the Commonwealth. However, certain academic departments at the College have felt the impact of this policy more than others. They include the Art Department, Science Department, Music Department and Education Department. These departments are those which use an extraordinary amount of supplies due to the nature of the courses offered. For example, Art courses require use of a large number of supplies and in laboratory course work there is an exceptional amount of breakage. The Education Department has been impacted due to the amount of travel the faculty must undertake to properly supervise students engaged in field work. These types of expenses are those which should not be changed to all students but rather the individual users of the supplies and services.

One way to help alleviate the problem in these departments is through the assessment of a fee to students which will be used to help cover the cost of supplies or services provided in the respective departments. The attached survey of other institutions in the state shows that the practice of charging fees is followed by some institutions but is clearly not uniform among all of them.

When the Board was presented in April of this year with the proposed tuition and fee schedule for 1989-90, it was noted that this fee proposal would be presented at a later date. The proposed additional fees are submitted for approval at this time in order to begin proper publication and notification.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that the Schedule for Consumable Supplies and Other Services be approved as presented.

**PROPOSED SCHEDULE OF FEES
FOR CONSUMMABLE SUPPLIES
AND OTHER SERVICES
1989-90**

Education

- A supervisory fee of \$50.00 is proposed to be assessed on all School of Education's graduate and undergraduate courses involving internships, practicums, or student teaching which carry 0 to 8 credits and a fee of \$100 be assessed for courses of 9-16 credits. The Dean of the School of Education to determine eligible courses.

Art

- A materials fee varying in amount is proposed to be assessed depending on the type of course in accordance with the attached course/fee schedule.

Science

- A lab fee of \$10.00 is proposed to be assessed for each course taught through the Science Department which carries a lab requirement. The Dean of the School of Liberal Arts and Sciences to determine eligible courses.

Music

- A flat fee of \$50.00 is proposed to be assessed for anyone enrolled in applied music tutorial instruction from 1 to 5 credits. The Dean of the School of Liberal Arts and Sciences will determine eligible courses.

Appendix 7, Attachment B
SURVEY OF INSTITUTIONS

Do you charge fees for art supplies, lab fees, or music lessons?

MARY WASHINGTON:

No art, lab, or music fees.

NORFOLK STATE:

No art fee.

Music - only charges for private lessons - \$35.00

Lab fee - only charges if student is in the Nursing program
- \$4.00/sem.

RADFORD:

Will no longer charge art or lab fees but used to charge a \$20 modeling fee to art students and a \$5 lab fee for specimens to be dissected.

Does charge a music fee for private lessons - \$130/sem.

VCU:

Art fee - Charges by credit hour

\$25 part-time student - \$50 full-time student

Lab fee - \$10/sem. for breakage, etc. Put a hold on student's registration if he owes this fee.

Music - only for private lessons - 1 CR hr. \$111.50 -
2 CR hr. \$223 - 3 CR hr.

UVA:

Only in graduate Arts and Science School.

WILLIAM & MARY:

Art - no fee

Lab - no fee

Music - only for private lessons 1/2 hr. \$170 - 1 hr. \$340.

JMU:

No art, lab, or music fees. (Used to charge for private music lessons but no longer.)

OLD DOMINION:

Art - no fees

Lab - no fees

Music - only for private lessons (\$85)

VA TECH:

Art - depends on the class. Professor may ask for a small fee, buy the supplies, and refund any dollars left at end of semester.

Lab - No

Music - No

GEORGE MASON:

(Waiting to hear from them.)

Teresa Phelps
May 24, 1989

**REQUEST FOR USE OF AUXILIARY
RESERVE FUNDS**

BACKGROUND: A fund balance is maintained in the auxiliary operations of the College to primarily cover the cost of major repairs to auxiliary buildings and replacement of large pieces of equipment. The fund is also used for other campus improvements such as landscaping and the new telecommunications system.

Over a year ago, the Board authorized the use of \$125,000 from the auxiliary reserve fund to supplement the Parapet Wall/Roof Repair job in Cox, Stubbs, and Wheeler. This job has been bid, and we now know that the supplemental funding is not needed. We would like to use these funds, however, to cover the cost of relocation assistance being provided to the residents living in the block we are acquiring for our new residence hall. Our relocation assistance consultant estimates that the financial assistance provided these residents will total about \$125,000 which the College is required by law to pay under the Uniform Relocation Act.

In addition to the above, an additional allocation of \$129,500 from the auxiliary reserve fund is being requested to cover the cost of major equipment purchases and building repairs

The unencumbered fund balance is projected to be approximately \$925,000 as of June 30, 1989 with an addition of \$350,000 budgeted for the year ending June 30, 1990 for a new total of \$1,275,000.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that auxiliary reserve funds be used to fund major repairs and equipment purchases and relocation assistance expenses in the amounts shown below.

Relocation Assistance Expenses	\$125,000
Major equipment purchases and building repairs	129,500
	<hr/>
TOTAL	\$254,500

TELECOMMUNICATION SERVICES RATE STRUCTURE

BACKGROUND: Longwood Telecommunication Services will assume responsibility for all telephone adds, moves and change requests with the cutover to the new telephone system. This service has previously been provided by Centel with charges being passed on to the department initiating the request. The College intends to continue this practice and has established a proposed rate structure to be applied when special features, adds, moves or changes are requested. The proposed rate structure is very similar to the rate structure used by Centel but somewhat less costly. Annualized expense for adds, moves and changes historically have ranged in the \$8000 - \$9000 range.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that the Telecommunication Services Rate Structure be approved as presented on the attached. In addition, authority is being sought to modify and apply these rates in the future without seeking Board of Visitors approval.

LONGWOOD BASIC TELECOMMUNICATIONS RATES AND CHARGES
1989-1990 FISCAL YEAR

Charge	Unit of Charge	Special Features and Moves, Adds, and Changes (MACS)
\$25.00	month	Analog connection
\$ 7.50	month	VoiceMail (10 messages)
\$15.00	month	Extra DID lines
\$10.00	month	Extra internal lines
\$150.00	phone	M2009 telephone
\$250.00	month	M2009 telephone with data module
\$530	phone	M2317 telephone
\$700	phone	M2317 telephone with data module
\$6.00	extension number	Software MAC
\$35.00	phone	Install new telephone with existing portal
\$35 + time & materials	phone	Install new telephone w/out existing portal
5.00	data module	Install data module on existing phone
\$70 + time & materials	fax line	Install fax line and machine
\$35.00	phone	Move, add, change telephone w/existing portal
\$35.00	phone	Unity I analog phone
\$224.00	data modlue	Data module for M2009 and M2317
\$35 + time & materials	bracket	Install wall bracket for M2009 or M2317 for wall phone
\$6.00	cord	25-foot handset cord
\$2.50	cord	25-foot base cord

LONGWOOD BASIC TELECOMMUNICATIONS RATES AND CHARGES (Cont'd)

1989 -1990 FISCAL YEAR

Charge	Unit of Charge	Special Features and Moves, Adds, and Changes (MACS)
\$ 1.50	month	Reserved telephone number
\$ 2.00	month	Speed calling
\$ 1.00	month	Do not disturb (make set busy)
\$.50	month	Last number redial
\$ 1.25	month	Centel Directory Listing
\$28.00	month	OPS line plus one time installation
\$30.00	month	B1 Line plus one time installation
\$ 1.00	month	Six party conference
\$ 1.00	month	Call forward (local calling zone)
\$.50	month	Auto dial
\$10.00	each	Missed appointment fee/order
\$30.00	each re-request	Change telephone number
\$29.00	each	Wall bracket
\$28.00	each	Handset-Hearing impaired

NOTES:

1. These rates are subject to change pending final approval by Longwood.
2. Extra lines are phone lines that belong to your department for which there is no associated station equipment (telephone). For example, if a department has forty telephones and forty-one DID or internal phone numbers (i.e., phone lines), then that department has one extra DID or internal phone line.
3. Be aware that a request for a software change may affect several extension numbers even though it may appear to you that only one extension number is involved. You will be charged for all affected extension numbers that are changed.

APPENDIX # 10

LONGWOOD COLLEGE
CATV SERVICE AND EDUCATIONAL CATV CHANNEL PROPOSAL
July, 1989

BACKGROUND

Negotiations with Tele-Media Company have resulted in a proposal for the installation of a Longwood CATV Education Channel and CATV service for the campus. The proposed price for the service is a one-time cost of \$5500 and a monthly charge of \$5.00 per location or outlet.

IMPLICATIONS

This service has been proposed after fees for the 1989-90 academic year were finalized. If approved, The Board of Visitors will: 1) be making advanced budget and fee increase commitments to be imposed in the 1990-91 academic year and, 2) authorize a non-budgeted auxiliary expense of approximately \$60,500 which could cause a reduction in the funds budgeted as an addition to the auxiliary reserve funds at the end of FY90. It is anticipated that the College will be able to recover these funds over the next two years through increases in student fees.

ACTION REQUIRED:

The Board of Visitors is requested to approve the President's recommendation that Longwood be permitted to enter into an agreement with Tele-Media for the services and capabilities outlined in the attached Appendix.

APPENDIX # 10
Attachment A

For a one-time cost of approximately \$5500 for 1100 outlets and a monthly fee of \$5.00 per month for each outlet:

Tele-Media will:

- Install a CATV cable network on Longwood's campus;
- Allocate a CATV educational channel for Longwood on the Farmville Cable System;
- Put Longwood's WLCX FM radio signal on the Farmville Cable System;
- Allocate a Longwood and Community Calendar of Events channel on the Farmville Cable System;
- Provide CATV converter boxes as required for student use.

Naming of the Blanton-Hanbury Room

Background:

In December, 1986, Mr. Burton Hanbury gave the Longwood College Alumni Association an antique Victorian bedroom suite. Mrs. Athena Blanton Hanbury gave the Longwood College Foundation \$20,000 for the refurbishing of a bedroom in the Alumni House, in a manner appropriate for the donated furniture.

In 1988, the furniture was refinished and placed in bedroom number one. The Alumni Staff is working with the donors to select appropriate decorations to complete the project.

Rationale:

The Board of Visitors has in the past recognized similar contributions by authorizing appropriate plaques to be placed on or near structures which have received significant private support; i.e. the Bristow Building and rooms designated in the Fine Arts Center.

Action Requested:

The President recommends that bedroom number one at the Alumni House be designated as the Blanton-Hanbury Room and that an appropriate plaque be placed beside the entry door recognizing the donors contribution.

LONGWOOD DEVELOPMENTAL CENTER

A PROPOSAL

LONGWOOD DEVELOPMENTAL CENTER
PROPOSAL ABSTRACT

Longwood College is proposing a diagnostic-remedial center, temporarily named the Longwood Developmental Center. This center would meet an acute need for a centralized source of help for handicapped individuals and their families and would provide a laboratory setting for training students and area teachers.

Although the public schools in the southside geographic region have provided services for school age exceptional children, individuals below and above school age have not had organized access to services. The school districts have also expressed a desire for supplemental services. Longwood College is in an ideal central geographic location to provide services to approximately 10 to 15 percent of the population of Southside Virginia.

Longwood has introduced a unique 5-year training program in special education. Such a center would provide practical experiences, under supervision, for these students. It would also provide experiences for students in psychology, social work, education, health and physical education, speech pathology, reading and therapeutic recreation. Longwood has excellent faculty with expertise in each of these areas to provide the diagnostic team membership and the supervision of students receiving clinical experiences.

Southside Virginia has long needed such a center. Enthusiastic endorsements have already been received from superintendents, health professionals and other concerned citizens. The State Department of Education has shown support of the center by granting "start-up" funds for 1989-90 which will allow the initiation of several pilot projects. In order for this concept to become a reality, Longwood seeks additional funding for the center and for state-of-the-art equipment to operate the center. Although faculty from Longwood will be very heavily involved in all programmatic aspects of the center, it will be necessary to hire a center director, a secretary and maintenance personnel.

ACKNOWLEDGMENTS

The following people contributed significantly to this document: Nancy Andrews, Nels Beck, Eleanor Bobbitt, Frank Howe, Ruth Meese, Pat Shank, George Stonikinis and Mary Stuart Woodburn. Their contributions are gratefully acknowledged.

TABLE OF CONTENTS

ABSTRACT.....i
ACKNOWLEDGEMENTS.....ii
INTRODUCTION.....1
NEED FOR SERVICES.....1
NEED FOR SUPERVISED STUDENT EXPERIENCES.....2
SPECIAL EDUCATION/PSYCHOLOGY SERVICES.....2
SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY SERVICES..4
VOCATIONAL SERVICES.....6
SOCIAL WORK SERVICES.....8
COUNSELING SERVICES FOR CLIENTS AND PARENTS.....10
READING SERVICES.....11
PSYCHO-MOTOR SERVICES.....11
THERAPEUTIC RECREATIONAL SERVICES.....12
SUMMARY.....15
CONCLUSION.....17
APPENDIX A - SURVEY.....A-1
APPENDIX B - VITAE.....B-1
APPENDIX C - LETTERS OF SUPPORT.....C-1
APPENDIX D - BIBLIOGRAPHY.....D-1

LONGWOOD DEVELOPMENTAL CENTER
A PROPOSAL

INTRODUCTION

Longwood College proposes the concept of the Longwood Developmental Center, a diagnostic-remediation center for the population of Southside Virginia.

The center would offer a wide range of services for the population in this geographic area, including educational, psycho-motor, psychological, vocational, speech and hearing, recreation and parent and teacher-training services. The Center would also act as a referral source for services not directly available at the college.

NEED FOR SERVICES

Longwood College is centered in a geographic area characterized by little industrial development, low educational achievement and a generally low standard of living. Medical and social services are not as readily available as would be afforded in a larger, more metropolitan area. Many citizens are not aware of sources of help; modes of assistance are often scattered and difficult to secure. There exists no central location for other diagnostic or therapeutic services in this largely rural area. Longwood College is located in an area within commuting distance for the following counties: Amelia, Appomattox, Brunswick, Buckingham, Charlotte, Cumberland, Dinwiddie, Halifax, Lunenburg, Mecklenburg, Nottoway, Powhatan and Prince Edward.

A survey (see Appendix A) was conducted of these counties to ascertain present numbers of students in special education. Replies were received from all except Cumberland county. Totals of the 13 counties include 1,697 learning disabled, 205 emotionally disturbed, 17 visually impaired, 17 hearing impaired, 1,475 speech and language impaired, 41 severely and profoundly handicapped, 753 mentally retarded, 24 other health impaired and 9 physically handicapped. The survey revealed that 262 students are currently in the referral/placement process. Those students requiring vocational training in the twelve of thirteen counties that returned the survey totaled 880. These large numbers of school age children are presently receiving services in the schools during the regular 180-day school year. The survey results indicate need for supplemental services, summer services and vocational services. The 13 counties included in the study rank in the bottom half of the Average Daily Membership cost of operation per pupil in the Commonwealth. Most rank in the bottom one fourth of per pupil expenditures.

Although Public Law 94-142 (1975) and the new Public Law 99-457 mandate services of diagnosis and remediation for all handicapped individuals, ages birth through 21, public schools in this area have great financial difficulty complying with the mandates of the laws. Resources have never been commensurate with the good

intention of the mandates. Support services for the schools to assist in their endeavors for compliance have been almost non-existent, or at best, very expensive.

In regard to Public Law 99-457, which mandates early intervention, a telephone survey of Crossroads Mental Health Services in Prince Edward county yielded the following statistics regarding their Infant Stimulation Program:

1986-87	107 referrals 30 served
1987-88	98 referrals 42 served
1988-89	89 referrals 50 served

Implications are that many "at risk" children are not being located or served.

The segment of our citizenry outside the birth to 21 age range has had no centralized place to receive evaluative or therapeutic services.

Many special education teachers in the surrounding counties are teaching without state approved credentials in the various areas of special education. Longwood has been involved in an effort to supply the necessary coursework for proper credentialing for several years now, and recently received a grant from the state to conduct a Special Education Institute in the summer of 1989 for training teachers who are presently teaching special education, but who are un-endorsed. However, it will be necessary to continue these offerings for many years, as well as provide a resource for special education teachers to stay abreast of changes.

NEED FOR SUPERVISED STUDENT EXPERIENCES

From another perspective, Longwood has a need to provide opportunities for students to have "hands-on" experiences in their chosen fields. Longwood offers programs in Special Education, Speech Pathology, Social Work, Health, Therapeutic Recreation, Psychology, Reading and Early Childhood. All of these programs have large practica components. There is a need for a centralized, well-administered and supervised site for practica. The Longwood Developmental Center would provide an ideal site.

PROPOSED SPECIAL EDUCATION/PSYCHOLOGY SERVICES FOR THE LONGWOOD DEVELOPMENTAL CENTER

Beginning in the fall of 1989, Special Education students will be required to complete five years of training and will need increased practica opportunities for the fifth year in diagnosis and remediation of all manner of handicapping conditions.

The new five-year special education plan at Longwood is

innovative and unique and has been completely approved according to the Virginia guidelines for Re-structured Teacher Education. Students will major in Psychology and will graduate, after five years, with a bachelor's degree in Psychology and a Master's degree in Special Education. Students will have experiences in both fields during the entire five-year period. The Special Education component is generic in nature and will include training in the handicapping conditions of mental retardation, learning disabilities and behavioral disorders. A Longwood Developmental Center would provide clinical experiences for fifth year students in the diagnosis and treatment of disorders associated with these three handicapping conditions. This program was developed according to the following rationale:

A Bachelor's degree in a discipline such as Psychology provides in-depth knowledge necessary to form the foundation upon which the Longwood Teacher Preparation Program in Special Education is based. This foundation will enhance those fundamental concepts requisite for an understanding of exceptional individuals. Such an in-depth understanding will, however, require 5 years to accomplish.

Students with mild to moderate learning problems are currently classified as learning disabled, emotionally disturbed or mildly to moderately retarded. However, these students manifest similar cognitive, academic, and behavioral characteristics and are effectively served within the resource room setting or in a self-contained class with combined populations of handicapping conditions. Although these students are frequently placed cross-categorically, teachers in Virginia are currently trained, certified, and hired for categorically specific placements. A recent study, however, reflects a national trend indicating that 70% of states surveyed would choose noncategorical certification (Chapey, Pyszkowski and Trimarco, 1985). Categorical certification, moreover, may not be as cost effective as training, certifying, and hiring teachers who are prepared to teach students functioning within the mild to moderate range regardless of their diagnostic label.

A program designed to train teachers across categories emphasizes the individual student's needs and stresses specific learning strategies rather than deviations from the "norm." Research indicates that exceptional children have unique educational needs in the areas of: attention (Brooks & McCauley, 1984; Hallahan, Kauffman & Lloyd, 1985), memory (Borkowski, Peck & Damberg, 1983; Torgesen & Kail, 1980), thinking (Baker & Brown, 1982; Heins, Hallahan, Tarver, Kauffman, 1976; Torgesen, 1979), language (Hallahan, Kauffman, & Lloyd, 1985; Jordon, 1976), and emotional adjustment (Bryan & Bryan, 1978; Kauffman, 1985; McKinney & Feagans, 1983). Pugach states clearly that effective teaching strategies designed to meet the unique educational needs of exceptional children include "approaches such as direct instruction, behavior management, peer tutoring, cooperative learning, or cognitive and metacognitive strategies" (1987, p. 309).

Hallahan & Kauffman (1977) and Ysseldyke and Algozzine (1982) argue convincingly that there is little justification for differentiating instructional procedures on the basis of categorical labels in special education. The proposed concentration in special education at Longwood College is designed, therefore, to prepare future educators to work in a variety of settings, i.e., hospitals, agencies, vocational services, etc., with individuals having mild to moderate handicapping conditions. The Developmental Center will provide opportunity for practice in a number of these settings.

PROPOSED SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY SERVICES
IN THE LONGWOOD DEVELOPMENTAL CENTER

In the fall of 1989, Speech Pathology, previously located in the Speech Department, will move to the Department of Education, Special Education and Social Work. Practica experiences of observation and participation must be provided for these students, also. There is no Speech, Hearing and Language Clinic in this area. The creation of the Longwood Developmental Center would provide the first comprehensive services for the area in the diagnosis and treatment of speech, hearing and language problems.

The proposed Longwood Developmental Center will provide an ideal setting for multi-disciplinary diagnostic teaching and therapy for persons with speech, language, or hearing disorders. It will serve as a resource for teachers, parents, physicians, and others who want to help define what a person's abilities and competencies are for communication, and what handicapping conditions are interfering.

Longwood students in the Speech-Language Pathology and Audiology program will learn to interview, test, and diagnose communication disorders under the direct supervision of state licensed Speech Pathologists and Audiologists. Students will consult with parents, teachers, and other concerned persons about the client as they work up a multi-disciplinary approach to any of the client's problems, while focusing on his/her strengths. Other disciplines represented in the center will be asked for input into the diagnosis and treatment of all clients.

Professional personnel providing services in the Developmental Center will be drawn from Longwood College and the surrounding areas. For clients with severe or multiple handicapping conditions, outside specialists will be invited. Clients will be grouped with others who have similar difficulties or disorders, to make most efficient use of the time of the visiting specialist. As the expertise and reputation of the Longwood Developmental Center grow, more specialists hopefully will become available and eager to coordinate their talents with the local professionals.

One of the first professionals sought will be an Audiologist to

perform all hearing diagnoses, using the audiometric test room and clinical audiometer that are planned for the Center. The Audiologist will train Longwood students in the practical application of their course work and follow up on services to the hearing-impaired clients after they leave the Center.

Follow-up will be one of the major aspects and benefits of the Longwood Developmental Center, as Longwood faculty, staff and students interact with parents and professionals in the surrounding counties to continue the most appropriate services to clients evaluated or re-evaluated at the Center. Parents and school personnel will be cooperatively trained as part of the Center's services in Speech-Language Pathology and Audiology. Speech-Language Pathologists and Audiologist(s) will seek input from those who know the client best to learn how we can build communicative abilities upon his/her strengths. We will look for and try to increase the nonverbal client's input to his/her own treatment plan, whether the individual is an infant with delayed language, a child with neuro-muscular handicaps, a person recovering from a head injury, a stroke patient, or a laryngectomee. In each case, an appropriate team of capable professionals will evaluate the client, seek input from those who care for him/her, and try diagnostic therapy techniques with the client's teachers before developing a personalized plan for him or her.

A new course in the Longwood Speech-Language Pathology and Audiology program will provide significant services for the nonverbal client at the Longwood Developmental Center. The course is "Augmentative Communication," which will teach how to evaluate and meet the needs of nonverbal or minimally verbal persons. Students in the course will learn to find, design, build or adapt equipment to help clients communicate in spite of physiological or neurological handicaps. They will also develop language programs based on whatever equipment the client can use, from communication boards up to portable mini-computers and speech synthesizers. The students, under supervision of a licensed Speech Pathologist with input from Occupational and Physical Therapists, will train the client's family and teachers to help the client carry over his/her communication gains from the Center to the home, school, and work.

One of the most important features of the Longwood Developmental Center will be the capability to observe each client's diagnostic evaluation, interview, therapy, and interaction with others. Observations will be through one-way mirrors mounted in all diagnostic and therapy rooms. Videotaping will be routinely done, not only for client feedback to show him/her how far he/she has come, but also for feedback to the student clinicians to help them improve their professional skills. Another important feature of the Center will be total accessibility for handicapped persons. The sound-treated audiological test room will be built in at floor level to allow wheel chairs and walkers to move smoothly across the threshold. All other doors and halls will be wide enough to permit easy access, and some external ramps are

already built for access to the Wynne Building which will flank the Center.

The Audiologist(s), Speech-Language Pathologists and their students will give feedback to communicatively impaired clients in the Center by videotaping him/her regularly to demonstrate the progress made. Audio tape recordings will be used where applicable, also. For verbal clients with speech or language disorders, computer analysis and computer generated and scored therapy procedures will let both the client and the professional staff see the progress. This equipment is already at Longwood, and may be housed in the Developmental Center. The clients who are capable of modifying their own therapy will be encouraged to let their therapy team know what they want to change.

In short, the Longwood Developmental Center will provide an ideal facility to serve the speech, language, and hearing needs of residents in south-central Virginia. Many handicapped children and adults have had great difficulty with transportation to other testing sites and even more difficulty if regular services were offered outside this area. The new Center will promote professional teamwork to view, diagnose, recommend and/or provide remedial services. The services may augment those obtained elsewhere or may be the only services available to the client. The Speech-Language Pathologist and Audiologist will provide maximum input to the client's family and teachers to show them how they can help the client practice while outside the Center in order to maintain or increase progress in his/her program.

PROPOSED VOCATIONAL SERVICES IN THE LONGWOOD DEVELOPMENTAL CENTER

Despite the increasing emphasis on career-vocational training and transitional services, many youth with handicaps exit the public schools without developing vocational, social and independent living skills. These skills, however are essential for a smooth transition from the school to the adult work place.

In a survey conducted by the President's Committee on Employment of the Handicapped (Harris and Associates, Inc., 1986) less than 25% of all employment-aged, disabled individuals in the U.S. were employed full-time. Of those, the majority were underemployed (i.e., workers with little chance for advancement) or working at or below the minimum wage. Furthermore, only 20% of all adults with disabilities had attended college, compared to 33% of adults without disabilities.

Equally alarming are those statistics related to youth with mild handicaps. Hasazi and her colleagues (Hasazi, Gordon and Roe, 1985) reported that of the 55% of students with mild disabilities who were employed upon leaving school, only 37% of those students were employed full-time. Moreover, 64% of the survey respondents still lived at home with their parents. Similarly, 69% of the respondents in the Colorado follow-up study (Mithaug, Horiuchi, and Fanning, 1985) reported that they worked. However, only 32%

of those disabled individuals holding jobs were employed full-time.

Here in Virginia, a similar picture emerges, particularly for young adults with learning disabilities. For example, employers appear to have less positive attitudes toward hiring the learning disabled than any other group with disabilities (Minskoff, Sutter, Hoffmann and Hawks, 1987). Moreover, Hoffmann and his colleagues (Hoffmann, Sheldon, Minskoff, Sautter, Steidle, Baker, Bailey and Echols, 1987, p. 43) characterize the learning-disabled adult as "...an unemployed, unmarried 23-year-old white male from Pennsylvania, West Virginia or Virginia who had graduated from high school, had received some form of special education, had previously been labeled learning disabled, and was being supported by his parents." Learning-disabled adults and their service providers indicated continuing and serious academic, social, personal, and vocational needs affecting adult competence (Hoffmann, et al, 1987).

Since the passage of Public Law 98-199 and Public Law 98-524, Virginia has initiated several transitional efforts to assist young adults with handicaps upon leaving school. The project VAST team, for example, has documented the need for such services within the state:

"In Virginia during the 1986-87 school year, there were 101,977 students receiving special education, of which 22,833 were 15 years of age or older. In a report submitted by the Virginia Department of Education (1988) to the U.S. Department of Education and Rehabilitative Services (OSERS) 4,625 students aged 16-21 years and previously enrolled in special education programs were reported exiting the education system during the 1986-87 school years. Educators subjectively estimated that the anticipated total post-secondary services needed by all special education students exiting secondary education numbered 8,500. An estimated total of 7,851 of these services are typically considered transitional services (i.e., services assisting youths with disabilities to access employment, independence, and community participation." (Cluver, Faiva, Bass, Cutchins, Graesser, and Pennino, 1988, pp. 5-6).

Not all handicapped students receive these necessary services, however. Poole and his colleagues (Poole, Cook and DeFur, 1987), in Project VITAL's status study of transitional services in Virginia, suggest that handicapped drop-outs and adjudicated youth, and disabled youth in rural areas often "fall through the cracks" and receive no or only limited vocational services as adults.

Several factors were identified by the project VITAL team as contributing to this lack of transitional and employment services to disabled youth in rural areas.

- an insufficient tax base to provide monies for adequate vocational services.
- less awareness and understanding by rural inhabitants of the needs of disabled youth
- lack of available transportation
- lack of trained personnel

Longwood College is surrounded by several rural counties designated as poverty areas by the U. S. Department of Commerce and Bureau of the Census. Within these rural counties are 1,697 LD students, 753 mentally retarded students, and 205 emotionally disturbed students. Of these, approximately 880 students are designated as in need of vocational training.

Longwood College, through the Longwood Developmental Center, plans to assist the surrounding counties to meet the mandates of PL 98-524 and PL 98-199 by cooperating with public schools and other agencies to provide the following career/vocational and transitional services:

1. After school and summer classes to disabled and at-risk youth and young adults in the areas of job-seeking skills and job-related social skills which correspond directly to on-going work experiences.
2. Career/vocational testing, as needed, to assist public schools in meeting the requirements of PL 98-524.
3. A central location for disabled youth and young adults to receive varied work experiences after school/during the summer months.
4. The preparation of special education teachers to provide for the career/vocational needs of handicapped children and youth in rural community settings.
5. Assistance to the public schools in transitioning handicapped youth and young adults to appropriate adult service agencies or to sheltered, supported, or competitive employment; and,
6. Increased awareness by rural community residents of the career vocational needs of handicapped youth.

PROPOSED SOCIAL WORK SERVICES IN THE LONGWOOD DEVELOPMENTAL CENTER

Social Work utilizes a dual focus closely identified with the person-in-the-situation orientation. This approach emphasizes intervention at the point where the person and the environment meet; this can mean child-school, child-family, child-community and, certainly, child-developmental center. There will be many opportunities for social work students and faculty in the Longwood Developmental Center.

The social work knowledge base component most crucial for center operations will focus on the "needs of people and how these needs are met". Secondly, social work has a role to play utilizing its knowledge base and skills relating to the nature, dynamics and explanation of "institutions and societal resources". Capacity to articulate, interpret and explain resource provision and its relation to "development" will be a crucial role for social workers. Third, social workers can play facilitative roles in the application of their knowledge and skill base regarding the "match between institutions such as the Center and the needs of people". The knowledge of transactions and the results of such transactions on child, family, etc. places the social worker in a key role for assessing and assisting adjustments regarding societal expectations and resources for the identified "special" child. The differences in various transactions for children and their peers, family members, teachers, etc. and even the physical structure of their environment will become a part of the general experience of the children.

The above functions on the part of social workers involve professionally educated practitioners, or field instruction students at an advanced level of undergraduate achievement, who are accomplished in the activities of assessing, communicating, relating, planning, implementing and evaluating.

Social workers and related human service workers from "professional" training bases are in a unique position to provide the kinds of consultative and facilitative services necessary to influence the attitudes and expectations of regular classroom environments for the special child, to reduce the apprehension of such children and their parents and support groupings, and to assist these students and their environments in realizing the potential benefits of Center contributions and services. Further, this presentation is consistent with the legal mandates and related interpretations of P.L. 94-142 while the inclusion and, in fact, near mandate for "related services" is clearly indicated by Section 504 of the Vocational Rehabilitation Act of 1973 and sustained by the Office of Civil Rights' non-restrictive definition of such services as "aids, benefits and services".

WHAT CAN THE SOCIAL WORKER DO?

The following social work services for the Center are suggested.

1. Preparation of social, developmental or related histories.
2. Group and individual casework with the child and/or family.
3. Work with those problems in a child's living situation (home, school, community, etc.) that influence the child's adjustment in the school.
4. Mobilization of school and community resources to enable the child to receive maximum benefit from educational/service programming.

AN OVERVIEW OF SOCIAL WORKS' PERSPECTIVE

The function of the social worker develops out of the dynamic encounter of the social work perspective with the problem and needs to be addressed and the mandates given the Center and its educational linkage. Example: should the Center be concerned with the cognitive ability and development of capacities to meet expectations, social workers can work with children who cannot meet those expectations due to lack of careful planning with family, medical, educational or other systems in the community. No other profession but social work has the "depth" of experience in its practice base to manage and negotiate with all the systems involved while maintaining close, intimate and service-sensitive contact with the pupil and family and educational system in helping them to choose, discover and use diverse resources. The social work responsibility is thus two-fold:

1. Responsibility for assisting pupils in the use of available services and development of workable linkages with school, family, and community environments.
2. Responsibility for developing networks of services and support systems for children, family, school and community.

PROPOSED COUNSELING SERVICES FOR CLIENTS AND PARENTS IN THE LONGWOOD DEVELOPMENTAL CENTER

Parents of handicapped children and clients themselves often need counseling services. Children born with developmental disorders such as sensory impairment, cerebral palsy, mental retardation and autism present unique parenting problems. Counseling and training are absolutely essential in order for parents to adjust to a child's handicapping condition and provide the child with support and home-programmed assistance. Parents are usually eager - even desperate - for assistance, but often do not know where to start. The Center would provide much needed psychological support as well as practical programming for parent and child. The Center could also serve as a referral center for medical and other professional services. Such a service would directly address the intent of Public Law 99-457. (Please see letter of support from District 14 Early Intervention Interagency Planning Council, Appendix C).

Parent and client counseling would be provided through a joint effort of all the professionals involved in the center. Longwood has a graduate program in Guidance and Counseling and the Psychology Department has two board-certified counseling psychologists. Home programming would be provided through a collaborative effort of all the disciplines involved in the center, including early childhood experts. Both group and individual counseling would be provided.

The State Department of Education has established Parent Resource Centers around the Commonwealth. Every effort would be made to

coordinate the services offered by the Longwood Developmental Center with the services of the Parent Resource Centers.

PROPOSED READING SERVICES FOR THE LONGWOOD DEVELOPMENTAL CENTER

The Reading Center component of the Diagnostic Center will provide a unique opportunity for pre-service (undergraduate) and in service (graduate) teachers to gain insights into innovative programs in reading and the related language arts. The results of diagnostic testing often indicate a need for language development and reading remediation. Instruction in theory and practice will interweave current research in various disciplines which relate to the enhancement of developmental, corrective, and remedial readers of all ages and ability levels.

Since reading and related language arts encompass all content areas, all subjects become the content of reading. To address the diagnosed needs of the clients, content in various subject areas will be used.

Diagnostic procedures and techniques will focus on the use of standardized testing, informal teacher constructed tests, as well as observational strategies. These measures will diagnose language faculty, readiness skills, word recognition knowledge, comprehension including critical and creative thinking, study skills and strategies, and learning styles.

After measurement, analysis, and evaluation, appropriate strategies will be selected to ensure coordination among cognitive, psychomotor, and affective domains of learning, as well as all aspects of multisensory awareness. There will be collaboration among parents, clients, and diagnosticians.

Globilization and integration of strengths will be a main focus of the program which helps to dissolve obstructions to learning. Whereas solely diagnostic-prescriptive approaches zero in on student deficiencies that are the results of not learning, this component of the program also includes emphasis on removing the causes of not learning. The fine arts, such as music, art, drama, and movement, will be encompassed to create a bridge between intellect and affect so that all aspects of student potential are activated in reading, language arts, and across the content areas.

The culmination of the program is a practicum in which college students work with clients of all ages and levels of achievement in a functional, useful contextual setting.

PROPOSED PSYCHO-MOTOR DIAGNOSTIC AND REMEDIAL SERVICES OF THE LONGWOOD DEVELOPMENTAL CENTER

The Health, Physical Education and Recreation Department will be involved in the diagnosis of all children and adults tested in the Center. Fundamental locomotor skills will be tested,

including walking, running, jumping, hopping, sliding, galloping and skipping. The process characteristic of each will be observed to determine the developmental stage.

In addition, the following components will be examined through appropriate measures:

Balancing	Spatial Awareness
Eye hand coordination	Auditory Discrimination
Eye foot coordination	Visual Discrimination
Laterality	Body Awareness
Directionality	

REMEDIATION: There will be guided practice in activities which are effective in developing the specific weaknesses as diagnosed. In order to determine progress/effectiveness of the prescribed activities, participants will be tested periodically.

PRACTICUM EXPERIENCES: Under guided supervision, majors in the Health, Physical Education and Recreation Department will be involved in the diagnostic and remediation phases.

PROPOSED THERAPEUTIC RECREATION SERVICES IN THE LONGWOOD DEVELOPMENTAL CENTER

INTRODUCTION

"The purpose of therapeutic recreation is to facilitate the development, maintenance and expression of an appropriate leisure lifestyle for individuals with physical, mental, emotional or social limitations. This purpose is accomplished through the provision of professional programs and services which assist the client in eliminating barriers to leisure, developing leisure skills and attitudes, and optimizing leisure involvement. Three specific areas of professional services are employed to provide this comprehensive leisure ability approach toward enabling appropriate leisure lifestyles: therapy, leisure education and recreation participation. While these three areas of service have unique purposes in relation to client need, they each employ similar delivery processes, using assessment or identification of client need, development of a related program strategy, and monitoring and evaluating client outcomes. The decision as to where and when each of the three areas would be provided is based on the assessment of client needs and the service mandate of the sponsoring agency." (National Therapeutic Recreation Society, 1982)

The selection of appropriate services is contingent on a recognition that different individuals have differing needs related to leisure involvement in view of their personal life situations. Therapeutic recreation professionals working with individuals with developmental disabilities are guided by the principles embedded in the normalization philosophy which support the belief that all individuals, regardless of ability, have the same right to, and need for, personally meaningful leisure

experiences including play and recreation.

Some individuals may require treatment or remediation of functional behavior as a necessary prerequisite to enable their leisure involvement. The purpose of the **therapy service** area within the therapeutic recreation continuum model, therefore, is to improve functional behaviors.

The **leisure education** domain focuses on the provision of opportunities for the acquisition of skills, knowledge and attitudes related to leisure involvement. For many individuals, it is the absence of leisure learning opportunities and socialization into leisure that blocks or inhibits their independent leisure participation.

The purpose of the **recreation participation** area of therapeutic recreation services is to provide opportunities which allow voluntary client involvement in recreation interests and activities. All human beings regardless of disability, illness or other limiting or challenging conditions are entitled to recreation opportunities and leisure expression.

ASSESSMENT

Therapeutic recreation services follow a systems approach in their design and implementation. The process begins with a systematic assessment of individual leisure needs in order to determine the most appropriate individualized program or treatment plan. In some cases, assessment procedures have been designed to gather information about one specific type of behavior, knowledge or belief. In cases where more information is needed than can be gathered from one procedure, several procedures are combined to form a battery of assessment instruments. For example, for many individuals with developmental disabilities a comprehensive knowledge of functional abilities related to leisure functioning is needed. Therefore, a variety of assessment procedures would be implemented to determine strengths and needs as these relate to play, recreation and leisure behaviors.

Which assessment procedure the therapeutic recreation professional selects is based upon the characteristics of the client group, the specific purpose of the assessment and a determination of the specific content or areas to be covered by the assessment. Reliability, validity and usability are essential criteria for assessment procedure and instrument selection.

Some of the more common assessment instruments currently utilized in therapeutic recreation with persons with developmental disorders are: the "Leisure Diagnostic Battery", the "Recreation Behavior Inventory", and the "Mundy Recreation Inventory". Other norm- and criterion-referenced tests may be developed and used in combination with recreation- or play-behavior assessment instruments. Assessment procedures vary and may include direct

or indirect systematic observation, client and family structured interviews, and individualized task analysis and subsequent behavior analysis.

SUMMARY

Leisure, including recreation and play, is an inherent aspect of the human experience. All human beings, regardless of challenging, limiting or disabling physical, cognitive, social or emotional conditions have a right to full leisure involvement and expression. Therapeutic recreation is a purposeful process designed and implemented to facilitate the development, maintenance and expression of an appropriate leisure lifestyle for individuals with various conditions through the provision of therapy, leisure education and recreation participation services based on individual needs and interests. The overriding purpose of any intervention is to facilitate independence in leisure functioning and to nurture and ensure individual freedom, choice, personal empowerment and dignity.

The faculty of the therapeutic recreation program will participate in the diagnosis and the remediation planning for all clients of the Longwood Developmental Center. Therapeutic recreation students will have an observation-participation role in the Center. As the Center becomes established, it is hoped that a certified therapeutic recreation specialist will be hired as a member of the Center staff.

SUMMARY STATEMENT

There is strong need for services to supplement those services presently offered to the school age population in Southside Virginia. There is a strong need to provide services for the population not of school age and there is a strong need to provide clinical opportunities for learning for Longwood students.

Plan:

Longwood College will build the Longwood Developmental Center in a building adjacent to the Wynne building, which presently houses the Department of Education, Special Education and Social Work and the Department of Psychology. All disciplines within the two departments will be represented in the work of the Center. In addition, the Department of Health, Physical Education and Recreation, housed nearby, will be represented. The newly constructed building will contain the following features of a state-of-the-art clinical facility; combining service and research resources.

- 20 6 x 9 clinic rooms with 1-way glass, headsets, mirror on inside walls
- 2 12 x 14 small group rooms
- 2 8 x 10 sound proof rooms - hearing testing
- 12 offices 10 x 12
- 3 demonstration classrooms with 1-way mirrors
 - one for small children
 - one for middle
 - one for secondary and adults
- 1 electronic classroom and studio
- 4 conference rooms - 2 with 1-way glass
- 3 storage areas
- 1 special education materials lab including electronic lab for special equipment for special education and speech pathology
- 1 animal lab/ 10 x 12 animal storage, sink
 - 10 cubicles for equipment/note: this facility been long-needed by the Psychology Department
- 1 human subjects lab - large room containing small anterooms - 20 subjects/note: this facility has been long-needed by the Psychology Department

A team of professionals*, consisting primarily of doctoral level faculty, would assume the responsibility for the diagnosis of

referrals. A complete diagnostic work-up would be performed for each person who applied to the clinic. Such a work-up would consist of hearing and vision testing, motor testing, a psycho-educational battery of testing psycho-speech and language testing and a recreation assessment. *Note: Please see Appendix B for Vita of faculty who would be primarily responsible for the Center.

When indicated, other experts from the community would be brought in for consultation.

If remediation is indicated, services would be offered at Longwood College. Such services would be offered as a supplement for school-age children who are receiving services in the public schools. Cost would be on a sliding scale, according to ability to pay. Free services would be offered for those unable to pay. Longwood students and area teachers, under supervision, would provide the services to all the clients in the clinic. Students would be held accountable for appropriate progress reports for each client.

Remediation would be carefully planned to meet the clients' needs. Therapy sessions would be scheduled according to need. In the case of nursing home clients (i.e., stroke victims, etc.) students would provide services on site, but under supervision. When necessary, appropriate referrals will be made. A reporting system will be established to schools or other referring institutions. With school age children, every effort will be made to coordinate services according to the child's IEP.

Parent counseling, under the direction of the Psychology Department, would also include experts from the area of Early Childhood, Health, Therapeutic Recreation, Special Education, Educational Guidance and Counseling and Social Work. Home-based programs would be planned for each child, with the cooperation of the parents in the planning and execution of the programs.

A very important component of the Center's work would be the training of teachers to work with special populations. Both students at Longwood and area teachers would take part in the training. The Center would provide invaluable experience for students to work directly with special populations and assist in the physical, social-emotional, and cognitive-language development of this population. To this end, model classrooms will be established to provide demonstration of current methodology for the instruction of special learners, both in academic and vocational education.

A feature of the Center will be the Special Education lab which will make materials available to area teachers as well as update them on innovations in Special Education technology. This service will provide area Special Education teachers with on-going technical assistance.

The Center will contain soundproof rooms for valid testing and

appropriate remediation. State-of-the-art equipment would be used for testing and remediation. A scheduling and tracking system would be set up for all referrals. Such administrative work would necessitate the hiring of a clinical director, a secretary and three maintenance workers.

CONCLUSION

The Longwood Developmental Center would provide invaluable service to an area that has, at present, few and scattered services for the developmentally delayed or disabled. The faculty expertise already exists; it is a matter of bringing these experts together under one roof with one major goal - to provide badly needed diagnostic and remedial services for Southside Virginia.

APPENDIX A

SURVEY

SOUTHSIDE DEVELOPMENTAL CENTER
NEEDS ASSESSMENT

SURVEY TOTALS

<u>1,697</u>	Learning Disabled	<u>41</u>	Severe Profoundly Handicapped
<u>205</u>	Emotionally Disturbed	<u>9</u>	Physically Handicapped
<u>17</u>	Visually Impaired	<u>753</u>	Mentally Retarded
<u>20</u>	Hearing Impaired	<u>24</u>	Other Health Impaired
<u>1,475</u>	Speech and Language	<u>163</u>	Preschool Handicapped

Total = 4.390

Number of students requiring vocational training:

<u>487</u>	Learning Disabled	<u>16</u>	Severe Profoundly Handicapped
<u>113</u>	Emotionally Disturbed	<u>0</u>	Physically Handicapped
<u>7</u>	Visually Impaired	<u>240</u>	Mentally Retarded
<u>8</u>	Hearing Impaired	<u>3</u>	Other Health Impaired
<u>6</u>	Speech and Language		

Number of students currently in the special education referral/placement process: 262

05/17/89

APPENDIX B

VITAE

VITA

Nancy Ann Andrews - Professor - Health and Physical Education

Educational Background: Ed.D. - VPI and State University - 1977
30 hours - UNC-G 1970
M.S. - University of Tennessee,
Knoxville - 1963
B.S. - Longwood College - 1959
Orff-Institute, Salzburg, Austria -
Summer, 1980

Professional Experiences: Longwood College 1966 - Present
University of Tennessee - 1963-1966
Andrew Lewis High School - 1959-1962
USIA Faculty Exchange - Winter
Semester - 1984, University of
Jyvaskyla, FINLAND

Professional Services: Director - Talented and Gifted Program,
Longwood College - Summer of 1989
Committee to Study General Education
Curriculum - Longwood College -1989-90
Chairman - Faculty Status Committee -
Longwood College - 1989-90
VAHPER Constitution Committee - 1988-90
Presentations Recently or in the Future:
Relaxation Techniques through YOGA -
Dance Section - VAHPER - Dec. 1989
Health Ed. in Finland - International
Council of HPERD - April 1986,
Cincinnati, OH
Overview of Phy. Ed. and Sport in
Finland - VAHPER Elementary School
School Section - Dec. 1986
Arts and Culture in Finland - Farmville
and Burkeville Womens' Clubs - Spring
1989
Synchronized Swimming Workshop - Univ.
of Jyvaskyla, FINLAND - Fall 1984

Publications: "Physical Education in Finland - Quality Over
Quantity," JOURNAL OF HEALTH, PHYSICAL EDUCATION,
RECREATION AND DANCE, Oct. 1986.
"The Orff-Schulwerk Approach to Movement and
Music," JOURNAL OF HEALTH, PHYSICAL EDUCATION,
RECREATION, AND DANCE. January, 1982.
"The Sound of Music...and Movement," VIRGINIA
JOURNAL OF HEALTH AND PHYSICAL EDUCATION, VOL. 4,
Nov. 1981.
"Challenge for BEGINNING SWIMMING CLASSES"
VIRGINIA JOURNAL OF HEALTH AND PHYSICAL EDUCATION,
VOL. 3, No. 1, Nov. 1980.
Editor - MID ATLANTIC YOGA TEACHERS ASSOCIATION
NEWSLETTER (presently)

VITA

Jennifer M. Apperson, PhD
Assistant Professor
Department of Psychology
Longwood College
Farmville, VA 23901

PROFESSIONAL ACTIVITY:

Chair, Student Life Committee

Member, Senior Honors Research Committee

RECENT PUBLICATIONS/PRESENTATIONS:

Smith, E. D., Wacker, P. G., Apperson, J. M., & Overton, T. (1988). The Longwood freshman seminar: A team approach to developing and implementing an effective advising and academic skills program. Paper presented at the National Conference on the Freshman Year Experience. Columbia, SC.

Apperson, J. M., & Newman, I. (1985). Family therapy in a developmental treatment scheme with violent families. Paper presented at the Meeting of the American Psychological Association.

Alleman, E., Cochran, J. R., & Apperson, J. M. (1983). Adapting university counseling centers to meet the needs of an older student body. American College Personnel Journal, 24, 138-143.

Apperson, J. M. & Taylor, K. Students' attitudes and behaviors related to sexual coercion in dating relationships. (in progress)

PROFESSIONAL LICENSES:

Licensed Psychologist (Counseling) VA # 0801000619

Licensed Clinical Psychologist VA # 0107001538

PROFESSIONAL MEMBERSHIPS:

American Psychological Association
Eastern Psychological Association
Virginia Psychological Association
American Association for Counseling and Development
American Mental Health Counselors Association

HONOR SOCIETIES:

Chi Sigma Iota, The National Honor Society in Counseling

Psi Chi, The National Honor Society in Psychology

UITA

Personal

Robert Nels Beck, Ph.D., CCC-SLP*
Associate Professor of Speech Pathology,
Longwood College, Farmville, Virginia 23901

Education and Honors

Continuing coursework, seminars, conventions, and inter-agency/inter-disciplinary development.

Ph.D. in Speech Pathology and Audiology, minor in Linguistics; University of Kansas, 1970.

M.A. in Speech Pathology and Audiology, minor in Special Education; University of Florida, 1967.

B.A. (Honors) in Speech Pathology and Audiology, minor in Psychology; University of Florida, 1965.

Elected to Phi Kappa Phi Honor Society, 1965.

University of California, 1948-52; major in Chemistry.

Professional Experience and Accomplishments

Developed a four-year, 36 credit major in Speech-Language Pathology & Audiology at Longwood College; approved.

Speech Pathologist at the Central Virginia Training Center, Lynchburg, VA; 1987-88.

Coordinator of Training, Mobile Health Test Services, Lafayette, LA; 1983-87.

Corporate Director of Safety and Training, Petroleum Equipment Tools Co., Lafayette, LA and Houston, TX; 1979-83.

Associate Professor, Department of Communicative Disorders, U. of Southwestern Louisiana, Lafayette, LA; 1976-79.

Consultant to Delta State University, Cleveland, MS; secured USDOE grant to expand Speech Pathology program; 1976.

Associate Professor, Department of Communicative Disorders, U. of Mississippi, University, MS, 1969-76. Tenured.

Developed and supervised speech and language services by Speech Pathology students to a Day Care center for severely & profoundly MR children, Oxford, MS; 1970-76.

Selected as Instructor for new Flight Instructors, Naval Air Training Command, Pensacola FL, 1960-61; selected as Ground School Instructor, 1958; Instructor of the Year, 1959; Flight Instructor 1957-58.

Naval Aviator; Division Officer for Safety, Ordnance, Aircraft Maintenance, and Personnel; 1952-64.

*Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association.

VITA

ELEANOR W. BOBBITT, PH.D.

Academic Preparation:

Institution	Area of Study	Dates	Degree
University of MD College Park	Physical Education	1962-70	PH.D.
University of TN Knoxville	Human Growth & Development	Physical Education Summers 1954, 1955, 1956	M.S.
Longwood College	Physical Education	1948-52	B.S.

Academic Employment

Institution	Position	Dates
Longwood College	Instructor- Professor	1954
University of Maryland	Instructor	1968-69
Jefferson Senior High School, Roanoke	Teacher of Physical Ed.	1952-54

HONORS AND AWARDS:

VAHPERD, Certificate of Recognition; Commendations, VAHPERD, 1971, 1976; Honor Award, VAHPERD, 1975; Honor Award, SD/VAHPERD 1981; Certificate of Appreciation, VAHPERD, 1983 Distinguished Alumni Service Award, Longwood College Alumni Association, 1983

District and National Service:

Virginia Association for Health, Physical Education, Recreation and Dance; President, 1974-75; Convention program Coordinator, 1976; Chairman, Public Affairs Committee; Chairman, Honor Awards Committee; Public Affairs Committee; Chairman, Honor Awards Committee; Chairman, Resolutions Committee; Ad Hoc Committee to Study Workshops; 1978; Director, Leadership Workshop, 1976; Nominating Committee, 1983; Student Convention Coordinator, 1983; Executive Director, 1986; Delta Kappa Gamma, Iota State; Scholarship Committee, 1985-1987; Stimulator for Interaction Group, 1975; Southern District of the American Alliance for Health, Physical Education, Recreation and Dance; Convention Program Committee, 1977-80; Facilitator for Future Directions Committee, 1978; Vice President-elect, Vice President and Past Vice President of the Physical Education Division, 1977-80; Chairman, Nominating Committee, 1979; President-elect, 1980; President, 1981-82; Past President, 1982-83; Site Screening Committee, 1982-83; Chairman, Heritage Room Committee for Atlanta Convention, 1983-85; Evaluation Committee, 1983-84; Chairman, Honor Awards Committee, 1988-89; Nominating Committee, 1988-91; American Alliance for Health, Physical Education, Recreation and Dance Delegate to Alliance Assemblies; Southern District Liaison to the National Association for Sports and Physical Education, 1978-80; Nominating Committee, National Association for Sport and Physical Education, 1980-81; Alliance Nominating Committee, 1983-84 Delta Psi Kappa Fraternity Structure and Function Committee, 1975-75; National Installing Officer for Chapters at Norfolk, Blacksburg, Petersburg, Winthrop College and the Alumni Chapters in Louisiana and Virginia, President, 1976-80; Finance Committee, 1980-82; Research Award Committee, 1982-86; Nominating Committee, 1982-84.

THERESA A. CLARK
212 Wynne Building
Longwood College
Farmville, Virginia 23901
(804) 392-9341

EDUCATION

B.A. in Sociology
Concentration in Social Welfare
Virginia State University
Petersburg, Virginia

M.S. in Education
Guidance and Counseling
Concentration - Secondary
Longwood College
Farmville, Virginia

Graduate Courses or Continuing Education
Units listed with VCU, U.VA, and Tidewater Community College

CERTIFICATES

Management Training for Women
Federal Contracting

EXPERIENCE

Instructor, Social Work, Longwood College, Farmville, Virginia,
August, 1988-Present.

Director of Minority Affairs, Longwood College, Farmville,
Virginia, August, 1987-December, 1988.

Planner/Monitor

Planner/Director of Operations, South Central Private Industry
Council, Inc., Farmville, Virginia, June, 1984-May, 1987.

Food Stamp Eligibility Worker, Cumberland County Welfare
Department, Cumberland, Virginia, April 1980-May 1984.

Social Worker, Cumberland County Welfare Department, Cumberland,
Virginia, February, 1975-March, 1976.

Social Worker, Prince Edward County Department of Social
Services, Farmville, Virginia, March, 1976-March, 1980.

FRANK J. HOWE
HC-02 Box 213
Buckingham, Virginia 23921

EDUCATION

B.S. Psychology, St. Joseph's University, Philadelphia, PA, 1971.

M.S. School Psychology, Syracuse University, Syracuse, NY, 1973.
Have completed all course work towards Ph.D. in School Psychology also at Syracuse University, 1974.

Professional Experience

September 1974-July 1975 - School Psychologist, Central Square, NY.

September 1975-July 1977 - School Psychologist, Clinton, N.Y.

August 1977-February 1979 - Owned and operated Retail Business

March 1979-August 1988 - Therapist and Center Director in Charlotte County Office and Center Director of Emergency Services in Farmville Office, Crossroads Services Board, Farmville, VA.

August 1988-August 1989 - Instructor, Longwood College Guidance and Counseling Program

Workshops Conducted

Treatment of Sexual Offenders - Presentation to area law enforcement and social service workers on community coordination of treatment of sexual offenders.

Stress Management - Presentation to Amelia County Employees.
Presentation to Senior Citizens Group in Cumberland County

Working With Battered Women - Presentation to Charlotte County Department of Social Services

Identification and Treatment of Abused Children - Presentation to teachers in Prince Edward County Public Schools.
Presentation to Lunenburg County Public Schools.

MEESE, RUTH L., Ph.D.

Assistant Professor of Special Education (Appointed 1987)

1. Academic Degrees

Ph.D.	University of Virginia	1986	Special Education
M.Ed.	Ohio University	1978	Special Education
B.S.	University of Maryland	1973	

2. Professional Experience

1987-Present	Assist. Prof., Longwood College, Special Educ.
1983-1987	University of Virginia, Charlottesville, VA (Instructor and Graduate Assistant)
1978-1983	Chesterfield County Public Schools, VA
1977-1978	Ohio University, Athens, Ohio (Graduate Assistant supervising practicums)
1974-1976	Raleigh-Wake Public Schools, Raleigh, NC

3. Presentations:

Mainstreaming the Mildly Handicapped, A workshop for regular classroom teachers, June 1988.
Longwood College Faculty Colloquium: LD Children's Conceptions of Ability, November 2, 1988.
Amelia County TAG Program, April 11 & May 2, 1989.
Prince Edward Guidance & Counseling Association, Social-Emotional Aspects of LD, April 19, 1989.

4. Publications (Former name was Williams)

- Williams, R.L.M. (1985). Children's stealing: A review of theft-control procedures for parents and teachers. Remedial and Special Education, 6(2), 17-23.
- Meese, R.L. & Rooney, K. (1986). A Handbook of Cognitive Behavior Modification Procedures for Teachers, (Tech. Rep.). Charlottesville: Univ. of Virginia.
- Kauffman, J.M., Beirne-Smith, M., Eichberg, C.G., Hart-Hester, S., McCullough, L.L., & Williams, R. (1985). Guidelines for describing programs for behaviorally disordered children and youth. B.C. Journal of Special Education, 9(1), 11-17.
- Kneedler, R.D., & Meese, R.L. (1988). Learning-disabled children in the classroom: Cognitive and behavioral interventions. In J.C. Witt, S.N. Elliott, & F.M. Gresham, The handbook of behavior therapy in education, New York, NY: Plenum Press.
- Meese, R.L., & Beirne-Smith, M. (in press). Learning disabilities. In J. Payne, M. Beirne-Smith, & R.A. Payne, Introduction to special education, Boston, MA: Allyn & Bacon.

MARILYN W. OSBORN

Department of Education, Special Education and Social Work
Longwood College

Date Appointed: September, 1970
Rank At Appointment: Instructor
Present Rank: Assistant Professor

Education Data:

University of Virginia, 1985: Degree - Education Specialist,
Area of Study - Early Childhood Education, Project:
"Longwood College Nursery School Curriculum and Mission
Study".

University of North Carolina at Greensboro, 1970: Degree -
Master of Education, Area of Study - Child Development and
Family Relations

University of North Carolina at Greensboro, 1967: Degree -
Bachelor of Science, Area of Study - Home Economics

Academic Employment:

Longwood College, Director and Lead Teacher of the Longwood
College Nursery School, 1970-Present.

Greensboro Public Schools, Headstart Kindergarten Teacher, 1967-
1969.

Presentations

Fall and Spring, 1988-89 - Presentation on children conception
through preschool to inmates at the Buckingham Correctional
Center involved in the MILK Program (Men Inside Loving Kids)

October, 1986 - Presentation to preschool parents and teachers at
Kenston Forrest School. "Developmentally Appropriate
Curriculum for Preschool Children".

OVERTON, TERRY PATRICE (Leonard)
Assistant Professor of Special Education
Graduate & Undergraduate Faculty
Appointed 1985

Academic Degrees

Ed. D., Texas Woman's University	1985	Special Education, Neurological Dysfunctions
M.Ed., Texas Woman's University	1977	Learning Disabilities: Educational Diagnostician Endorsement
B.S., Texas Woman's University	1973	Mental Retardation & Elementary Education

Professional Experience

1985-Present	Longwood College, Farmville, Virginia
1981-83	Resource Teacher, Carrollton Independent School District, Carrollton, Texas
1978-80	Educational Diagnostician, Dallas Independent School District, Dallas, Texas
1973-78	Special Education Teacher, Dallas Independent School District, Dallas, Texas

Additional Experience:

1987-Present	<u>Consultant/Diagnostician: Counseling Center, Hampden-Sydney College.</u>
1986-1987	<u>Editor for: "Market Place Review", Education and Training of Mentally Retarded, Journal for Council for Exceptional Children, Division of Mental Retardation.</u>

Author: Articles:

Overton, Terry P. & Mardoyan-Apperson, J. (1988), "The Relationship between the CLT and the PPVFR in a College freshman sample": Part 2 CLT Technical Reports. Norriston, PA: Arete.

Overton, Terry P., "Analyzing Instructional Materials as a Prerequisite for Teacher Effectiveness", Techniques, April 1987.

Leonard, Terry P., Review of Learning Disabilities and Brain Function: A Neuropsychological Approach (2nd ed.) in Learning Disabilities Focus, Fall 1986.

Leonard, Terry P., Basic Skills for Life. Portland, Maine: J. Weston Walch, Publisher. ("In Press").

Leonard, Terry P., Drug Abuse Prevention Pack. Portland, Maine: J. Weston Walch, Publisher. (1986).

Leonard, Terry P. Real Life Reading Cards. Portland, Maine: J. Weston Walch, Publisher. (1985).

Leonard, Terry P. How to Get Along on the Job. Portland, Maine: J. Weston Walch, Publisher. (1984).

Leonard, Terry P. The Mystery Reader. Portland, Maine: J. Weston Walch, Publisher. (1983).

Education

New York University, New York, New York: Ph.D. in Recreation and Leisure Studies, 1986. M.A. in Recreation and Leisure Studies, 1979.

Southern Illinois University, Carbondale, Illinois: B.S. in Recreation, 1972.

Related Course work: Northeastern University (Word Processing; Computer Use for Professionals); Jawonio Center for the Physically Handicapped (American Sign Language); Dominican College (Braille Transcribing).

Professional Experience

Longwood College, Farmville, Virginia; Associate Professor - Therapeutic Recreation Program Director: 1988-Present.

Boston University, Boston, Massachusetts; Projects Coordinator, Adjunct Faculty: 1984-1987.

Northeastern university, Boston, Massachusetts; Assistant Professor, Instructor: 1980-1984.

Other Teaching and Consultant Activities

Adjunct faculty in therapeutic recreation (University of New Hampshire; SUNY at Brockport); Guest Lecturer (Northeastern University; Boston University, New York University; Herbert H. Lehman College; Kingsboro Community College; Rockland Community College); Consultant (Children's Hospital Medical Center at Wrentham State School; Fernald State School; RDM Associates; Braintree Rehabilitation Hospital; Brigham and Women's Hospital; Beth Israel Hospital; Mount Auburn Hospital; Jewish Memorial Hospital; Massachusetts Administering Agency for Developmental Disabilities).

Letchworth Village Developmental Center, Thiells, New York: Head Recreation Therapist, 1975-80; Senior Recreation Therapist; 1973-1975; Therapeutic Recreation Specialist, 1966-1973.

RESEARCH AND PUBLICATIONS

Shank, P.A. - (Ed.). (1987). The Parent Empowerment Packet. Boston, MA: Boston University.

Shank, P.A. (1987). The Leisure Exchange Game. Boston, MA: Boston, MA: Boston University.

Shank, P.A. (1983). "Changing Roles and Values in Society, Part I: Changing Values and Symbols." In Riley, B., Shank, J. and Witman, J., Eds., Leisure and Lifespan...A Developmental Perspective. New England Therapeutic Recreation Consortium: Symposium Proceedings, 1982-1983, pp. 94-101.

Shank, P.A. (1982). "Burnout: Care for the Caregiver." In Witman, J., Ed. Assessment for the 80's: Taking Stock. New England Therapeutic Recreation Consortium: Symposium Proceedings, 1980-1981, pp. 32-47.

Shank, P. A. and Shank, J. W. (1981). Published Interview. "Your Professional: The Recreational Therapist." In The Exceptional Parent Magazine, Vol. 11 (2), April, pp. S27-S29.

VITA

Edward D. Smith, PhD
Professor, and Chair
Department of Psychology
Longwood College
Farmville, VA 23901
(804) 392-9384

PROFESSIONAL ACTIVITY:

President, The Faculty Senate of Virginia (1987-89)

Member-at-Large, The Executive Committee of the Organization of Teaching Faculty, Longwood College (1987-89)

RECENT PUBLICATIONS/PRESENTATIONS:

Smith, E. D. (1989). A program assessment and feedback model with emphasis on the senior portfolio. Paper presented at the Sixth Annual Conference of Academic Chairpersons: Evaluating Faculty, Students, and Programs. Orlando, FL.

Smith, E. D., Wacker, P. G., Apperson, J. M., & Overton, T. (1988). The Longwood freshman seminar: A team approach to developing and implementing an effective advising and academic skills program. Paper presented at the National Conference on the Freshman Year Experience. Columbia, SC.

Smith, E. D. (1986). A review of Memory and Instruction by David Baine. Education and Training of the Mentally Retarded, 231-232.

Stein, D. B. & Smith, E. D. (in press). The REST program: A new treatment system for the oppositional-defiant adolescent. Adolescence.

PROFESSIONAL MEMBERSHIPS:

American Psychological Association
Eastern Psychological Association
Virginia Psychological Association

HONOR SOCIETIES:

Sigma Xi, The Scientific Research Society

Psi Chi, The National Honor Society in Psychology

VITA

David B. Stein, PhD
Assistant Professor
Department of Psychology
Longwood College
Farmville, VA 23901

PROFESSIONAL ACTIVITY:

Member, Admissions Committee

Member, Longwood Scholars Committee

RECENT PUBLICATIONS/PRESENTATIONS:

Stein, D. B. & Smith, E. D. (in press). The REST program: A new treatment system for the oppositional-defiant adolescent. Adolescence.

Stein, D. B. (1989) Controlling the difficult adolescent: The REST program. (Manuscript submitted for publication.)

Epstein, L. H. & Stein, D. B. (1974). Feedback influenced heart-rate discrimination. Journal of Abnormal Psychology, 83, 585-588.

PROFESSIONAL LICENSES:

Licensed Psychologist VA #

Licensed Clinical Psychologist VA #

PROFESSIONAL MEMBERSHIPS:

American Psychological Association
Eastern Psychological Association
Virginia Psychological Association

HONOR SOCIETIES:

The National Register of Health Service Providers in Psychology
Psi Chi, The National Honor Society in Psychology

PROFESSIONAL RESUME
"Condensed"

George C. Stonikinis, Jr.

EDUCATION

- 1983 - 1986 Post-Graduate Studies at Medical College of Va. &
Case Western Reserve (clinical social work)
1976 M.S.W., V.C.U., (casework concentration)
1972 M.S., Sociology, V.P.I. & S.U. (family)
1970 B.S., Sociology, V.P.I. & S.U.

PROFESSIONAL WORK EXPERIENCE

- 1986 - Present Director, Social Work Program, Department of
Education, Special Education and Social Work,
Longwood College, Farmville, Va.
1983 - Present Graduate Instructor, Va. Commonwealth Univ.
School of Social Work, (social policy,
research and community organization)
1982 - 1985 Chairman, Department of Social Work
Coordinator, Institute for Advanced Studies
and Regional Resources
Director of Special Projects

PROFESSIONAL PUBLICATIONS

- 1988 - "Computerized Educational Assessment..."
Birmingham, United Kingdom, funded by Univ. of Denver and
Birmingham Polytechnic Univ.
1984 - Invitational paper presented at the International
Conference on Information Technology in West Berlin,
"Computer Assisted Assessment of Social Work Practice
Skills...", Univ. of West Berlin published monograph.
1984 - "Computer Assisted ..." also published by Univ. of Spain
1984 - "Pratiques du Travail Social et Enseignement Assiste Bilan
de Queles Applications Informatiques", Univ. of France
1983 - "Innovative Approaches to High-Tech Training..." VPI & SU
Continuing Education Conference
1983 - "Portable Computerized Training...", Va. Council on Social
Welfare
1977 - "Hindsight Analysis of a Training Program..." Continuing
Education Office, Univ. of Tennessee
1973 - "Analysis of Institutional Racism...", Southern Regional
Education Board, Atlanta, Ga.
1973 - "Anomie and Rankian Psychotherapy", Journal of VSSA

STATE AND NATIONAL PRESENTATIONS

- 1988 - Paper, "Liberal Arts and Experiential Learning..."
Univ. of Va., SCHEV State Conf. on Student Volunteerism
1987 - Recipient, Kellogg grant for Outstanding Rural Leadership
1986 - Present, Member Advisory Board, VPI & SU Center for
Volunteer Development
1985 - Paper, "Assessment in Long-Term Geriatric Inst...."
National Conference on Working with the Elderly
1983 - Editorial advisory staff, Computer Graphics World
1981 - Paper, "Holistic Approach to Field Instruction", CSWE
National Conference
1976 - 1983 Consultant to Jamaican Govt., Regional Mental Health
Service Boards, Livingstone College, Va. State Univ.,
UNC - Greensboro, Liberty Baptist Univ. and University
of Social Work and Pedagogy - West Berlin.

Professional Resume

WVC NUMBER 1108
10-1198

Current position: Professor and Supervisor, Student Teachers in Area Schools; Department of Education, Special Education & Social Work; Longwood College

home address: 420B Winston Street, Farmville, VA 23901; Phone: 804/392-8359

Business address: 103 Wynne Building, Department of Education, Longwood College, Farmville, VA 23901; Phone: 804/392-9341; 895-2342 (after 8/11/89)

ACADEMIC DEGREES: Ed.D. Degree, Indiana University (Bloomington) Instructional Systems Technology & Educational Administration, 1977; M.Ed. Degree, College of William & Mary, Supervision, 1967; B. S. Degree, East Carolina University; Library Science and Spanish, 1957

HONORS: 1988: Appointed to SNUAB by Governor; Invited to present paper at National Issues, Kansas State University's National Issues in Higher Education - Computers in Continuing Education: Sharing What Works, Nov. 26, 1988; 1987-88, Elected President, Virginia Educational Media Association (VEMA); 1987, Awarded Sabbatical for Spring semester; 1981 & 1987, Faculty Research Grants; 1986-87, elected VEMA President-Elect; 1985, USIA exchange professor at University of Jyväskylä, Finland, Fall Semester; 1984-85, Participant, Duke/UNC Women's Studies Center Curriculum Development Project (Longwood); 1984 VEMA Meritorious Service Award; 1983 Citizen of the Year in Education Award; Virginia Piedmont Chapter, Phi Delta Kappa; 1982 Third Place Award, Local Branch Newsletter; Editor, Virginia State Division of AAUW; 1980, 1979 and 1978 Commendation

PUBLICATIONS:

author (selected, since 1980, only)

- Wick, Nancy H. Virginia's film program: The post war years, part II: 1945-1965. VEMA Journal.
- Wick, Nancy Harber (1986). AppleWorks[®]: Resources for teaching AppleWorks[®] to teachers. In National Issues in Higher Education, vol. 29.
- Wick, Nancy Harber (1987, October). Technology in education: Impact on facilities design, a selected bibliography. In Gordon, D. (Ed.), The Impact of technology on the ideal classroom (p.40). Alexandria, VA: AACE.
- Wick, Nancy H. (1986, October). A Brief history of the early film program for Virginia public schools: 1938-45. VEMA Journal, 1, 7-10.
- Wick, Nancy H. (1985). Experiences of an American college teacher in Jyväskylä. Jyväskylä's yliopiston lehti, 28, 13-14.
- Wick, Nancy H. (1984, Summer). Impact of the New Right on broadcast media. Sightlines, 12, 7-10.
- Wick, Nancy H. (1982). Rated-instructions films. Audio Media Spectrum, 35, 16-17.
- Wick, Nancy H. (1982). Public schools and the first amendment. Sightlines, 15, 3-5.
- Wick, Nancy H. (1981, Winter). Student assistants in media services in Virginia colleges and universities. Mediagram, 6, 5-6.
- Wick, Nancy H. (1981). Censorship: selection and challenge of educational materials. Sightlines, 13, 5-6.
- Wick, Nancy H. (1981, Spring). Coping with Censorship, a summary report. Sightlines, 14, 5-6.
- Wick, Nancy H. (1980, Summer). Review of Censors in the Classroom: The Mind Benders in Educational Communications & Technology Journal, A Journal of Theory, Research & Development, 146-149.

CURRENT PROFESSIONAL & ACADEMIC ASSOCIATION MEMBERSHIPS:

- International: International Audiovisual Society, International Association of School Librarians; International Division/AECT; Delta Kappa Gamma International; PDK International
- National: American Society for Curriculum & Development (ASCD); Assn. for Educational Communications & Technology (AECT), American Library Association (ALA), American Association of School Librarians (AASL); American Association of University Women (AAUW); National Education Association (NEA);
- State: Virginia Educational Media Assn. (VEMA); Virginia Education Assn. (VEA); Virginia Instructional Technology Assn. (VITA); Virginia Assn. of Educational Data Systems (VAEDS); Virginia Educational Computing Assn. (VECA)
- Local/Regional: Virginia Piedmont Chapter/PDK; Southside Virginia Librarians Network; Greater Farmville Area Branch/AAUW; Longwood Education Association

VITA

Phyllis G. Wacker, PhD
Associate Professor
Department of Psychology
Longwood College
Farmville, VA 23901

PROFESSIONAL ACTIVITY:

Member, International Studies Committee

Member, Academic Programs Committee

RECENT PUBLICATIONS/PRESENTATIONS:

Smith, E. D., Wacker, P. G., Apperson, J. M., & Overton, T. (1988). The Longwood freshman seminar: A team approach to developing and implementing an effective advising and academic skills program. Paper presented at the National Conference on the Freshman Year Experience. Columbia, SC.

Wacker, P. G. (1988). Gender perception of female athletes: 1957-87. Paper presented at the Meeting of the Southeastern Psychological Association. New Orleans, LA.

Wacker, P. G. European Psychology: Contemporary Experimental Psychology. (Manuscript in preparation.)

PROFESSIONAL MEMBERSHIPS:

Virginia Psychological Association
American Association for the Advancement of Science
International Society of Political Psychologists
International Council of Psychologists
International Association of Cross-cultural Psychology

HONOR SOCIETIES:

Sigma Xi, The Scientific Research Society

Psi Chi, The National Honor Society in Psychology

Phi Sigma Society, The Society for the Promotion of Research in the Biological Sciences

VITA

Williams, Vera G.

Associate Professor of Special Education (Appointed, 1984)

Academic Degrees

Northwestern State University 1955
Natchitoches, Louisiana

MAJOR:

Speech; Speech and
Hearing Pathology B.A.

Northwestern State University 1965
Natchitoches, Louisiana

Supervision and
Administration M.Ed.

Texas Women's University 1979

Special Education Ed.D.

PROFESSIONAL EXPERIENCE

Longwood College, Farmville, VA, 1988

Acting Dean, School of Education & Human Services

Director, Graduate Programs in Education

Longwood College, Farmville, VA, 1986

Head, Department of Education, Special Education and Social
Work

Longwood College, Farmville, VA, 1984

Associate Professor of Special Education

Nicholls State University, Thibodaux, Louisiana, 1980

Director, Special Education Team

Assistant Professor of Special Education

Stephen F. Austin State University, Nacagdoches, TX, 1971-79

Director, Speech and Hearing Clinic

Assistant Professor of Speech and Hearing, Department of
School Services

CURRENT PUBLICATIONS AND STATE AND NATIONAL PRESENTATIONS

Williams, Vera G. "Commercial Training Products Review: Total;
Teacher Organized Training for Acquisition of Language,"
Education and Training of the Mentally Retarded, March,
1986.

Williams, Vera G. "Helping Parents of Developmentally
Handicapped Children," Techniques Journal for Remedial
Education and Counseling, April, 1987.

Presentation: "Teaching Autistic Children," Virginia State
meeting of the Council for Exceptional Children, March,
1986.

Presentation: "Language Acquisition for the Mentally Retarded,"
International Council for Exceptional Children, Chicago,
April, 1987.

Presentation: "Valuing Self: Where a Leader Begins," Keynote
speaker for Virginia Association of Media Technology, June,
1988.

Presentation: "Mainstreaming and Intervention," all-day in-
service for regular education teachers from 7 counties,
April, 1988.

Presentation: "Self-Concept: Teacher and Student," Keynote
speaker for Prince Edward County, September, 1988.

VITA
DR. MARY STUART WOODBURN

EDUCATIONAL BACKGROUND

B.S. Madison College (JMU) 1962, Elementary Education
M.Ed. University of Virginia 1966, Supervision
Ed.D. University of Virginia 1978, Reading

PROFESSIONAL HISTORY

Public School Teaching 1962-1966 - Virginia
(Portsmouth, Lexington, Colonial Heights)

College Teaching 1966-1989

Longwood College (supervisor for student teachers 1966-1970, faculty in graduate and undergraduate classes, over 20; director of Reading Center 1972-1989; developed academic component of freshman seminar 1987; coordinator of developmental reading program, 1988)

University of Virginia, adjunct faculty 1972-1979, 1988

Dalhousie University, Nova Scotia - summer faculty in teacher training graduate program, 1969, 1970, 1972.

Jyvaskyla University, Finland - spring 1986 (USIA)

Educational Testing Service supervisor and test evaluator NTE 1968-88 CEEB, GRE, NTE.

Educational Consultant 1970-1989

Over 250 public and private schools, colleges, businesses, and government agencies.

RESEARCH/PUBLICATIONS

"Drawing on the Icomic Process....", International Visual Literacy Proceedings, 1988.

"Vocabulary; Comprehension: Perception: Learning Style," Early Years, Jan., 1986; "Poetry with a Smile", Early Years, March, 1986; "Book Reporting the Learning Styles Way", Early Years, May, 1986, May; "Take the Drudgery Out of Spelling...." Learning, Jan., 1987; "NMRT Test Review", The Reading Teacher, Jan., 1987.

Textbooks

(underway) Learning How to Learn 7 chapters completed, Studying Teaching and Learning 4 chapters

Alternative Education Guide for High Schools (fed. funded and nationally disseminated, 1977.

Title IVe New and Innovative Programs - 3 year program designed and implemented federally funded program for Nottoway County 1974-1977.

Developed curriculum projects on research result, for numerous school divisions throughout the country, presented research at state, national and international conferences.

GRANTS AND AWARDS

State Council of Higher Education, "Funds for Excellence", 1985-86 - \$30,000

USIA Grant teacher exchange - Finland, 1986

Faculty Meritorious Achievement Award (several times in 1970's) Sabbatical (Received first awarded -1986)

Scholarship Recipient (Delta Kappa Gamma Society International 1975. University of Virginia Graduate Grants, Longwood College Foundation Graduate Grants, Longwood College Research Grants.

Who's Who Among Students in American Colleges and Universities, 1962

APPENDIX C
LETTERS OF SUPPORT

AMELIA COUNTY PUBLIC SCHOOLS

P.O. BOX 167
AMELIA, VIRGINIA 23002

Office of
Superintendent
Phone 561-2621

May 3, 1989

Dr. Vera Williams, Acting Dean
School of Education and Human Services
Longwood College
Farmville, VA 23901

Dear Dr. Williams:

The Amelia County Public School System supports the effort of Longwood College to establish the Southside Developmental Center. The services outlined in your proposal are vitally needed in this area. It is often difficult to acquire these services on a timely basis in the Richmond area and our proximity to Farmville would improve the assistance for the children of Amelia County.

Let me take this opportunity to thank you and your colleagues at Longwood College for your efforts in support of public schools in this area.

Sincerely yours,



Wm. Stephen Sailer
Division Superintendent

WmSS:rbf



Appomattox County Public Schools

COUNTY SCHOOL BOARD
MRS. ORA S. MCCOY, CHAIRMAN
MR. S. S. SCOTT, III, VICE CHAIRMAN
MR. WINFRED D. NASH
MRS. DEBORAH W. POWELL
MR. O. H. TOLLEY, JR.

DIVISION SUPERINTENDENT
MR. LLOYD G. WALTON
P. O. BOX 548
APPOMATTOX, VIRGINIA 24522
(804) 352-8251

MRS. ETTA R. INGE
CLERK OF THE BOARD
MRS. LOIS M. FOXWELL
DEPUTY CLERK

April 13, 1989

Dr. Vera Williams, Acting Dean
School of Education and Human Services
Longwood College
Farmville, Virginia 23901



Dear Dr. Williams:

Organizing and implementing a Southside Developmental Center at Longwood College should be a priority program for the college, the community, and the state. There is no other institution in the area that provides the comprehensive services and training proposed for this center.

The college needs the center to strengthen its training program for prospective teachers of handicapped students. The public schools of the area need teachers who will have had the experiences of working in the center during the formal training program at Longwood. Both the schools and the community need the educational, psychological, vocational, and speech and hearing evaluation the center will offer.

Having services in Southside Virginia to train teachers adequately for special education programs and to offer evaluation and remedial services for students and adults must become a reality. Southside is an important part of the state which is growing and changing. It is time for services to be offered in this area equal to those in other parts of the state.

I strongly recommend that the proposed center be funded and implemented at the earliest possible date.

Sincerely,

A handwritten signature in cursive script that reads "Lloyd Walton".

Lloyd G. Walton
Division Superintendent

LGW:lmf



BRUNSWICK COUNTY PUBLIC SCHOOLS

219 NORTH MAIN STREET
POST OFFICE BOX 309 • LAWRENCEVILLE, VIRGINIA 23868
TELEPHONE 804 / 848-3138

J. GRADY MARTIN
DIVISION SUPERINTENDENT

DANIEL V. AVENT
ASSISTANT SUPERINTENDENT

DEPARTMENT OF PUPIL PERSONNEL SERVICES

April 12, 1989

TO: Mr. J. Grady Martin, Superintendent



BR FROM: Bobby R. Browder, Supervisor/PPS

SUBJECT: Southside Developmental Center at Longwood College
(see attached proposal)

Longwood's proposal for construction of Southside Developmental Center on campus is of a positive asset to the college and educators in Southside Virginia.

First, the proposed Center would provide aspiring special educators an array of experiences on campus in which college personnel could view and supervise students. Presently, college personnel must rely on abbreviated visits to schools when students are in process of student teaching.

Second, the proposed Center earmarks diagnostics and service delivery to special populations birth through adulthood. This is a good approach since parents/guardians of handicapped persons are ever reliant on school personnel for agency contacts, etc., to transition the handicapped into employment opportunities upon exit from high school. Furthermore, the need for diagnostics and service delivery to handicapped adults in Southside Virginia and other rural areas is a must. The potential job market for the educator in the above mentioned area has not been tapped.

Third, Longwood, like other institutions of higher learning in the commonwealth are adjusting their teacher education program whereby aspiring special educators will encumber a five-year program prior to graduation. I have no difficulty with this approach if the State Department of Education/Certification Department will in effect approve the multiple endorsements a graduate would have. My next issue would be the impetus of the Council for Higher Education to promote teacher education and specifically, special education due to the severe shortage of personnel.

Fourth, development of a Speech, Hearing, and Language Clinic within the proposed Center is long overdue. I concur with Dr. Vera Williams' statement in the Center proposal that "the creation of the Southside Developmental Center would provide the first comprehensive service for the area in the diagnosis and treatment of speech, hearing, and language problems." My only concern here is that Longwood's revised teacher education

Mr. Martin
April 12, 1989
Page 2

curriculum will allow speech pathologists to graduate with a M.S. Degree since the State Department of Education is proposing all speech pathologists employed by public schools have a M.S. Degree on or before 1992.

Fifth, the proposal for centralized counseling service in this area for parents of handicapped children is questionable. I agree with the concept, but in reality a majority of parents of handicapped children simply do not explore the availability of counseling services for themselves or their children. Should this issue come to fruition, then I would propose involvement of aspiring students in elementary and secondary guidance on guidance and counseling of the handicapped.

In closing, I have already provided Dr. Williams Needs Assessment data for further planning/development of The Southside Developmental Center.

Attachment
CC: Correspondence Notebook

Buckingham County School Board

P. O. Box 24
Buckingham, Virginia 23921

April 7, 1989

Dr. Vera Williams
Acting Dean, School of Education and Human Services
Longwood College
Farmville, VA 23901

Dear Dr. Williams:

It is with great pleasure that I write this letter of support for the concept of the Southside Development Center. Such a center will support the southside area with many needed services, especially to help train special education teachers.

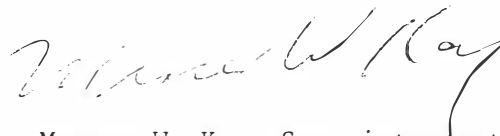
Many individuals are not aware of the many needs facing the school divisions in the southside area. Neither are the individuals aware of the fact that Longwood College is located in the center of these divisions and attempts to help meet the many needs identified through schools on divisions assessments.

The center would supplement the divisions efforts to meet the needs of the children and parents. Many parents in the southside area do not have, at present, anyone to turn to for assistance. When the center becomes a reality and opens its doors to clients, a giant step will be taken to uniform services and to meet the diagnostic and remedial needs of the individuals in the southside area.

Again, this low economical area will be able to deliver needed services through a unified effort with financial support from the SDC. Together, we will be able to serve our most valuable resource - our youth.

If Buckingham County can be of further assistance, please let me know.

Sincerely,



Mercer W. Kay, Superintendent

MWK/atg



CHARLOTTE COUNTY PUBLIC SCHOOLS

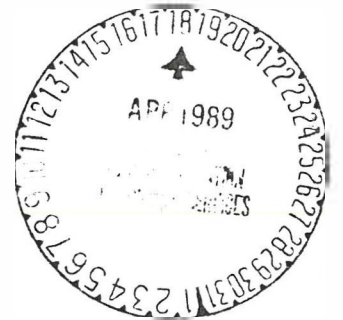
GARY WALKER
District A
BILL DEVIN
District B
T. E. LOCKE, JR.
District C
R. LARRY DUNN
District D



PAUL D. STAPLETON, SUPERINTENDENT
P. O. Box 790
CHARLOTTE COURT HOUSE, VIRGINIA 23923
Telephone (804) 542-5151

GERRY WATTS
District E
BILL GREEN
District F
L. S. OXENDINE
At-Large
RUTH I. DEAN
Clerk of Board

April 17, 1989



Dr. Vera Williams, Acting Dean
School of Education and Human Services
Longwood College
Farmville, Virginia 23901

Dear Dr. Williams:

On behalf of Mr. Paul D. Stapleton, Division Superintendent, I am submitting this letter of support for the Southside Developmental Center. In reviewing the draft of the proposed program and outline of projected services, I was very pleased to see the extensive scope of opportunities for Southside Virginia citizens and agencies.

Since the passage of Public Laws 94-142 and 99-457, our community and school division have experienced great difficulty in locating and providing diagnostic and remedial services for identified handicapped individuals. Many facilities providing needed services are not located in our immediate area and are often extremely costly endeavors.

Several years ago, the rural school divisions within our vicinity, who were also experiencing similar difficulties, banded together to form a consortium for special education services. Unfortunately, that organization is eliminating programs each year based upon increased operating costs and insufficient funding. The Center at Longwood will hopefully afford our school division various special education capabilities which we are unable to provide or which we provide on a limited, yet costly, basis.

In addition, being a small rural school division, it is extremely difficult to attract and retain qualified teachers especially in the area of special education. Of our current staff of ten (10) special education teachers, five (5) individuals are not properly endorsed for their current positions and are enrolled in retraining programs. For 1989-90, we anticipate adding three (3) more special education teaching positions and again face the probability of being unable to locate properly endorsed applicants.

In its role of teacher training, the proposed Southside Developmental Center will provide small rural school divisions with a pool of applicants for special education vacancies, with retraining options for current staff members, and with in-service programs for other teachers working with mainstreamed handicapped students. The demonstration center will also offer these individuals practical experiences and strategies which can be utilized in their own classrooms.

During 1988-89, Charlotte County received a one-time grant to establish a parent resource center to inform and train citizens and parents relative to special education issues. Your center's emphasis on a parental training and counseling component will serve to extend, expand, and enhance our local efforts.

The Charlotte County Public School System applauds Longwood College for its foresight in actively addressing this critical need which exists throughout all districts of Southside Virginia. We stand in support of the project and will take the necessary steps to see this program become a reality. Please inform us of your progress as future plans are made.

Sincerely,

Mrs. Judy T. Lacks

Mrs. Judy T. Lacks
Director of Instruction
and Curriculum

JTL:bp

Lunenburg County Board of Education

P.O. Box X

Victoria, Virginia 23974

April 6, 1989

Dr. Vera Williams, Acting Dean
School of Education & Human Services
Longwood College
Farmville, VA 23901

Dear Dr. Williams:

The purpose of this letter is to endorse support for your proposal to obtain a Southside Developmental Center at Longwood College. There is a need in the Southside area for the services this Center could provide.

Best wishes for continued success in your endeavors.

Sincerely,



Dr. Michael G. Basham
Division Superintendent

MGB:lmb



NOTTOWAY COUNTY PUBLIC SCHOOLS

SCHOOL BOARD

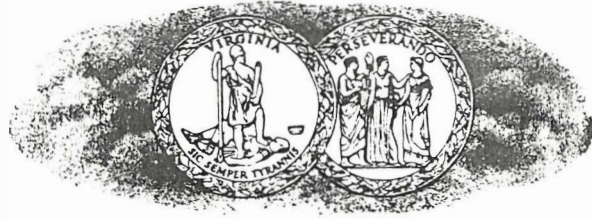
ANLEY W. WORSHAM, CHAIRMAN
BURKEVILLE, VIRGINIA

A. W. LAWSON
BLACKSTONE, VIRGINIA

LILLIE O. TUCKER
CREWE, VIRGINIA

CLARENCE E. WILLIAMS
BLACKSTONE, VIRGINIA

LAURA WILLIAMSON
CREWE, VIRGINIA



NOTTOWAY, VIRGINIA 23955

April 5, 1989

ADMINISTRATION

THOMAS W. STAFFORD
SUPERINTENDENT

H. M. MUSTIAN, JR.
ASSISTANT SUPERINTENDENT

CHRISTINE R. YEATTS
CLERK

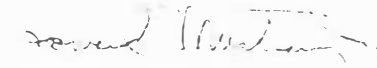
Dr. Vera Williams, Acting Dean
School of Education & Human Services
Longwood College
Farmville, Virginia 23901

Dear Dr. Williams:

The Nottoway County Public School system hereby supports the proposed Southside Developmental Center of the Longwood College.

The Southside Developmental Center would offer our division a wide range of badly needed services in the field of Special Education.

Sincerely Yours,



Howard Mustian, Jr.
Interim Superintendent

HMjr/s



POWHATAN COUNTY PUBLIC SCHOOLS



Superintendent
Maynard K. Bean

School Board
Willis A. Funn, Chairman
Jeanie A. Renger, Vice Chairman
Mrs. Constance Kaiser
Mrs. Octavia H. Lewis
Dr. John B. Sperry

April 7, 1989

Dr. Vera Williams
Acting Dean
School of Education & Human Services
Longwood College
Farmville, Virginia 23901



Dear Dr. Williams:

The idea for a Special Education Developmental Center to be located at Longwood College is long overdue. The need for such a center in our locality has been increasing since the passage of Public Law §99.142, in 1975. Our special education student population in Powhatan County has grown tremendously over the years and the recruitment of appropriately certified special education teachers has gotten increasingly difficult.

In a small rural school division like ours and most of the divisions which surround your college, quite often the need exists for having a special education teacher endorsed in more than one handicapping condition. Even if we are fortunate enough to find a certified special education teacher quite often their endorsements do not match their teaching assignment. Therefore, a waiver must be granted by the State Department of Education to allow that person to teach in our schools. Waivers are granted under the condition that these teachers take at least six semester hours per year that will lead to their appropriate endorsement. While I have never had a teacher who refused to take these classes, I have often had the situation to exist where the classes were not available during the time frame specified. The Developmental Center proposed for Longwood College would help us to meet these requirements.

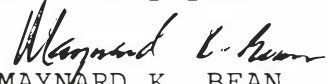
Also, inservice education, staff development and workshops could be offered by the Developmental Center to assist our special education staff in keeping up with the latest trends,

Page 2 - Dr. Vera Williams

ideas and developments in the special education field. Again, our teachers are constantly looking for these opportunities.

I wholeheartedly support the concept of the Developmental Center being established at Longwood College and will assist in any way possible to make this concept a reality.

Sincerely yours,


MAYNARD K. BEAN
Division Superintendent

MKB:aa



Prince Edward County Public Schools

Route 5, Box 680
Farmville, Virginia 23901

Office of
Division Superintendent

Telephone
(804) 392-8893

April 25, 1989

Dr. Vera Williams, Acting Dean
School of Education and Human Services
Longwood College
Farmville, VA 23901

Dear Dr. Williams:

This is a letter of support for the Southside Developmental Center which is proposed for Longwood College.

It is my opinion that this proposed Southside Developmental Center would afford many services for the developmentally delayed and/or disabled and would provide needed diagnostic services for an area in which these services do not currently exist.

Therefore, I am receptive and enthusiastically supporting the proposal for the Southside Developmental Center at Longwood College.

Thanking you for your courtesy and cooperation, and with personal regards, I remain

Yours very truly,

A handwritten signature in cursive script that reads "James M. Anderson, Jr." with a horizontal line extending to the right.

James M. Anderson, Jr.
Division Superintendent

JMAjr:cdb



CROSSROADS SERVICES



Mental Retardation Services

Bush River Manor
Route 5, Box 1253
Farmville, VA 23901
(804) 392-4234

•
Charter Oak I
P. O. Box 158
Charlotte Ct. House,
VA 23923
(804) 542-5607

•
Charter Oak II
202 Tavern Street
P. O. Box 546
Blackstone, VA 23824
(804) 292-4507

•
Infant Intervention Program
Bush River Manor
Route 5, Box 1253
Farmville, VA 23901
(804) 392-8502

•
Residential Program
Bush River Manor
Route 5, Box 1253
Farmville, VA 23901
(804) 392-5920

May 1, 1989

P. O. Box 552
Farmville, VA 23901

Vera Williams, Ed.D.
Acting Dean of Education
Longwood College
Farmville, VA 23901

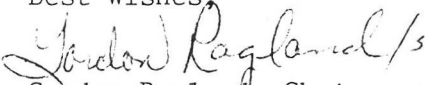


Dear Dr. Williams:

The District 14 Early Intervention Interagency Planning Council, which is charged with the planning for P. L. 99-457, is very pleased to add its support to the proposed Southside Developmental Center. This proposal would play a major role in fulfillment of the mandate of the new law. Specifically, the new center and its components would serve this district in implementation of the following objectives as mandated:

- 1) Ensure statewide, consistent, multidisciplinary assessments of child/family strengths and needs.
- 2) Establish and implement policy and procedure of development of Individual Family Service Plans and case management.
- 3) Establish and implement a policy and procedure to ensure that a consistent plan be in place across the state for child find and referral.
- 4) Establish and implement an ongoing process to raise public and private awareness of early intervention services and to refer potential consumers to services.
- 5) Develop a system of personnel and personnel standards for persons providing early intervention services.
- 6) Establish a data collection system that will provide accurate data on children, services, staffing and funding.

The Interagency Council looks forward to working with you and the college in development of this center. Please feel free to call us if you have questions or if we can provide assistance.

Best Wishes,

Gordon Ragland, Chairperson

GR/mms

DEPARTMENT OF MENTAL HEALTH

PLANNING DISTRICT 14
CROSSROADS SERVICES BOARD



Administrative Division
P. O. Box 546
Burkeville, VA 23922
(804) 767-5586

Clinical Services
Division
P. O. Box 293
Amelia, VA 23002
(804) 561-5057
Scats: 634-3019

Support Services
Division
Route 5, Box 1258
Bush River Manor
Farmville, VA 23901
(804) 392-4254
(804) 392-5920
Scats: 634-3017

P. O. Box 546
Burkeville, VA 23922

May 2, 1989

Dr. Vera Williams
Acting Dean of Education
Longwood College
Farmville, VA 23901

Dear Dr. Williams:

Our Services Board is enthusiastic about the proposed concept of the Southside Developmental Center. We view this as a viable resource for our Planning District. The Center will fulfill so many of the needs of our "special" citizens. Your site is centrally located and therefore will be most accessible to our clients. In reviewing your proposal, we are very impressed with the numerous services you will be providing and the quality of the personnel you will employ.

We are very eager to network with you, since our Board serves a population who could benefit from this additional service. We strongly support this endeavor and look forward to the development of the Center within our area.

Sincerely,

A handwritten signature in cursive script that reads "David Moore".

David Moore
Board Chairman

cc: Board Members
Margie Crow
Belinda Gee
Will Rogers



C-11

**HEAD
START**
IS FOR THE
handicapped
TOO!

**HEADSTART HANDICAPPED SERVICES
DEMONSTRATION PROJECT**

P. O. Box 22
Cumberland, VA. 23040-0022

Dr. Gail B. Newton
Director

Cumberland Office
(804) 492-4926
(804) 492-4927

May 16, 1989

Dr. Vera Williams
Acting Dean
School of Education & Human Services
Longwood College
Farmville, Virginia 23901

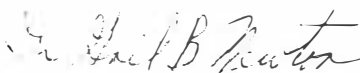
Dear Dr. Willimas:

I am writing on behalf of the Interagency Council which meets in Farmville monthly to discuss issues concerning the welfare of children 0 to 5 years of age. The entire Council which consists of representatives from many agencies as well as local citizens requested that I write a letter to you offering their complete support for your proposal to build The Southside Developmental Center at Longwood College in the next biennium.

All members of the Council were extremely pleased and excited about the prospect of your offering coordinated services in one facility. Many areas about which we have concern will be addressed by your Center. Additionally the wonderful human resources Longwood College has to offer the community will be a great asset to the program.

Please call on our Council for any support or help we can offer you in your magnificent efforts. This is the most promising proposal for Farmville's young children and families and one which we fully support.

Sincerely yours,



Dr. Gail B. Newton
Demonstration Project Director
For The Council



APPENDIX D
BIBLIOGRAPHY

BIBLIOGRAPHY

- Berryman, D. and Lefebvre, C. (1981) The Recreation Behavior Inventory. Denton, TX: Leisure Learning Systems.
- Brooks and McCawley. "Cognitive Research in Mental Retardation." American Journal of Mental Deficiency, 88, 479-486.
- Bryan and Bryan. Understanding Learning Disabilities. Mayfield, 3rd Edition, Palo Alto, 1978.
- Cluver, L.P., Faina, A.G., Bass, T. E., Cutchins, R. O., Graesser, R.C., and Pennino, B.M. (1988). Virginia's Approach to Services for Transitioning Youth and Young Adults with Disabilities, Project VAST: Project Implementation Handbook, Richmond, VA: Virginia Department of Education.
- Gearhart, Weishahan, and Gearhart. The Exceptional Student in the Regular Classroom. Charles E. Merrill Publishing Company, Fourth Edition, 1988.
- Hallahan, D. P. and Kauffman, J. M. (1977). Categories, Labels, Behavioral Characteristics: ED, LD, and EMR Reconsidered. Journal of Special Education, 11, 139-149.
- Hallahan, Kauffman and Lloyd. Introduction to Learning Disabilities. Englewood Cliff, N.J. Prentice-Hall.
- Harris, L. and Associates, Inc. (1986). The ICD Survey of Disabled Americans: Bringing Disabled Americans into the Mainstream: A Nationwide Survey of 1,000 Disabled People. New York: Authors.
- Hasazi, S.B., Gordon, L.R. and Roe, C.A. (1985) Factors Associated with employment status of handicapped youth exiting high school from 1979-1983. Exceptional Children, 51, 455-469.
- Heins, Hallihan, Tarver and Kaufman. "Relationship Between Cognitive Tempo and Selective Attention in Learning Disabled Children." Perceptual and motor skills, 42, 233-234.
- Hoffmann, F. J., Sheldon, K.L., Minskoff, E.H., Sautter, S.W., Steidle, E.F., Baker, D.P., Bailey, M.B., and Echols, L.D. (1987). Needs of learning disabled adults. Journal of Learning Disabilities, 20, 43-52.
- Kauffman, J. M. Characteristics of Children's Behavior Disorders. 3rd Edition, Columbia: Charles E. Merrill, 1985.
- Minskoff, E. H., Sautter, S.W., Hoffmann, F.J., and Hawks, R. (1987). Employer Attitudes toward hiring the learning disabled. Journal of Learning Disabilities, 20, 53-57.

- Mithaug, D. E., Horiuchi, C.N., and Fanning, P.N. (1985). A report on the Colorado statewide follow-up survey of special education students. Exceptional Children, 51, 397-404.
- Mundy, J. (1966). The Mundy Recreation Inventory for Trainable Mentally Retarded. Florida State University: Unpublished Manuscript.
- National Therapeutic Recreation Society. (1982). Philosophical Position Statement of the National Therapeutic Recreation Society. Arlington, VA: National Recreation and Park Association.
- Poole, D., Cook, A., and DeFur, S. (1987). Status study of transitional services for disabled youth in Virginia. Richmond, VA: Virginia's Integrated Transition Approach through Leadership (VITAL) Team.
- Pugach, Marleen (1987). The National Education Reports and Special Education: Implications for Teacher Preparation. Exceptional Children, 53(4), 308-314.
- Torgesen, J. K. (1979). Factors related to poor performance in reading disabled children. Learning Disability Quarterly, 2(3), 17-23.
- Torgesen, J. K. and Kail, R. V. (1980). Memory processes in exceptional children. In B. K. Keogh (Ed.). Advances in special education (Vol. 1). Basic constructs and theoretical orientations. Greenwich, CT: JAI Press.
- Witt, P. and Ellis, G. (1982). The Leisure Diagnostic Battery. Denton, TX: Division of Recreation and Leisure Services, North Texas State University.
- Ysseldyke, J. and Algozzine, B. Critical Issues in Special and Remedial Education. Boston: Houghton Mifflin Company, 1982.

LONGWOOD COLLEGE MISSION - DRAFT 7/6/89

Longwood College, founded in 1839, is a medium-size, state-assisted, coeducational, comprehensive college offering programs leading to the bachelor's and master's degrees. Longwood offers courses both on and off campus, and at a remote educational center.

The primary educational objective of Longwood College is to provide a baccalaureate and graduate degree curriculum distinguished by academic excellence. The College believes that the goal of academic excellence can best be achieved by a faculty committed to the highest standards of teaching and research and/or creative pursuits.

Longwood is committed both to the liberal arts and to professional and pre-professional programs. Its commitment to the liberal arts is reflected in an extensive General Education requirement for all students and in its sponsorship of degree programs in the humanities, fine arts, social sciences, natural sciences, and mathematics. In addition to its traditionally strong programs in teacher education, the College offers professional and pre-professional programs in areas such as business, social work, and therapeutic recreation.

Longwood maintains cooperative programs with other institutions of higher learning. Its curriculum is enhanced by cross-registration with Hampden-Sydney College and by cooperative degree programs at other institutions.

Longwood's commitment to the total education of each student is reflected in an effort to provide an atmosphere supportive of individual development. The College has established a set of clearly articulated goals for students with policies and procedures to foster their attainment.

Longwood's commitment to public service and economic development for the citizens of Southside Virginia is reflected in numerous activities, including: a wide variety of credit and non-credit Continuing Education programs; an extensive calendar of public lectures, concerts, and other cultural events; consultation and other services to businesses; provision of campus facilities for use by community groups; and the encouragement of community service by faculty, staff, and students.

Longwood College and Its Programs

STATEMENT OF INSTITUTIONAL PURPOSE

Longwood College, founded in 1839, is a medium-size, state-assisted, coeducational, comprehensive college offering programs leading to the bachelor's and master's degrees, ~~and continuing education courses, both credit and non credit, on and off campus.~~

The primary educational objective of Longwood College is to provide a baccalaureate and graduate degree curriculum distinguished by academic excellence. The College believes that the goal of academic excellence can best be achieved by a faculty committed to the highest standards of teaching and research and/or creative pursuits.

Longwood is committed both to the liberal arts and to professional and pre-professional programs. Its commitment to the liberal arts is reflected in an ~~intensive and~~ extensive General Education requirement for all students and in its sponsorship of degree programs in the humanities, fine arts, social sciences, natural sciences, and mathematics. In addition to its traditionally strong programs in teacher education, the College offers programs in business, social work, and therapeutic recreation, ~~each of which leads to the awarding of a bachelor's degree.~~

Longwood maintains cooperative programs with other institutions of higher learning. Its curriculum is enhanced by ~~a~~ cross-registration ~~opportunity~~ with Hampden-Sydney College and by cooperative degree programs in ~~medical technology, nuclear medicine technology, physics and engineering, and speech pathology developed with the Memorial Hospital at Danville, Roanoke Memorial Hospitals, Fairfax Hospital, the University of Virginia, Old Dominion University, and the Georgia Institute of Technology.~~ The College sponsors transfer programs in ~~dietetics, dental hygiene, pharmacy, medical record administration, dentistry, and nursing in cooperation with the University of Virginia, Virginia Commonwealth University-Medical College of Virginia, Virginia Polytechnic Institute and State University, and the University of Virginia Medical School.~~

Longwood's commitment to the total education of each student is reflected in an effort to provide an atmosphere supportive of individual development. The College has established a set of clearly articulated goals for students with policies and procedures to foster their attainment.

Longwood's service to the citizens of Southside Virginia is reflected in ~~special cooperative programs with Southside Virginia Community College, the activities sponsored by the Office of Continuing Education, an extensive program of lectures, concerts, and other cultural events that are open to the public, and the making available of campus facilities for use by community groups.~~

Approved by the Board of Visitors, February 3, 1984. Amended by the Board of Visitors, April 19, 1987.

Location

The College is located in Farmville, Virginia -- sixty-five miles west of Richmond and Petersburg, forty-eight miles east of Lynchburg and sixty miles south of Charlottesville. U.S. Highways 15 and 460 intersect in town. Commercial bus systems provide service to the town.

Farmville is a pleasant college town with a population of 6,500; it is the business and education center of the area. Located in and near town are churches, hotels, motels, a country club, a municipal airport, and a community hospital. Hampden-Sydney College, a liberal arts college for men, is five miles south of the campus. Many points of interest are within a short distance of Farmville, including Appomattox Courthouse and Sayler's Creek Battlefield.

History

Longwood College, a pioneer first in private and later in public education, is one of the oldest colleges in the United States. The College was founded on March 5, 1839, this being the date that the Farmville Female Seminary Association was incorporated by the General Assembly of Virginia.

In the succeeding years the increasing prosperity of the Farmville Female Seminary led the

INFORMATION ITEM
CONTRACTING FOR CUSTODIAL MANAGEMENT SERVICES

The College is about to release a Request for Proposal (RFP) to solicit custodial management services. The action is being taken for two reasons. First, the Commonwealth, through Executive Memorandum #1-88 required the College earlier this year to develop a plan to review College services which might be performed more efficiently and cost effectively by someone else. The College developed such a plan and identified those services presently under contract (Food Services, Bookstore, Vending and Laundry) as well as those to be considered for contracting (Custodial, Grounds, and Computing).

Executive Memorandum #1-88 also required the College to test the market to determine whether or not someone is available to provide the service and their cost for doing so. It is for these reasons, plus the desire to improve the College's custodial operation, that Longwood will release an RFP in the near future with all proposals due on July 13, 1989. If it is determined to be cost effective, the successful contractor will probably begin the provision of management services on September 1, 1989 for an initial two-year contract with three one-year renewals.

LONGWOOD COLLEGE

NEW TELEPHONE SYSTEM & COMMUNICATION SWITCH PROJECT

July Update

Background

Implementation of the new telephone system and communication switch project is on schedule with campus recabbling and wiring completed for the new system. New telephone numbers have been assigned and testing of the system will begin early July as well as staff training. Cutover to the new system is tentatively set for the weekend of August 13th.

Current Status

The following is a brief summary of where we are and next steps:

- | | | |
|--|---------|------------|
| o Contract Award to Centel | 1/31/89 | Completed |
| o Project Team Organization | 2/20/89 | Completed |
| o Finalization of Material and Equipment Storage Requirement | 2/28/89 | Completed |
| o Finalization of Project Plan | 3/1/89 | Completed |
| o Finalization of Master Cable | 3/15/89 | Completed |
| o Finalization of Emergency & Power Failure Phone Locations | 4/1/89 | Completed |
| o Finalization & Issuance of New Telephone Numbers | 4/1/89 | Completed |
| o Finalization of Telephone User Features by Department | 5/1/89 | Completed |
| o Site Preparation & Construction | 7/1/89 | Completed |
| o Campus Recabbling & Wiring | 7/1/89 | Completed |
| o Next Steps: | | |
| * Switch Installation & Testing | 7/15/89 | In Process |
| * Telephone Trunk & Line Installation | 7/21/89 | In Process |
| * Software Load & System Testing | 8/11/89 | In Process |

* Data Base Load & Testing	8/11/89	In Process
* Finalization of Operating Policy/Procedures	8/1/89	In Process
* Training - Faculty, Staff & Students	10/1/89	In Process
* Start System Cutover	8/13/89	

Dr. Stuart
July 6, 1989
Benchmark Background

Appendix 15

Opp 15

For two biennia SCHEV and the General Assembly have established faculty salary averages for the senior institutions through a Benchmark process which disadvantages Longwood.

This process replaced earlier and more political peer selection systems. The new process was to be computerized and objective (based solely on nationally published higher education data). It was designed to include provision for the differing academic disciplines taught by the institutions and to provide increased discrimination among the Virginia institutions by identifying each's individual educational character. Institutions with relatively expensive program faculties, such as law or engineering, would be supported more than those with faculties costing less to recruit.

The computerized procedure searched the database for institutions as close as possible to Longwood in size, percentages of part time students and percentages of graduates in various disciplines (the "program mix"), and total research on the assumption that such comparable institutions compete in the national marketplace for faculty. A "cluster" or list of one hundred most similar institutions was developed although the top twenty four alone formed the benchmark list. An institution could be excluded from the twenty four five on certain grounds--religious mission, enrollment, or total research dollars--at which point institution number twenty five moved up the list. The goal was to bring the salary average of each institution into the top forty percent of its Benchmark list over several biennia.

Although this latter goal has been reached, we have reached the upper rungs of a relatively poor salary ladder. Several institutions on our benchmark list are relatively low-paying southern colleges.

TABLE 1

	88-89 Appropriated Average	89-90 Benchmark Goal, 60%	89-90 Appro. Average
Longwood	\$36,016	\$37,554	\$38,142
Madison	39,425	42,788	42,416
Mary Washington	36,681	39,236	39,080
Radford	37,551	39,904	39,767
Christopher Newport	37,108	40,283	40,080

Most Virginia institutions appear satisfied with the outcome of the benchmark process; Virginia Tech, Longwood, and Clinch Valley have indicated significant dissatisfaction.

The primary problem with the benchmark system is its design. Some variables, such as enrollment, have no clear bearing on the cost of faculty to the institution. The variables which do reflect

faculty cost are averaged in with those of less import. Most significantly, the Benchmark system does not identify the cost of recruiting and retaining faculty. Rather than referencing national or regional faculty salary costs, the system references a set of institutions whose arbitrary geographical location may make them quite unrepresentative of typical faculty salary costs. Longwood's 1988-1989 institutional list is geographically skewed toward states which have historically had low faculty salaries and away from the better-salaried states:

TABLE 2

	Benchmark %age from California, Mass., Minnesota, New Jersey, New York, Pennsylvania, and Wisconsin	%age from Alabama, Arkansas, and Mississippi
Christopher Newport	40%	0%
James Madison	40%	4%
Longwood *	29%	12.5%
Radford	48%	0%



RECEIVED

JUN 30 1989

Office Of The President
Longwood College

COMMONWEALTH of VIRGINIA

Office of the Governor

Richmond 23219

Donald J. Finley
Secretary of Education

June 27, 1989

Dr. William F. Dorrill
President
Longwood College
Farmville, Virginia 23901

Dear Bill:

We are writing to provide you details of the faculty salary benchmark review process for 1990-92. Enclosed you will find a revised list of comparable institutions. The list reflects the most current data we have available and represents only the initial clustering of potential benchmark institutions. In 1987, we worked from a similar list to develop your final list of peer institutions. We based our final decisions on additional, qualitative information you presented.

We have met with staff members from the House Appropriations Committee, the Senate Finance Committee and the Department of Planning and Budget. Our feeling is that the enclosed list reflects significant changes from your existing peer group. These differences result from changes both at Longwood College and among the institutions on your existing list. We believe it is important, therefore, that we review your existing peer group to account for these changes.

We propose that we meet in Richmond during the summer and conclude the process before the end of August. The intent of the meeting will be to allow you to introduce factors that will help us understand Longwood College's situation. Among the factors you might wish to consider include:

- Accreditation of programs of major emphasis;
- Percentage of faculty with terminal degrees;
- Comparative library holdings or expenditures;

Dr. William F. Dorrill
June 27, 1989
Page Two

- Measures of research effort or quality;
- Measures of undergraduate program quality.

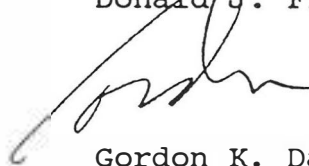
You should not include measurements of skills and attributes that students bring with them to your institution.

We ask you to send us, at least two weeks prior to the meeting, a list of the institutions proposed for addition or deletion as well as any documentation that will be used to support the change. Comparative information should be provided for all institutions, not just the institutions proposed for change. We will share your correspondence with the respective staffs.

Sincerely,



Donald J. Finley



Gordon K. Davies

DJF/GKD/crl
Enclosure

cc: Mr. John M. Bennett
Mrs. Becky Covey
Mr. Richard C. Seaman

STATE COUNCIL OF HIGHER EDUCATION
FACULTY SALARY BENCHMARK INSTITUTIONS
PROPOSED FOR 1990-92

14:36 THURSDAY, MAY 11, 1989

OBS	RANKOLD	MATCH	FICE	NAME	STATE	DISTANCE	FTE	PPTHG	BA
1	1	YES	3719	LONGWOOD COLLEGE	Virginia	0.00000	2818	0.105000	0.91723
2	3		1085	ARKANSAS-MONTICELLO,U OF	Arkansas	1.46435	1621	0.168627	0.87023
3	9	YES	2845	SUNY COLLEGE AT GENESEO	New York	1.56928	5155	0.074101	0.91017
4	6	YES	3923	WISCONSIN-RIVER FLS, U OF	Wisconsin	1.58957	4755	0.160106	0.86341
5	20	YES	1089	ARKANSAS TECH UNIVERSITY	Arkansas	1.66705	2787	0.264313	0.83677
6	81		2336	BEMIDJI STATE U	Minnesota	1.67209	3672	0.181168	0.88712
7	4	YES	1372	WESTERN ST COLLEGE COLO	Colorado	1.70508	2107	0.163636	0.79418
8	36		2849	SUNY COLLEGE PLATTSBURGH	New York	1.83427	5541	0.163855	0.91617
9	54		2241	CALVIN COLLEGE	Michigan	1.84690	3870	0.067049	0.95379
10	31	YES	2403	DELTA STATE UNIVERSITY	Mississippi	1.85697	2786	0.271277	0.78107
11	29		2396	ALCORN STATE UNIVERSITY	Mississippi	1.86022	2286	0.209857	0.86957
12	19		3785	PACIFIC LUTH UNIVERSITY	Washington	1.87796	3159	0.238957	0.81546
13	120		3316	CALIFORNIA UNIV OF PA	Pennsylvania	1.88200	4339	0.229801	0.80808
14	37	YES	3315	BLOOMSBURG UNIV OF PA	Pennsylvania	1.89449	5634	0.186054	0.89840
15	101		3665	WEST TEXAS ST UNIVERSITY	Texas	1.90397	5251	0.205887	0.83826
16	128		3435	LANDER COLLEGE	South Carolina	1.94482	2031	0.188932	0.89636
17	15	YES	1428	DELAWARE STATE COLLEGE	Delaware	1.94571	1916	0.287336	0.85765
18	10	YES	3531	TENN-MARTIN, UNIV OF	Tennessee	1.94617	4478	0.171383	0.85141
19	68		3325	MILLERSVILLE UNIV OF PA	Pennsylvania	1.94968	5518	0.263579	0.88591
20	109		3327	SLIPPERY ROCK UNIV OF PA	Pennsylvania	1.95889	5769	0.167796	0.88620
21	11	YES	3771	CENTRAL WASH UNIVERSITY	Washington	1.96848	6320	0.162352	0.91131
22	26		1583	MORRIS BROWN COLLEGE	Georgia	1.96859	1238	0.042959	1.00000
23	92		2539	CHADRON STATE COLLEGE	Nebraska	1.97877	1648	0.369756	0.86053
24	58		9226	FRANCIS MARION COLLEGE	South Carolina	1.98233	2947	0.282761	0.82500
25	27		2844	SUNY COLLEGE AT FREDONIA	New York	1.99232	4346	0.150072	0.91281

OBS	MA	ENG	BUS	BIO	HEL	ART	HUM	SCI	EDUCATE	ALLDEG	RES
1	0.082774	0.0000000	0.284116	0.125280	0.058166	0.0357942	0.031320	0.163311	0.286353	0.98434	50907
2	0.000000	0.0305344	0.293893	0.125954	0.068702	0.0229008	0.026718	0.087786	0.255725	0.91221	806
3	0.089826	0.0045830	0.164986	0.108158	0.059578	0.0219982	0.133822	0.225481	0.278643	0.99725	85817
4	0.136591	0.0388471	0.174185	0.087719	0.000000	0.0288221	0.050125	0.111529	0.250627	0.74185	84024
5	0.136961	0.0731707	0.225141	0.106942	0.028143	0.0168856	0.052533	0.105066	0.333959	0.94184	107615
6	0.063745	0.0385126	0.131474	0.079681	0.018592	0.0531208	0.096946	0.143426	0.304117	0.86587	102027
7	0.205821	0.0000000	0.378378	0.116424	0.000000	0.0540541	0.070686	0.076923	0.282744	0.97921	13236
8	0.083832	0.0366766	0.232784	0.126497	0.068114	0.0194611	0.151198	0.148952	0.173653	0.95734	392330
9	0.036730	0.0829384	0.189573	0.088863	0.062796	0.0438389	0.112559	0.201422	0.191943	0.97393	235429
10	0.218935	0.0044379	0.359467	0.085799	0.034024	0.0428994	0.025148	0.072485	0.309172	0.93343	150332
11	0.074534	0.0496894	0.192547	0.090062	0.127329	0.0000000	0.055901	0.102484	0.245342	0.86335	2618168
12	0.184539	0.0610973	0.229426	0.084788	0.129676	0.0349127	0.083541	0.167082	0.200748	0.99127	42603
13	0.139169	0.0460157	0.281706	0.059484	0.015713	0.0112233	0.080808	0.107744	0.315376	0.91807	140043
14	0.101600	0.0624000	0.324000	0.064000	0.081600	0.0112000	0.079200	0.084000	0.293600	1.00000	116760
15	0.161739	0.0000000	0.282609	0.073913	0.136522	0.0252174	0.067826	0.058261	0.265217	0.90957	573210
16	0.047619	0.0728291	0.333333	0.042017	0.070028	0.0084034	0.022409	0.109244	0.294118	0.95238	7089
17	0.142349	0.0000000	0.412811	0.064057	0.039146	0.0213523	0.007117	0.160142	0.224199	0.92883	862920
18	0.101740	0.0589023	0.309237	0.093708	0.053548	0.0013387	0.057564	0.066934	0.172691	0.81392	247269
19	0.106309	0.0907519	0.162489	0.109767	0.045808	0.0354365	0.077787	0.146932	0.324114	0.99309	46971
20	0.113797	0.0352467	0.177241	0.058409	0.026183	0.0140987	0.112790	0.138973	0.325277	0.88822	132312
21	0.088690	0.0095238	0.379167	0.057143	0.019643	0.0428571	0.055357	0.069048	0.234524	0.86726	425180
22	0.000000	0.0467290	0.299065	0.112150	0.000000	0.0000000	0.056075	0.102804	0.214953	0.83178	18648
23	0.124629	0.0207715	0.258160	0.100890	0.008902	0.0445104	0.023739	0.080119	0.359050	0.89614	47023
24	0.165909	0.0545455	0.184091	0.165909	0.000000	0.0090909	0.075000	0.234091	0.265909	0.98864	27746
25	0.087189	0.0258007	0.237544	0.102313	0.030249	0.0871886	0.167260	0.129893	0.218861	0.99911	231603

STATE COUNCIL OF HIGHER EDUCATION
 FACULTY SALARY BENCHMARK INSTITUTIONS
 PROPOSED FOR 1990-92

14:36 THURSDAY, MAY 11, 1989 2

OBS	RANKOLD	MATCH	FICE	NAME	STATE	DISTANCE	FTE	PPTHG	BA
26	21		1873	LORAS COLLEGE	Iowa	2.00576	1793	0.161662	0.91709
27	602		2847	SUNY COLLEGE AT ONEONTA	New York	2.00608	5366	0.099983	0.93876
28	65		3925	WISCONSIN SUPERIOR,U OF	Wisconsin	2.01401	1763	0.290041	0.77632
29	38	YES	3219	STHN OREGON ST COLLEGE	Oregon	2.01552	3656	0.298715	0.79947
30	353		3459	BLACK HILLS STATE COLLEGE	South Dakota	2.02068	1867	0.153519	0.87500
31	75		2848	SUNY COLLEGE AT OSWEGO	New York	2.02323	7023	0.209012	0.87231
32	8		3458	AUGUSTANA COLLEGE	South Dakota	2.03147	1591	0.231511	0.95376
33	51		3428	CHARLESTON,COLLEGE OF	South Carolina	2.03166	4294	0.284556	0.95265
34	24	YES	1016	NORTH ALABAMA, UNIV OF	Alabama	2.04355	4294	0.275189	0.83721
35	73		1004	MONTEVALLO, UNIVERSITY OF	Alabama	2.06293	2279	0.192293	0.83777
36	191		1092	CENTRAL ARKANSAS,U OF	Arkansas	2.08979	5819	0.181184	0.88185
37	32		1086	ARKANSAS PINE BLUFF,U OF	Arkansas	2.09084	2461	0.177577	0.99273
38	72		3919	WISCONSIN LA CROSSE,U OF	Wisconsin	2.13464	8616	0.122464	0.84413
39	46		3382	PITTSBG JOHNSTWN CAM,U OF	Pennsylvania	2.13977	2838	0.195084	0.97674
40	59		1674	EASTERN ILL UNIVERSITY	Illinois	2.14774	9748	0.141359	0.83690
41	64		3571	HARDIN-SIMMONS UNIVERSITY	Texas	2.17897	1439	0.310402	0.90288
42	2	YES	1955	BEREA COLLEGE	Kentucky	2.17998	1523	0.042146	1.00000
43	156		1020	JACKSONVILLE ST UNIV	Alabama	2.18414	6246	0.291311	0.81228
44	44		3802	WESTERN WASH UNIVERSITY	Washington	2.18438	8744	0.073804	0.87544
45	62		3478	AUSTIN PEAY ST UNIVERSITY	Tennessee	2.18878	4022	0.329114	0.74387
46	79		2591	NH PLYMOUTH ST COLLEGE U	New Hampshire	2.19404	3139	0.190264	0.77526
47	163		3446	SC STATE COLLEGE	South Carolina	2.19536	3679	0.169303	0.79141
48	173		2367	MOORHEAD STATE UNIVERSITY	Minnesota	2.20052	6314	0.161531	0.91527
49	13		1850	CENTRAL U OF IOWA	Iowa	2.22439	1537	0.026333	1.00000
50	294		2530	EASTERN MONTANA COLLEGE	Montana	2.22542	3366	0.325665	0.81207

OBS	MA	ENG	BUS	BIO	HEL	ART	HUM	SCI	EDUCATE	ALLDEG	RES
26	0.075377	0.055276	0.339196	0.105528	0.005025	0.0150754	0.168342	0.150754	0.160804	1.00000	61404
27	0.061240	0.000000	0.275969	0.115504	0.000000	0.0279070	0.179070	0.174419	0.144186	0.91705	88584
28	0.197368	0.000000	0.189474	0.142105	0.047368	0.0684211	0.068421	0.118421	0.281579	0.91579	1214501
29	0.112299	0.021390	0.292781	0.057487	0.080214	0.0374332	0.033422	0.144385	0.168449	0.83556	2613
30	0.002717	0.000000	0.334239	0.040761	0.000000	0.0190217	0.100543	0.092391	0.361413	0.94837	15475
31	0.127688	0.052419	0.223118	0.098118	0.000000	0.0309140	0.149866	0.133737	0.269489	0.95766	557287
32	0.037572	0.037572	0.130058	0.158960	0.147399	0.0317919	0.101156	0.150289	0.228324	0.98555	455643
33	0.047346	0.038737	0.308465	0.169297	0.000000	0.0416069	0.078910	0.212339	0.150646	1.00000	612121
34	0.162791	0.026928	0.394125	0.048960	0.057528	0.0379437	0.044064	0.078335	0.294982	0.98286	155703
35	0.162228	0.002421	0.256659	0.041162	0.053269	0.0702179	0.133172	0.099274	0.314770	0.97094	295180
36	0.105968	0.029233	0.285018	0.043849	0.151035	0.0121803	0.038977	0.092570	0.321559	0.97442	138166
37	0.000000	0.083636	0.294545	0.101818	0.000000	0.0072727	0.043636	0.090909	0.160000	0.78182	1080685
38	0.151822	0.043185	0.238192	0.056005	0.072874	0.01148448	0.060054	0.155870	0.259784	0.90081	355869
39	0.000000	0.059197	0.230444	0.112051	0.023256	0.0000000	0.059197	0.124736	0.112051	0.72093	76416
40	0.163097	0.033361	0.221993	0.071252	0.023064	0.0345964	0.071664	0.144563	0.257414	0.85791	306700
41	0.097122	0.025180	0.255396	0.100719	0.064748	0.0683453	0.151079	0.079137	0.205036	0.94964	132896
42	0.000000	0.000000	0.153558	0.138577	0.063670	0.0411985	0.104869	0.142322	0.112360	0.75655	31478
43	0.187716	0.022491	0.336505	0.051038	0.055363	0.0198962	0.030277	0.134948	0.249135	0.89965	317895
44	0.124557	0.024304	0.217215	0.077468	0.029873	0.0698734	0.083544	0.153924	0.209620	0.86582	755213
45	0.118098	0.050613	0.260736	0.072086	0.090491	0.0460123	0.033742	0.125767	0.182515	0.86196	3733
46	0.139373	0.005226	0.418118	0.029617	0.000000	0.0226481	0.066202	0.148084	0.250871	0.94077	1192818
47	0.193865	0.050307	0.280982	0.049080	0.039264	0.0036810	0.017178	0.057669	0.331288	0.82945	1374214
48	0.051174	0.038591	0.333054	0.025168	0.078020	0.0343960	0.088926	0.108221	0.217282	0.92366	19244
49	0.000000	0.075697	0.243028	0.107570	0.000000	0.0199203	0.171315	0.131474	0.179283	0.92829	38278
50	0.132759	0.000000	0.265517	0.055172	0.082759	0.0189655	0.108621	0.075862	0.393103	1.00000	73440

RESOLUTION FOR DR. HAROLD W. CONLEY

WHEREAS, Dr. Harold W. Conley has served with distinction on the Longwood College Board of Visitors since July 1981; and

WHEREAS, he has given generously of his time, expertise, and wisdom for the benefit of Longwood students, faculty, and staff in chairing the Academic/Student Affairs Committee and the Faculty Liaison Committee; therefore

BE IT RESOLVED THAT the Board of Visitors, on behalf of the entire Longwood community, extends to Harold Conley our sincere affection and appreciation for his contribution to the College and his many actions and achievements for the common good of the community. We extend our best wishes for the future.

President's Report

1. Benchmark Discussion Update
2. Final approval was received from SCHEV on the Bachelor of General Studies Degree program to be offered at Longwood. The program will begin in the fall of 1989.

3. Capital Outlay Projects Update
(See Handout attached)

4. Fall Admissions Update

Overall, we will receive 3170 applications for about 710 freshmen spots; 550 applications for about 220 transfers. These figures compare to 1988 enrollments of 701 freshmen and 180 transfers. Though we received 2.5% fewer applications for 1989, deposits are up 5% for a positive result. The quality of the class looks comparable to the good class profile we enrolled last fall. New-student profile will be available at the fall Board Meeting.

5. Campus Security Update

The Campus Police recently participated in a workshop on "Racism." This workshop was intended to increase knowledge, skill, and attitude regarding race relations and help integrate the Police with student and campus culture.

Three warrants have been issued by the State Police for a recent Student Union break-in. All three persons arrested were Farmville residents (not students); one is a juvenile and the other two are 18 years old.

Investigations continue on articles missing from sorority closets in Stubbs residence hall. Protection has been increased by Campus Security, particularly in buildings where contract work is underway and in areas where the flow of traffic is heavy during the summer.

6. Intercollegiate Athletic Study

CAPITAL OUTLAY PROJECT STATUS REPORT

GRAINGER - EXTERIOR RENOVATIONS
PROJECT CODE 214-14012

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	June 15, 1988	Selected June 15, 1988
Approval of Preliminary Drawings & Specifications	December, 1988	Approved March 7, 1989
Approval of Working Drawings & Specifications	May, 1989	Approved May 23, 1989
Contract Award	July, 1989	
Start of Construction	August, 1989	
Completion of Construction	February, 1990	

COMMENTS

This project is on schedule, and we anticipate no problems at this point.

CAPITAL OUTLAY PROJECT STATUS REPORT

BEDFORD/WYGAL VENTILATION
PROJECT CODE 214-14454

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	March 31, 1989	Selected March 31, 1989
Approval of Preliminary Drawings & Specifications	N/A	N/A
Approval of Working Drawings & Specifications	July, 1989	In process
Contract Award	September, 1989	
Start of Construction	October, 1989	
Completion of Construction	February, 1990	

COMMENTS

The complexity of the mechanical changes did not necessitate a preliminary drawing specification review, therefore, we eliminated this step. The delay from the selection of the Architect/Engineer firm to the review was due to funding.

CAPITAL OUTLAY PROJECT STATUS REPORT

FINE ARTS CENTER
PROJECT CODE 214-00000

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	August 1, 1989	In process
Approval of Preliminary Drawings & Specifications	November, 1989	
Approval of Working Drawings & Specifications	March, 1990	
Contract Award	May, 1990	
Start of Construction	June, 1990	
Completion of Construction	March, 1991	

COMMENTS

Proposals have been received from A/E firms interested in designing the facility. A review committee is being established; selection of A/E firm is expected by the end of July.

CAPITAL OUTLAY PROJECT STATUS REPORT

FUEL HANDLING SYSTEM
PROJECT CODE 214-13695

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	July 1, 1986	Selected July 1, 1986
Approval of Preliminary Drawings & Specifications	August, 1987	Approved September 22, 1987
Approval of Working Drawings & Specifications	April, 1989	Approved April 15, 1989
Contract Award	April, 1989	Awarded April 19, 1989
Start of Construction	May, 1989	July, 1989
Completion of Construction	November, 1989	

COMMENTS

Material has been ordered, and actual demolition should start in July.

CAPITAL OUTLAY PROJECT STATUS REPORT

GRAINGER - INTERIOR RENOVATION
PROJECT CODE 214-00000

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	April 14, 1989	Selected April 14, 1989
Approval of Preliminary Drawings & Specifications		
Approval of Working Drawings & Specifications		
Contract Award	April, 1990	
Start of Construction	June, 1990	
Completion of Construction	June, 1991	

COMMENTS

Although in the very early stages, this project does appear to be on schedule. As part of the first phase of design development, a submission schedule to the Division of Engineering and Buildings will be prepared.

CAPITAL OUTLAY PROJECT STATUS REPORT

LANCASTER RENOVATION
PROJECT CODE 214-00000

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	May 25, 1989	Selected May 25, 1989
Completion of Pre-Planning Study and DEB Approval	October, 1989	
Approval of Preliminary Drawings & Specifications		
Approval of Working Drawings & Specifications		
Contract Award		
Start of Construction		
Completion of Construction		

COMMENTS

Odell Associates, Inc. has been selected to conduct the pre-planning study for the renovation. A schedule for the remaining "milestones" will be developed once the decision as to whether or not the project will be funded has been made.

CAPITAL OUTLAY PROJECT STATUS REPORT

LANCER AIR CONDITIONING
PROJECT CODE 214-14524

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	March 29, 1989	Selected March 29, 1989
Approval of Preliminary Drawings & Specifications	N/A	N/A
Approval of Working Drawings & Specifications	June, 1989	In process
Contract Award	August, 1989	
Start of Construction	September, 1989	
Completion of Construction	November, 1989	

COMMENTS

This project has been delayed because of the Division of Engineering and Buildings. First, they did not issue the authority to proceed, and then, they have not reviewed the project as they promised.

CAPITAL OUTLAY PROJECT STATUS REPORT

LIBRARY CONSTRUCTION
PROJECT CODE 214-13833

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	April 6, 1988	Selected April 6, 1988
Approval of Preliminary Drawings & Specifications	August, 1988	Approved August 22, 1988
Approval of Working Drawings & Specifications	December, 1988	Approved January 5, 1989
Contract Award	February, 1989	Awarded March 3, 1989
Start of Construction	April, 1989	In process
Completion of Construction	September, 1990	

COMMENTS

This project is on schedule.

CAPITAL OUTLAY PROJECT STATUS REPORT

NEW STUDENT HOUSING
PROJECT CODE 214-13374

<u>MILESTONES</u> -----	<u>TARGET DATE</u> -----	<u>STATUS</u> -----
Selection of A/E Firm	March 15, 1989	Selected March 15, 1989
Completion of Pre-Planning Study and DEB Approval	September, 1989	In process
Approval of Preliminary Drawings & Specifications	October, 1989	
Approval of Working Drawings & Specifications	December, 1989	
Contract Award	February, 1990	
Start of Construction	March, 1990	
Completion of Construction	August, 1991	

COMMENTS

A pre-planning study is being developed by the firm of Hanbury, Evans, Newill, Vlattas, and Company, and will be complete by September, 1989. Property acquisition efforts are underway and expected to be completed by the end of the year.

CAPITAL OUTLAY PROJECT STATUS REPORT

CONSTRUCTION OF PARKING FACILITY - LOT A & B
PROJECT CODE 214-13372

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	November 19, 1987	Selected November 19, 1987
Approval of Preliminary Drawings & Specifications	July, 1988	Approved August 17, 1988
Approval of Working Drawings & Specifications	December, 1988	Approved May 8, 1989
Contract Award	June, 1989	Awarded June 2, 1989
Start of Construction	June, 1989	In process
Completion of Construction	September 30, 1989	

COMMENTS

This project is on schedule with anticipated completion prior to the students returning.

CAPITAL OUTLAY PROJECT STATUS REPORT

RENOVATION OF JARMAN AUDITORIUM
PROJECT CODE 214-13694

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	July 18, 1988	Selected July 18, 1988
Approval of Preliminary Drawings & Specifications	November, 1987	Approved December 8, 1987
Approval of Working Drawings & Specifications	April, 1988	Approved May 26, 1988
Contract Award	December, 1988	Awarded December 7, 1988
Start of Construction	December, 1988	In process
Completion of Construction	June, 1989	

COMMENTS

This project is essentially complete with only a few minor "punch list" items remaining.

CAPITAL OUTLAY PROJECT STATUS REPORT

REPLACEMENT OF BATHROOM PLUMBING FIXTURES AND TILE -
RESIDENCE HALLS
PROJECT CODE 214-13368

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	July 8, 1986	Selected July 8, 1986
Approval of Preliminary Drawings & Specifications	N/A	N/A
Approval of Working Drawings & Specifications	December, 1986	Approved June 10, 1987
Contract Award	July, 1987	Awarded July 14, 1987
Start of Construction	July, 1987	In process
Completion of Construction	September, 1989	

COMMENTS

This project is on schedule and will be complete before the students return in August, 1989.

CAPITAL OUTLAY PROJECT STATUS REPORT

STUBBS, COX, & WHEELER ROOF AND PARAPET REPAIRS
PROJECT CODE 214-13366

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	December 7, 1987	Selected December 7, 1987
Approval of Preliminary Drawings & Specifications	N/A	N/A
Approval of Working Drawings & Specifications	October, 1988	Approved March 9, 1989
Contract Award	May, 1989	Awarded May 1, 1989
Start of Construction	May, 1989	In process
Completion of Construction	November, 1989	

COMMENTS

This project has just gotten underway and appears to be on schedule.

CAPITAL OUTLAY PROJECT STATUS REPORT

STEVENS SCIENCE BUILDING HUMIDITY CORRECTION
PROJECT CODE 214-14525

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	April 12, 1989	Selected April 12, 1989
Approval of Preliminary Drawings & Specifications	N/A	N/A
Approval of Working Drawings & Specifications		
Contract Award	April, 1990	
Start of Construction	May, 1990	
Completion of Construction	July, 1990	

COMMENTS

Preliminary estimates by the A/E firm indicate insufficient funding is available for the needed improvements. Once the estimate is "refined" we will develop the approach for seeking the additional funds required. Given the funding shortfall and the fact that construction could not begin and end before school begins, the decision was made to wait until next spring before beginning the actual work.

CAPITAL OUTLAY PROJECT STATUS REPORT

WYNNE RENOVATION
PROJECT CODE 214-00000

<u>MILESTONES</u>	<u>TARGET DATE</u>	<u>STATUS</u>
Selection of A/E Firm	June 28, 1989	Selected June 28, 1989
Completion of Pre-Planning Study and DEB Approval	October, 1989	
Approval of Preliminary Drawings & Specifications		
Approval of Working Drawings & Specifications		
Contract Award		
Start of Construction		
Completion of Construction		

COMMENTS:

The architectural firm of Maitland and Kuntz has been selected. The pre-planning study will be ready for submission prior to September, 1989. A schedule for the remaining "milestones" will be developed once the decision as to whether or not the project will be funded has been made.

PROJECTED ENROLLMENT FALL 1989
 COMPARED TO ACTUAL FALL 1988
ON-CAMPUS ONLY

<u>STUDENT TYPE</u>	<u>PROJECTED FALL 1989</u>	<u>ACTUAL FALL 1988</u>	<u>RANGE OF INCREASE/DECREASE</u>
New Freshmen	700 to 710	701	0% to + 1 %
New Transfers	215 to 230	180	+19 % to +28 %
Readmits	50 to 60	74	-32 % to -19 %
Continuing	<u>1800 to 1830</u>	<u>1813</u>	<u>- 0.7% to + 0.9%</u>
Subtotal	2765 - 2830	2768	0% to 2%
Undergrad (non-degree)	78*	69	+13%
Graduate (degree seeking)	60*	58	+ 3%
Graduate (non-degree)	<u>62*</u>	<u>60</u>	<u>+ 3</u>
Subtotal	200	187	+ 7%
All On-Campus	2965 to 3030	2955	0.4% to + 2.5%

* Based on projections to Schev 10/88

R. Chonko
 06/19/89

Resolution

Whereas, The Longwood College Foundation was established and operates to raise, invest and distribute funds to support the academic programs and general purposes of Longwood College, and

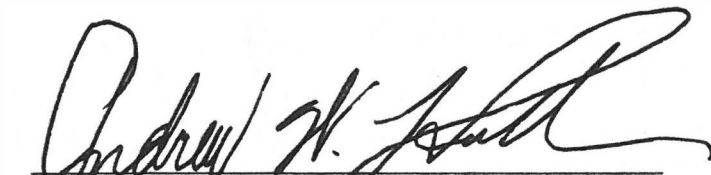
Whereas, The Board of Directors of the Longwood College Foundation wish to recognize the generous contributions of alumni and friends of Longwood College, and

Whereas, the leadership gifts of members of the Board of Visitors of Longwood College contribute in a significant way to the purposes of the Longwood College Foundation, and

Whereas, George E. Murphy, Jr., member of the Board of Visitors of Longwood College, has made a generous gift to support programs in the School of Business and Economics and in support of Intercollegiate Athletic programs,

Therefore, be it resolved that the Board of Directors of Longwood College do express their sincere appreciation to George E. Murphy, Jr., for his leadership, his concern for excellence in education and his generous support for Longwood College.

Passed on this 5th day of May, 1989.


Andrew W. Hull, President

