

Longwood University

Digital Commons @ Longwood University

Meeting Agendas and Minutes

Board of Visitors

1-19-1990

1990-01-19 Minutes and Appendices

Longwood University

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

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

January 19, 1990

1:00 p.m.

**Omni Hotel, Potomac E Room
100 S. 12th Street, Richmond**

IN OPEN AND EXECUTIVE SESSION

I.

Call to order and review of agenda.

II.

Action to approve minutes of the full Board meeting held on November 10, 1989, and minutes of the meeting of the Executive Committee of the Board held on December 19, 1989 (Appendix 1, Attachments A and B).

III.

Information Item: Report of the Inter-Collegiate Athletics Review Committee (Appendix 2).

IV.

Information Item: Fall 1989 Study of Longwood College Culture (Appendix 3).

Adjournment of afternoon session; Meeting to reconvene at 9 a.m., Saturday, January 20.

January 20, 1990

Omni Hotel, Potomac E Room

V.

Call to Order and continuation of agenda.

VI.

Information Reports on Facilities and Services.

- Capital Projects (Appendix 4)
- Property Acquisition (Appendix 5)

VII.

Information Reports on Finance.

- Second Quarter Financial Report for Fiscal 1989-90 (Handout B)
- Writeoffs of Delinquent Accounts (Appendix 6)
- Impact of the 2% General Fund Budget Cut (Appendix 7)
- Report on Governor's budget Recommendation for Longwood (Appendix 8)

VIII.

Action to approve the President's Proposed Amendments to the 1990-92 Executive Budget (Handout C).

IX.

Motion to go into Executive Session under (2.1-344.1.A of the Code of Virginia):

Property Acquisition (2.1-344.3): Property located on Griffin Boulevard in the general area of the proposed residence hall.

Personnel Matters (2.1-344.10): Discussion or consideration of Honorary Degrees.

Open Session Reconvenes.

X.

Report of the President.

XI.

Report of the Rector.

XII.

Adjournment.

Longwood College Board of Visitors

Minutes

January 19, 1990

AGENDA ITEM I

Call to Order and Review of Agenda

The Longwood College Board of Visitors met on Friday, January 19, 1990, at the Omni Hotel, 100 S. 12th Street, Richmond. The meeting was called to order at 1:10 p.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.
Mr. George E. Murphy, Jr.
The Honorable Franklin M. Slayton
Ms. Linda E. Sydnor
Mr. W. T. Thompson, III
Mr. Hunter R. Watson

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
Dr. 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 and the Board
Mr. H. Donald Winkler, Associate Vice President for Public Affairs and Publications

Others present:

Mr. Joseph H. Fuller, Jr., Internal Auditor
Mr. Bradley H. Pomp, Student Representative to Sit with the Board
Ms. Carolyn Frazier, Longwood College Foundation Board Member (substituting for Mr. Hull)
Dr. Judith R. Johnson, Faculty Representative to Sit with the Board

AGENDA ITEM II

Approval of Minutes

On a motion made by Mr. Lacy, and seconded by Mr. Slayton, the minutes of the November 10 and December 19, 1989, meetings were approved as submitted.

AGENDA ITEM III

Intercollegiate Athletics Report

The Board received for information the Report of the Intercollegiate Athletics Review Committee (A copy of this report is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 2, January 19-20, 1990). Following a presentation from each of the Committee members, the Board entertained a discussion of the report.

Two campus-wide forums will be held to allow additional input from all interested individuals and groups (January 30 and February 15, 1990; 12:45-2:15 p.m.; Lankford Red/White/Green Rooms). The ad hoc committee of the Board, which was appointed in December, will be present at the February 15 forum to hear the discussion. Following the two forums, the President will prepare his final recommendation and present to the Board on February 23.

On a motion made by Dr. Blanton, and seconded by Mr. Watson, the Board agreed to call a full Board of Visitor's meeting on February 23 in place of the previously scheduled meeting of the Executive Committee alone. The motion called for the agenda to consist of a single-action item--the President's recommendation on the intercollegiate athletics program. The meeting will be held in Lankford, Red/White/Green Rooms and will begin at 1 p.m.

Mr. Thompson thanked the members who served on the Athletics Committee for their work over the past 11 months. He commended the committee's report.

AGENDA ITEM IV

Governor's Budget Recommendation

An information report was presented by Mr. Hurley on the Governor's 1990-92 Biennium Budget Recommendation for Longwood College (A copy of this report is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 8, January 19-20, 1990).

AGENDA ITEM V

Amendments to 1990-92 Executive Budget

On a motion by Ms. Sydnor, and seconded by Ms. High, the Board approved the President's proposed amendments to the College's 1990-92 budget as presented (A copy of this proposal is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Hand-out A, January 19-20, 1990).

Mr. Thompson reminded those present that all amendments for the legislative session of the General Assembly which pertain to Longwood College should be handled through Dr. Dorrill's office.

AGENDA ITEM VI

Adjournment

The session adjourned at 4:40 p.m., to reconvene on Saturday, January 20 at 9 a.m. in the Potomac E Room of the Richmond Omni.

Minutes

January 20, 1990

AGENDA ITEM VII

Call to Order and Review of Agenda

The meeting was called to order at 9:05 a.m. on January 20 by the Rector, Mr. Thompson. Ms. High requested that an agenda item be added for discussion regarding the Board Retreat scheduled for April 20, 21, 1990.

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. George E. Murphy, Jr.
Ms. Linda E. Sydnor
Mr. W. T. Thompson, III
Mr. Hunter R. Watson

Board members absent were:

Mr. D. Patrick Lacy, Jr.
The Honorable Franklin M. Slayton

Staff members present were:

Dr. William F. Dorrill, President
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
Dr. Donald C. Stuart, III, Vice President for Academic Affairs
Ms. Jean S. Wheeler, Assistant to the President and the Board

Others present:

Dr. Judith R. Johnson, Faculty Representative to Sit with the Board
Mr. Bradley H. Pomp, Student Representative to Sit with the Board

AGENDA ITEM VIII

Facilities and Services

An information report was prepared for the Board on the status of the College's capital outlay projects (A copy of this report is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 4, January 19-20, 1990). The Board complimented the presentation style of these materials.

The Board also heard information on recent property acquisition efforts within the College's master plan (A copy of these items is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 5, January 19-20, 1990).

AGENDA ITEM IX

Finance Reports

Mr. Hurley presented a second quarter financial report for fiscal 1989-90 (A copy of this report is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Handout B, January 19-20, 1990).

The Board also received information on certain delinquent accounts which have been written off by the College as authorized by the Board in October 1988. The total amount of the write-off was \$4,842.54 (A copy of these accounts is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 6, January 19-20, 1990).

AGENDA ITEM X

General Fund Budget Cut

Steps were outlined for implementation of the Governor's recently mandated two-percent budget cut to all State agencies and institutions of higher education (A copy of this procedure is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 7, January 19-20, 1990). The total reduction for Longwood will be \$227,900.

AGENDA ITEM XI

Executive Session

On a motion made by Ms. Burton, and seconded by Ms. Baskerville, the members of the Board moved to go into executive session under Section 2.1-344.1.A of the Code of Virginia to discuss property acquisition (Section 2.1-344.3) regarding property located on Griffin Boulevard in the general area of the proposed residence hall, and to discuss personnel matters (Section 2.1-344.10) relating to honorary degrees.

On a motion made by Ms. High, and seconded by Ms. Hudson, the Board returned to open session in compliance with the provisions of the Virginia Freedom of Information Act (A copy of this statement is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 9, January 19-20, 1990).

A motion was made by Ms. High, and seconded by Ms. Hudson, whereby the Board authorized the College to proceed within the laws and regulations of the Commonwealth to acquire property at 600 Griffin Boulevard. No action was recommended at this time on the personnel matter.

AGENDA ITEM XII

Longwood Culture Study

Information was presented on a recent study of Longwood students on how they interact within their college environment . The study was conducted and a report submitted by Dr. John H. Schuh and Dr. Elizabeth Whitt (A copy of this study is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Handout C, January 19-20, 1990).

AGENDA ITEM XIII

April Board Retreat

Mr. Thompson distributed among Board members an information sheet calling for issues or topics for possible discussion at the next retreat of the Board. Board members were asked to submit such items to Mr. Thompson before the February 23 meeting of the Board.

Following some discussion among Board members regarding the scheduled April 20, 21, 1990, retreat dates, Mr. Thompson announced that the Board retreat would be postponed and rescheduled for later in the year.

AGENDA ITEM XIV

President's Report

In lieu of time, Dr. Dorrill requested that his report be appended to the minutes.

AGENDA ITEM V


Rector's Report

The Rector had no further information to present.

AGENDA ITEM VI

Adjournment

The meeting was adjourned at 12:10 p.m.



Hunter R. Waston, Secretary

Appendix 1

INFORMATION ITEM

Update and Discussion of Current Audit Projects

This will be a review of the status of audit projects undertaken during the current fiscal year. The update will include those jobs which have been completed, comments on the points resulting from these jobs, and those jobs planned in the next quarter.

Appendix 1
Attachment A

MEMORANDUM

TO: Executive Committee

FROM: Hugh Fuller

DATE: January 10, 1990

SUBJECT: Update and Discussion of Current Audit Projects

I have outlined below the current audit projects and some brief comments on each. The scope of the audit program for all projects noted is a comprehensive one involving a review of financial transactions and compliance with applicable policies, rules and regulations.

The Auditor of Public Accounts began their audit for fiscal year 1989 in December of 1989. This is a change from the past and by starting earlier should provide the college with the final report prior to the end of the current fiscal year. I am again serving as audit contact during their visit. The impact of their audit on the audit plan this year should be minimal as I have identified two areas which I feel will be affected; 1) the review of leave records in the Employee Relations audit and, 2) The review of deposit receipts in the Continuing Education audit.

The review of campus security is in the final stages, review with management is complete and the report should be issued by January 22nd. No major points were raised from this review and controls as exercised by the department and the college appeared to be adequate.

Reviews are scheduled for the following areas in the first quarter of this year; Admissions, Continuing Education, Post Office and Registrar. Preliminary work has already begun on the Post Office and Continuing Education.

The reviews completed to date indicate that in those areas reviewed the controls appear adequate to provide reasonable assurance that operations are in compliance with established policies and procedures and that financial transactions are properly recorded. In those areas not subject to review I can express no opinion; however nothing has been brought to my attention that would indicate that operations are not in compliance with established policies and procedures.

Update and Discussion of Current Audit Projects (con't.)

Audit Projects Complete

Comments

Athletics
(report 8-89)

Controls appear adequate
-comment on timely deposit
-comment on FRS reconc'mnt

Petty Cash Counts
(report 10-89)

Discrepancy noted in cash
-Continuing Education
-Financial Aid

Petty Cash Follow - up
(report 10-89)

Action taken appears to
address most concerns
-comment on reconc'g item
-comment on timing for
travel advance items

Data Center General Controls
Follow - up
(report 11-89)

Action taken appears to
address most concerns
-items remaining open are
those addressed by the
APA

Data Center SDLC Review
(system development life cycle)
(report 11-89)

Data Center has adopted the
state procedures for future
system projects

APA Coordination (fy 88)
(review 9-89)(response 10-89)

Report and response
reviewed October 1989

Projects in Process

Campus Security

Report to be issued 1-22-90

Post Office

Preliminary stages
completion expected 1-31-90

Continuing Education

Preliminary stages
completion expected 2-5-90

APA Coordination (fy 89)

Begun 12-89 should be
complete 4-90

Other

Training/Education

Auditing Standards Update
scheduled 2-9-90

Audit Directors Roundtable
attended 12-19-89

CUAV (college and university
auditors of Virginia)
attended conference 10-21-89

Appendix 2

INFORMATION ITEM

Discussion on the Institute of Internal Auditor's Statement on Internal Auditing Standards No. 7

Statements on Internal Auditing Standards are issued by the Professional Standards Committee, the senior technical committee designated by The Institute of Internal Auditors to issue pronouncements on auditing matters. These statements are authoritative interpretations of the Standards for the Professional Practice of Internal Auditing.

This statement deals with communications with senior management and the Board of Directors.

Statement on Internal Auditing Standards No.7

Statements on Internal Auditing Standards are issued by the Professional Standards Committee, the senior technical committee designated by The Institute of Internal Auditors to issue pronouncements on auditing matters. These statements are authoritative interpretations of the *Standards for the Professional Practice of Internal Auditing*.

Definition

The term "board," as used in the *Standards* and in this statement, includes boards of directors, audit committees of such boards, heads of agencies or legislative bodies to whom internal auditors report, boards of governors or trustees of nonprofit organizations, and any other designated governing bodies of organizations.

Guideline 110.01.2 - Direct Communication

Guideline 110.01.2 states: The director of internal auditing should have direct communication with the board. Regular communication with the board helps assure independence and provides a means for the board and the director to keep each other informed on matters of mutual interest.

.2.1 Direct communication occurs when the director regularly attends and participates in those meetings of the board which relate to its oversight responsibilities for auditing, financial reporting, organizational governance and control. The director's attendance at these meetings and the presentation of written and/or oral reports provides for an exchange of information concerning the plans and activities of the internal auditing department. The director of internal auditing should meet privately with the board, at least annually.

Guideline 110.01.4 - Charter

Guideline 110.01.4 states: The purpose, authority, and responsibility of the internal auditing department should be defined in a formal written document (charter). The director should seek approval of the charter by senior management as well as acceptance by the board. The charter should (a) establish the department's position within the organization; (b) authorize access to records, personnel, and physical properties relevant to the performance of audits; and (c) define the scope of internal auditing activities.

.4.1 The director of internal auditing should periodically assess whether the purpose, authority and responsibility, as defined in the charter, continue to be adequate to enable the internal auditing department to accomplish its objectives. The result of this periodic assessment should be communicated to senior management and the board.

Guideline 110.01.5 - Plans

Guideline 110.01.5 states: The director of internal auditing should submit annually to senior management for approval and to the board for its information a summary of the department's audit work schedule, staffing plan, and financial budget. The director should also submit all significant interim changes for approval and information. Audit work schedules, staffing plans, and financial budgets should inform senior management and the board of the scope of internal auditing work and of any limitations placed on that scope.

.5.1 The approved audit work schedule, staffing plan, and financial budget, along with all signifi-

cant interim changes, should contain sufficient information to enable the board to ascertain whether the internal auditing department's objectives and plans support those of the organization and the board. This information should be communicated, preferably in writing.

.5.2 A scope limitation is a restriction placed upon the internal auditing department that precludes the department from accomplishing its objectives and plans. Among other things, a scope limitation may restrict the:

- a. Scope defined in the charter.
- b. Department's access to records, personnel, and physical properties relevant to the performance of audits.
- c. Approved audit work schedule.
- d. Performance of necessary auditing procedures.
- e. Approved staffing plan and financial budget.

.5.3 A scope limitation along with its potential effect should be communicated, preferably in writing, to the board.

.5.4 The director of internal auditing should consider whether it is appropriate to inform the board regarding scope limitations which were previously communicated to and accepted by the board. This may be necessary particularly when there have been organization, board, senior management, or other changes.

Guideline 110.01.6 - Activity Reports

Guideline 110.01.6 states: The director of internal auditing should submit activity reports to senior management and to the board annually or more

frequently as necessary. Activity reports should highlight significant audit findings and recommendations and should inform senior management and the board of any significant deviations from approved audit work schedules, staffing plans, and financial budgets, and the reasons for them.

.6.1 Activity reports should be communicated, preferably in writing.

.6.2 Significant audit findings are those conditions which, in the judgment of the director of internal auditing, could adversely affect the organization. Significant audit findings may include conditions dealing with irregularities, illegal acts, errors, inefficiency, waste, ineffectiveness, conflicts of interest, and control weaknesses. After reviewing such findings with senior management, the director of internal auditing should communicate significant audit findings to the board, whether or not they have been satisfactorily resolved.

.6.3 Management's responsibility is to make decisions on the appropriate action to be taken regarding significant audit findings. Senior management may decide to assume the risk of not correcting the reported condition because of cost or other considerations. The board should be informed of senior management's decision on all significant audit findings.

.6.4 The director of internal auditing should consider whether it is appropriate to inform the board regarding previously reported, significant audit findings in those instances when senior management and the board assumed the risk of

not correcting the reported condition. This may be necessary, particularly when there have been organization, board, senior management, or other changes.

.6.5 The reasons for significant deviations from approved audit work schedules, staffing plans, and financial budgets that may require explanation include:

- a. Organization and management changes.
- b. Economic conditions.
- c. Legal and regulatory requirements.
- d. Internal audit staff changes.
- e. Management requests.
- f. Expansion or reduction of audit scope as determined by the director of internal auditing.

**Guideline 550.01 -
External Auditors**

Guideline 550.01 states: The internal and external audit work should be coordinated to ensure adequate audit coverage and to minimize duplicate efforts. Additional guidance regarding guideline 550.01 follows:

.7 The director of internal auditing should communicate the results of evaluations of the coordination between the internal and external auditor to senior management and the board along

with any relevant comments about the performance of the external auditor.

.8 External auditors may be required by their professional standards to ensure that certain matters are communicated to the board. The director of internal auditing should communicate with the external auditor regarding these matters so as to have an understanding of the issues. These matters may include:

- a. Significant control weakness.
- b. Errors and irregularities.
- c. Illegal acts.
- d. Management judgments and accounting estimates.
- e. Significant audit adjustments.
- f. Disagreements with management.
- g. Difficulties encountered in performing the audit.

ACKNOWLEDGMENTS

We acknowledge the contributions to the literature on the subject of this statement made by various professional organizations, internal and independent outside auditors, members of academe, firms, and individuals. We especially thank those experts in the field who contributed valuable time and effort to review the preliminary work and subsequent drafts.

**SUBCOMMITTEE ON
COMMUNICATION WITH
THE BOARD OF DIRECTORS**

Joseph P. Liotta, Chairperson
Mortimer A. Dittenhofer, CIA
Lewis Kramer
Robert M. Romano, CIA
E. Roy Salmon, CIA
Curtis C. Verschoor, CIA

**THE INSTITUTE OF
INTERNAL AUDITORS
PROFESSIONAL STANDARDS
COMMITTEE
1988-1989**

Stanley E. Petrie, CIA,
Chairperson
Donald G. Armstrong, CIA
Michael J. Barrett, CIA
Lewis E. Burnham
Homi B. Dhondy, CIA
Mortimer A. Dittenhofer, CIA
Richard Hallworth, CIA
Harold J. M. Izzard, FIIA
Judy T. Jurdan
Lewis Kramer
Joseph P. Liotta
Virginia G. Moody, CIA
William R. Robinson
Stuart N. Newey
E. Roy Salmon, CIA
Curtis C. Verschoor, CIA

Thomas E. Powell, CIA,
Director of Professional
Practices

LONGWOOD COLLEGE BOARD OF VISITORS

Minutes

November 10, 1989

AGENDA ITEM I

Call to Order and Review of Agenda

The Longwood College Board of Visitors met on Friday, November 10, 1989, at 1313 E. Main Street, Richmond. The meeting was called to order at 9:45 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
Ms. Linda E. Sydnor
W. T. Thompson, III
Mr. Hunter R. Watson

Board member absent was:

Mr. George E. Murphy, Jr.

Staff members present were:

Dr. William F. Dorrill, President
Ms. Jean S. Wheeler, Assistant to the President

Others present:

Mr. Andrew W. Hull, President, Longwood College Foundation Board of Directors
Mr. Richard C. Kast, Assistant Attorney General

AGENDA ITEM II

Approval of Minutes

On a motion made by Ms. Burton, and seconded by Ms. Baskerville, the minutes of the October 20, 1989, meeting were approved as submitted (Appendix 1).

AGENDA ITEM III

Board Meetings

Mr. Thompson discussed the organization of the Board and the role of its members in the College community. At the request of several Board members to establish meeting dates well in advance, Mr. Thompson requested that the Board discuss its meeting schedule. Following the discussion, the Board canceled the meeting previously scheduled for December 8. The Executive Committee will meet on Tuesday, December 19 at 9:30 a.m. in the Board Room at Longwood College. This meeting will coincide with December commencement exercises on the campus. All Board members were invited to attend both the meeting and commencement. Delegate V. Earl Dickinson will be the graduation speaker.

The Rector set the next meeting of the full Board for January 19 and 20, 1990, to be held at the Omni Hotel, Richmond, to begin at 1 p.m.

The Rector and the President will meet to set future Board meeting dates, using as guidelines the recommendations and comments made by various Board members during the discussion, combined with the needs of the College. The Board was reminded of the retreat to be held April 20, 21 and 22 at Upper Brandon.

AGENDA ITEM IV

Biennial Executive Budget

Following a discussion of items in Longwood's proposed 1990-92 Biennial Executive Budget request, Mr. Thompson asked Mr. Slayton and Mr. Lacy to arrange a meeting with Governor Baliles to review the College's request.

AGENDA ITEM V

Executive Session

On a motion made by Ms. Burton, and seconded by Ms. Sydnor, the members of the Board moved to go into executive session under Section 2.1-344.1.A of the Code of Virginia to discuss property acquisition/use (Section 2.1-344.3) regarding residential property located near the Longwood College campus, and to discuss personnel matters (Section 2.1-344.1) regarding conditions of employment for administrative personnel.

The Board returned to open session in compliance with the provisions of the Virginia Freedom of Information Act (Appendix 2).

AGENDA ITEM VI

President's Report

Dr. Dorrill provided the Board with an update on property acquisition of properties near the new residence hall site, and an information report on the NCATE Accreditation Team visit scheduled for the fall of 1992.

Other items of information included recent media coverage on the Longwood "Forensics Team," the "Longwood Seminar," and "Virginia Colleges."

Dr. Dorrill also informed the Board of the projects of the Foundation Board which include the Fine Arts Center, endowed chair, and meeting the DuPont challenge.

The Board was apprised of Longwood's implementation of the evaluation system being used by the State for classified employees.

Dr. Dorrill presented an overview of the 1990 summer conference fee structure which was to be submitted in December for approval by the Board. After discussion, a motion was made by Mr. Slayton, and seconded by Mr. Lacy, that authorized the President to set competitive summer conference fees beginning in 1990; thus delegating this authority to the President.

AGENDA ITEM VII

Rector's Report

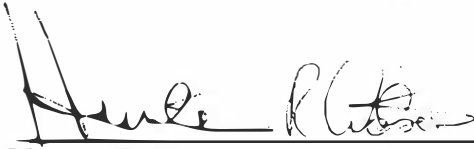
Mr. Thompson noted that the Longwood House Refurbishing Committee had substantially completed their project at Longwood House. He reminded the Board of plans to entertain the Committee in appreciation of their accomplishment at a dinner to be held at Longwood House, December 7 at 6:30 p.m. and urged all who could to attend.

The Rector announced that he would attend the next meeting of the Longwood Foundation Board which would be held at Longwood on Friday, December 1 from 10 a.m. to 2 p.m. The agenda includes discussion of several fund-raising projects in which the Board of Visitors would be expected to participate.

AGENDA ITEM VIII

Adjournment

On a motion made by Mr. Watson, and seconded by Ms. High, the meeting adjourned at 1:10 p.m.



Hunter R. Watson, Secretary

Appendix 2

Meeting Date November 10, 1989

CERTIFICATION OF EXECUTIVE MEETING

The Longwood College Board of Visitors has convened in Executive Session on this date in accordance with the provisions of the Virginia Freedom of Information Act.

The Board hereby certifies that, to the best of each member's knowledge,

- i. only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive meeting to which this certification applies, and
- ii. only such public business matters as were identified in the motion convening the executive meeting were heard, discussed or considered by the Board.

Would all those recording an affirmative vote please do so by saying "AYE"; those opposed, "NAY".

VOTE

AYES: 10

NAYS: 0

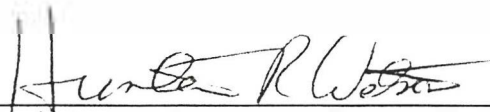
[For each nay vote, the substance of the departure from the requirement of the Act should be described.]

ABSENT DURING VOTE:

Mr. Murphy

ABSENT DURING MEETING:

Mr. Murphy



Hunter R. Watson, Board Secretary

EXECUTIVE COMMITTEE OF THE BOARD OF VISITORS
MINUTES

DECEMBER 19, 1989

AGENDA ITEM I

Call to Order and Review of Agenda

The Executive Committee of the Board of Visitors of Longwood College met on Tuesday, December 19, 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:

The Honorable Franklin M. Slayton
Mr. W. T. Thompson, III
Mr. Hunter R. Watson

Executive Committee Board members absent were:

Ms. Martha Burton
Dr. Wyndham Blanton, Jr.

Staff members present were:

Dr. William F. Dorrill, President
Mr. Richard V. Hurley, Vice President for Business and Legislative Affairs
Dr. Joe Lavelly, Dean, School of Business and Economics
Dr. Donald Stuart, Vice President for Academic Affairs

Others present:

Dr. Judith R. Johnson, Faculty Representative to Sit with the Board of Visitors

Lack of a quorum was noted by the Rector; therefore, he appointed Mr. Slayton as temporary member of the Executive Committee.

AGENDA ITEM II

1990 Summer School Tuition and Fees

On motion made by Mr. Watson, and seconded by Mr. Slayton, the Executive Committee approved the President's recommendation that the Summer School Tuition and Fees for 1990 be approved as presented in Appendix 1, Attachment A.

AGENDA ITEM III

Financing Longwood's Share of the Cost of the New Telecommunications System

On motion made by Mr. Watson, and seconded by Mr. Slayton, the Executive Committee approved the President's recommendation that the College be authorized to finance \$800,000 through the State Department of Treasury's Equipment Master Lease Agreement for a period not to exceed seven years (Appendix 2 - The \$794,231 figure was rounded out to \$800,000 at the recommendation of the State Department of Treasury.)

AGENDA ITEM IV

Drug and Substance Abuse Use and Abuse Policy for Longwood Employees

The Executive Committee agreed that the enactment of the Drug and Substance Abuse Use and Abuse Policy for Longwood Employees is a responsibility delegated to the President. On motion made by Mr. Slayton, and seconded by Mr. Watson, it was: **RESOLVED:** That the Board of Visitors commends the policy established by the President (Appendix 3 - Draft distributed in the final Board mailing containing agenda with attachments).

AGENDA ITEM V

Three New Departments within the School of Business

On motion made by Mr. Watson, and seconded by Mr. Slayton, the Executive Committee approved the President's recommendation to create three new departments within the School of Business. The new departments are: Accounting and Management Information Systems, Economics and Finance, and Management and Marketing (Appendix 4).

AGENDA ITEM VI

Board of Visitor's Schedule of Meetings

Mr. Thompson said that in response to the recommendations of the Board at the November 10 meeting, he and the President had worked out a schedule of meetings for 1990 that corresponded to the suggestions made by Board members and the needs of the College. Mr. Thompson proposed the adoption of the following schedule of meetings:

- Friday/Saturday, January 19-20 - Richmond
- Friday/Saturday, April 6-7 - Longwood
- Friday/Saturday, July 27-28 - Longwood
- Friday/Saturday, October 26-27 - Longwood

In addition to the four regular meetings of the Board, Mr. Thompson also proposed for adoption the following scheduled meetings of the Executive Committee:

- Friday, February 23 - Longwood
- Friday afternoon, May 11 - Longwood

Finally, Mr. Thompson suggested that he and Ms. Burton work out the details of the April 20-21, 1990 Retreat and request recommendations for consideration.

AGENDA ITEM VII

Report of the President

Dr. Dorrill reported that the Camerata Singers were invited to perform at the December 15 Christmas Candlelight Tour of the White House. Dr. Libby Etheridge has had her book on the history of the Centers for Disease Control in Atlanta accepted for publication by the University of California Press. Dr. Dorrill met with the classified staff of each vice presidential area to update them on current personnel issues of interest and to hear any concerns they might have. He reported that students had been notified that vehicles garaged in Prince Edward County will be subject to personal property tax here rather than at their

home address. The Intercollegiate Athletics Review Committee (whose members include Hunter Watson) work continues, and a final written report is due January 11. Dr. Dorrill expressed his hope that the Executive Committee scheduled to meet February 23 would be empowered to act on behalf of the Board to take appropriate action on recommendations for the ICA program. A search committee has been appointed for the Athletic Director position; interviews to be conducted in March. Dr. Dorrill met with Dr. Richard Skinner, Vice President for Academic Affairs, Lander College in South Carolina to provide information about our strategic plan and noted that it has received good publicity as a model for other colleges. He attended the annual meeting of the American Association of State Colleges and Universities, Council of Presidents, General Professional Advisory Committee, and heard the report of the Commission on the 21st Century at their meeting. He has met with various legislators and continued fund-raising efforts in the Tidewater area. Luncheons were held at Longwood House for directors of small business development centers in the state, and state directors of Continuing Education. A luncheon was hosted for Mrs. Baliles in honor of her leadership in literacy in the Southside area, and another luncheon in honor of the Longwood House Refurbishing Committee. Dr. Dorrill spoke on events in China at the Kiwanis meeting in Roanoke, and to Longwood students during Honors Awareness Week.

AGENDA ITEM VIII

Report of the Rector

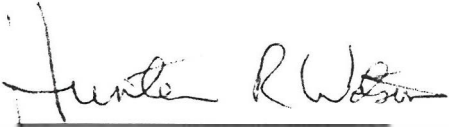
Mr. Thompson reported that he attended a meeting scheduled for college and university Rectors to hear the report of the Commission on the 21st Century. He noted that the Foundation Board is working on the Hardy House, Virginia Writing, and Fine Arts Center projects, as well as plans for the high school. On behalf of the Board of Visitors, he recognized the services of the Longwood House Refurbishing Committee.

Mr. Thompson appointed a Committee of the Board to meet with the President to review the work done by the Intercollegiate Athletic Review Committee from the perspective of the Board, and to familiarize themselves in more detail with its findings. Members of the Committee are: Mr. Slayton, Chair; Dr. Blanton, Mrs. High, and Mr. Thompson. Mr. Thompson suggested that the meeting occur between January 11 and 19, and in response to Dr. Johnson's request, the meeting would be held on the College campus. Dr. Dorrill noted that he plans to meet with the various appropriate constituency groups in the College, and then two forums are planned for the College community to discuss the Committee report--January 30 and February 15--before any final action is recommended to the Board of Visitors.

AGENDA ITEM IX

Adjournment

The meeting adjourned at 10:20 a.m.


Hunter R. Watson, Secretary

APPENDIX 2

Report of the Intercollegiate Athletics Review Committee

BACKGROUND: One goal of the Strategic Plan is "to maintain intercollegiate athletic programs which are both competitive and adhere to basic academic values." (See Goal D, under Students, Objective 1). To assess the status of our progress toward this goal, the College has undertaken over the past year an evaluation of the athletic program.

In February, 1989, President Dorrill appointed the Intercollegiate Athletics Review Committee and charged it to: 1) determine the purpose of the intercollegiate athletics program at Longwood, considering the values stated in the strategic plan, 2) examine the guiding philosophy of each division of the NCAA and determine which is most consistent with the values of the College, 3) analyze the practical implications of selecting a particular NCAA division, taking into consideration the recommendations of the external consultant engaged by the committee last spring to provide a cost analysis of projected expenditures associated with different levels of intercollegiate competition, 4) examine the role of the Intercollegiate Athletics Council and consider whether its structure continues to serve the College well, and 5) analyze where in the organization of the College the Athletics Program should be placed, and consider the appropriate status and reporting line of the Athletics Director.

The Committee's analysis has now been completed and its recommendations forwarded to the President. This report will be handed out at the January meeting of the Board of Visitors for information. Members of the Committee will also make a verbal presentation at that time and respond to questions and comments. Following the meeting, a campus-wide discussion will be held on the report to allow additional input from all interested individuals and groups. The President will make final recommendations on intercollegiate athletics policy for Board of Visitors approval by the time of the Board's Executive Committee meeting on February 23.

**FINAL REPORT
LONGWOOD COLLEGE
INTERCOLLEGIATE ATHLETICS REVIEW COMMITTEE**

**Submitted to President Dorrill
January 17, 1990**

FINAL REPORT
INTERCOLLEGIATE ATHLETICS REVIEW COMMITTEE
Submitted January 17, 1990

The Intercollegiate Athletics Review Committee (**IARC**), appointed in February, 1989, included the following members: Buddy Bolding (chair), Bob Chonko, Brenda Cross, Jim Gussett, Shawn Smith, Kathe Taylor, and Hunter Watson. Carolyn Hodges chaired the committee until her resignation in July, 1989. She was replaced by Lou Markwith and Coach Bolding was designated as chair. The **IARC** was charged by President Dorrill with the following tasks, to: 1) determine the purpose of the intercollegiate athletics program at Longwood, considering the values stated in the strategic plan, 2) examine the guiding philosophy of each division of the NCAA and determine which is most consistent with the values of the College, 3) analyze the practical implications of selecting a particular NCAA division, taking into consideration the recommendations of the external consultant engaged by the committee last spring to provide a cost analysis of projected expenditures associated with different levels of intercollegiate competition, 4) examine the role of the Intercollegiate Athletics Council and consider whether its structure continues to serve the College well, and 5) analyze where in the organization of the College the Athletics Program should be placed, and consider the appropriate status and reporting line of the Athletics Director.

Description of the Current Longwood Athletics Program

Longwood fields teams in eleven different sports. All compete at the Division II level, although some do not receive scholarships. Women can participate in basketball, field hockey, golf, gymnastics, lacrosse, riding,

softball and tennis, while men can play baseball, basketball, golf, soccer, wrestling, and tennis. The College is not affiliated with a conference at this time.

Purpose of Intercollegiate Athletics Program

The committee affirms the substantial ongoing value of the intercollegiate athletics program at Longwood and attests to the complementarity of academic quality and intercollegiate athletics. Indeed, academic success should be a student's highest priority, and the athletics program should in every way communicate that message.

A set of guidelines (Appendix A) and several values explicit in the Strategic Plan have guided our work. These are the College's commitments, to: 1) serve a more diverse student body; 2) adhere to the sense of community flowing from Longwood's traditional, intimate residential character; and 3) expand student involvement in intercollegiate athletics, both as participants and spectators. In addition, the special value of athletics as a vehicle for increasing the visibility of the institution within the state and region has been recognized. The committee has further assumed that the College will continue its practice of maintaining parity in the number of opportunities available for participation by men and women and in the allocation of funds.

NCAA Division

Serious consideration has been given to the advantages and disadvantages of participation in NCAA Divisions II or III. Although the philosophies of

the two divisions are similar, a fundamental difference is their practice toward the award of financial aid based solely on athletic ability.

Division II permits athletic scholarships; Division III does not. Longwood currently competes in Division II, although prior to 1981, Longwood's men's teams competed at the Division III level. Longwood's women's teams were affiliated until 1983 with the Association of Intercollegiate Athletics for Women (AIAW), and competed in AIAW Divisions I, II, and III.

The committee's conclusion as to the most appropriate NCAA Division for Longwood in the future is the product of a long and careful analysis. The issues are complex and the most desirable future course is not apparent on the surface. Considerable emphasis has been placed upon opportunities for athletic competition within our state and region, both to reduce rising travel costs and to develop the kind of intercollegiate rivalries which can have significant influence in building school spirit and community support. The intercollegiate athletics budget at present expends \$92,540 (approximately 25% of the operating budget) for travel, in part because of the significant distance to our competitors, many of whom are located out of state in places such as Johnstown, Pennsylvania; Huntsville, Alabama; or Orlando, Florida.

Since the dissolution of the Mason-Dixon conference, Longwood has been for several years an independent without benefit of conference affiliation. Longwood is also the only NCAA Division II college in Virginia, except for the schools in the Central Intercollegiate Athletic Association (Hampton University, Norfolk State, St. Paul's, and Virginia State), whose conference is not open to affiliation by Longwood. This necessitates

scheduling a great deal of out-of-state travel, and also is costly academically, as student-athletes are forced to miss more of their classes.

For this reason, the committee in its deliberations has given close attention to the potential of different NCAA memberships for conference affiliation which will better ensure scheduling and open up opportunities for post-season play. Two other major factors which have been given special weight are the: 1) potential number of students likely to participate and become interested and involved in various sports, and 2) potential impact of divisional status on the recruitment of student-athletes, particularly males and minorities--two groups which the strategic plan commits us to attract in greater numbers.

Based on these deliberations, the Committee recommends that Longwood become a member of Division III. We believe that the philosophy of Division III is more consistent with the traditional purpose and values of Longwood's athletics program (Appendix B). Moreover, the opportunities for competition in our state and region, as well as for the development of healthy intercollegiate rivalries and the strengthening of school spirit, would be far greater. The recent creation of the Capital Athletic Conference (including Mary Washington College, Marymount University, Catholic University, Galludet University, St. Mary's College of Maryland, and York College of Pennsylvania) further enhances the opportunity for conference affiliation with attractive opponents. We believe that Longwood should continue to explore every opportunity for a conference affiliation that will provide competitive challenges within our general

service region, and that we should strictly limit costly, time-consuming travel to distant points. We recognize that the loss of scholarships may hamper recruiting in the short term. For this reason, the College should communicate with potential student athletes to provide information about need-based and academic support for which they can compete along with other Longwood students.

Because of the special factors outlined below, we further recommend that the College maintain two sports at the Division II level, as is permitted under NCAA regulations. These are baseball and women's golf. The selection of these two sports was based on a combination of three important factors: 1) the record of each in post-season play within the last five years, 2) their highly competitive schedule, and 3) the conspicuously strong tradition at Longwood which over the years has enhanced the College's athletic image regionally and nationally. Under NCAA rules, a member institution is allowed to play only one women's and one men's sport at a divisional level other than that of the school's primary membership. While the committee feels entirely comfortable in making this recommendation for exempting baseball and women's golf from the College's primary membership in NCAA Division III, we suggest that this recommendation be reevaluated after three years under the new athletics structure.

Management of the Athletics Program

The Committee agrees with the consultant's recommendation that the Longwood athletics program needs to be more closely managed. Specific funding recommendations by sport have been made, taking into

consideration the reallocation of scholarship funds (i.e. from exclusively athletic to need-based and academic) that will become available once all commitments to players have been honored. (Appendix C). It is recommended that three new intercollegiate sports be considered: Women's Soccer, Men's Cross Country, and Women's Cross Country. At the same time, it is recommended that two sports be phased out: wrestling and gymnastics. The rationale for this latter recommendation is twofold: 1) Neither sport has much potential for Division II or III competition within our state and region because of the geographic dispersion of institutions currently sponsoring teams, and 2) In comparison with most other varsity sports, neither has involved a large number of students, either as participants or spectators. We recognize that both the addition and deletion of sports have a human impact on both the participants and coaches, and for this reason recommend that no change in team competition be undertaken prior to the end of the 1990-91 academic year. Longwood should make a concerted effort to respond to the displacement of student-athletes and coaches, providing assistance wherever possible inside or outside of Longwood. A table projecting the participation rate and contests of the potentially new slate of sports is included in Appendix D.

Enrollment increases, organization of new team sports, and increases in student life programming will place new pressures on facilities and their use. Academic programs must have priority in the scheduling of all such space. Scheduling and coordination for continuing studies programs, intercollegiate athletics, and intramural activities will become a critical function on the campus. The Dean of Continuing Studies, the Director of

Intramurals and Campus Recreation, and the Athletics Director should work closely to coordinate program plans. The Committee recommends that the Intercollegiate Athletics Council conduct an analysis of current usage patterns of facilities jointly used by the three operating programs. Such a study will provide information to assist in establishing guidelines for maximum space utilization and coordination of activities which will enable each program to achieve its goals while reducing potential conflicts. The review should include all competition and practice space such as fields, courts, and courses. Also, support space for team needs such as dressing rooms or storage should be analyzed.

Intercollegiate Athletics Council

The committee reaffirms the role of the Intercollegiate Athletics Council, and recommends that it be retained in its advisory capacity.

Organizational Position of Athletic Program

The committee recommends that the organizational position of athletics remain housed under the Vice President for Academic Affairs (VPAA), with the Athletics Director (AD) reporting directly to the VPAA. It is expected that the President will become involved directly when important policy decisions are being considered.

A Further Look at Football

After extensive discussions on the subject of football, the committee has been made well aware of the range of passions and sentiments...both pro and con...which this sport invokes. Football in American culture has acquired a certain mystique. For colleges, it is more than a sport – it is

an event with special symbolic meaning which can have significant impact on institutional identity as well as external loyalty and support.

After a lengthy and, we believe, objective review of the possibility, we have concluded that the introduction of football at Longwood would have some very positive effects. It would assist in the College's efforts to recruit more males and minorities. Further, it would support Longwood's goal to communicate better its current mission and status as a comprehensive coeducational institution. It would also provide a recreational opportunity on the weekend which would encourage many students early in the academic year to stay on campus. We believe that the shared experience of spectatorship, coupled with the establishment of habits of weekend residence, would make a significant contribution to the College's efforts to build a stronger sense of community.


At the same time, we are well aware that the prospect of football raises some serious concerns. Two of the most salient issues pertain to questions about the impact on academic quality and the expenditure of funds needed to maintain a football program. It should be noted, however, that most of the widely condemned abuses of collegiate football programs stem from the over-emphasis and professionalization of the sport commonly related to NCAA Division I competition (i.e. "big-time" football).

The committee has weighed the many pros and cons of the recommendation for football and has decided to recommend serious consideration of its addition as a Division III intercollegiate sport. Indeed, Longwood could not fund it at any other level of competition without doing financial harm

to other sports. Because of the inherently controversial nature of this recommendation, as well as the need for more time to allow the entire College community to consider the advantages and disadvantages of a football program, we suggest that there be a one year period of further study before any final decision is made. The proposal should be discussed formally in college-wide public forums so that concerns may be aired and factual information shared. The discussion should squarely confront the need to provide adequate financial support for all other sports recommended in this document (through needed improvements in facilities, operations, etc.) before football is introduced. Therefore, the committee recommends that **if** a decision is finally reached to move ahead with football, implementation of the program should not be envisioned before the fall of 1993.

Summary

This report reflects the work of a group of people who over the course of a year have constructed a vision of what intercollegiate athletics at Longwood should be. In that time, our thinking has evolved considerably. Personal agendas have been set aside to assume the institutional perspective needed to determine a course of action that will serve both the athletics program and the College well. We sincerely believe that the changes we have recommended will achieve each of these goals. We hope that the report, and thus our vision, will be viewed in its entirety, for the changes are complex, interrelated, and attentive to the values set forth in the Strategic Plan. The proposed move to Division III, emphasis upon conference affiliation, expansion of the array of sports, and a more equitable distribution of limited funds all reflect the College's



commitment to diversity, community, involvement, parity, and academic success.

APPENDIX A

Draft 1

TO: Dr. Dorrill and
Members of Intercollegiate Athletic Review Committee

FROM: Dr. Carolyn Hodges

DATE: May 15, 1989

RE: Preliminary Report

I. STATEMENT OF PURPOSE

The purposes of the intercollegiate athletic program include:

1. Providing a comprehensive program of competitive experiences for athletically talented students.
2. Encouraging excellence, and providing opportunities for students to develop a high level of personal sport skills.
3. Encouraging the development of personal, social, mental, physical and fitness skills, as well as values inherent in an educationally sound athletic program.
4. Encouraging the development of transferable skills needed for successful academic and vocational pursuits.
5. Encouraging a balance between team and individual sports with emphasis on as a broad participation base as possible.
6. Enhancing the image of the institution to encourage potential students to attend Longwood, and to attract philanthropic support for the institution.
7. Permitting athletically related financial aid for its student-athletes.
8. Promoting the principles of fair play and amateur athletic competition.
9. Promoting enthusiasm, spirit and pride in athletics both on campus and within the surrounding community.

APPENDIX B

DIVISION III

This statement, adopted by the membership of Division III in 1983, is based on the existing practices and ideals of institutions within the division. Some of its components have universal applicability as codified in the constitution and bylaws of the Association; others are widely desired but inhibited by special legal and financial regulations. A few are subject to differing treatment because of special policies and concerns of individual institutions. The statement is intended to inform the development of legislation and to serve as a guide to member institutions in planning and implementing programs of athletics.

Colleges and universities in Division III place highest priority on the overall quality of the educational experience. In so doing, they seek to strengthen the integration of objectives and programs in athletics with academic and developmental objectives, and to assure the integration of athletes with other students.

To that end, the college places special importance on the impact of athletics on the participants rather than on spectators, and greater emphasis on the internal constituency (students, alumni and special friends) than on the general public and its entertainment needs.

The athletics program is characterized by the following:

1. Participation is encouraged by maximizing the number and variety of athletics opportunities in varsity, club and intramural sports.
2. Participants receive the same treatment as other students. They have no unique privileges in admissions, academic advising, course selection, grading, living accommodations or financial aid. Similarly, athletes are not denied rights and opportunities that would be available to them as nonathletes.
3. The athletics program is controlled, financed and staffed through the same general procedures as other departments of the college.
4. Sports for men and women are given equal emphasis and the desired quality of competition is similar in all sports. Participant interests will be one factor considered in the determination of the level of support provided by the college to each sport.
5. Students are supported in their efforts to reach high levels of performance by providing them with adequate facilities, competent coaching and appropriate competitive opportunities with students from similar institutions.
6. Primary emphasis is given to in-season competition, but exceptional teams and individuals may be encouraged through postseason championships.

The purpose of the NCAA is to assist its members to develop this approach as the basis for consistent, equitable competition and to do so in ways that minimize infringement on the freedom of individual institutions to determine their own special objectives and programs.

APPENDIX C
Current and Proposed Intercollegiate
Athletics Budgets

<u>EXPENSE CATEGORY</u>	<u>CURRENT BUDGET</u>	<u>PROPOSED** BUDGET</u>
Athletics Trainer	6,600	6,600
Instruction/Admin.	469,068	439,094(1)
Debt Service	100,535	100,535
Recovery	264,535	264,535
Fringe Benefits	105,764	105,764
Sports Information	51,524	53,324
Contingency*	20,280	22,000
Ticket Sales	50	50
W. Scholarships(2)	111,294	16,844(2)
M. Scholarships(4)	107,521	33,688(2)
Baseball	21,200	26,000
W. Basketball	17,623	20,000
M. Basketball	24,000	20,000
Cheerleading	1,500	1,500
Field Hockey	8,730	7,000
W. Golf	9,700	9,000
M. Golf	6,500	3,500
Gymnastics	5,500	-0-
Lacrosse	4,550	5,000
Riding	3,900	5,000
M. Soccer	8,100	8,000
Softball	6,710	10,000
W. Tennis	3,600	4,500
M. Tennis	3,600	4,500
Wrestling	5,000	-0-
M. Cross Country	-0-	8,500(3)
W. Cross Country	-0-	8,500(4)
W. Soccer	-0-	33,000(5)
TOTAL	\$1,367,384.00	\$1,216,434.00(6)

*Includes expenses for post season play, special events, emergencies, and services which have not been foreseen.

**Assumes a Division III based program with two sports in Division II using operations data in this fiscal year (excluding one time purchases) in order to make an accurate cost comparison, subject to modification.

Notes:(1) Assumes level funding less salary for Gymnastics coach.

(2) Includes an approximate allocation of scholarships based upon participation.

(3) Includes operations and new salary.

(4) Includes operations and new salary.

(5) Includes operations and new salary.

(6) The difference between the proposed and current budgets would be available for redistribution (e.g. enhancement of non-athletic financial aid, facilities, or other sports).

APPENDIX D

DIVISION III BASED PROGRAM WITH TWO PROGRAMS AT DIVISION II

CATEGORY	PROJECTED PARTICIPANTS	- CONTESTS -	
		FALL	SPRING
Administration			
Contingency			
Training Room			
M Basketball	14	10	16
W Basketball	14	10	16
Cheerleading	12W; 4M		
M Cross Country	12	10	-
W Cross Country	12	10	-
W Field Hockey	20	20	-
M Golf	8	6	6
W Lacrosse	18	-	16
W Riding	20	5	5
M Soccer	20	18	-
W Soccer	20	18	-
W Softball	15	-	25
M Tennis	10	8	8
W Tennis	10	8	8
<u>DIV. II</u>			
Baseball	24	20	50
W Golf	8	8	8

92	Men
149	Women
241	TOTAL

Appendix 3

Longwood College Student Culture Study Report

The Longwood Student Culture Study was conducted by John H. Schuh, Associate Vice President for Student Affairs, The Wichita State University, and Elizabeth Whitt, Assistant Professor, Department of Professional Studies, College of Education, Iowa State University. The observations made by these consultants are summarized. Some of the observations suggest important recommendations and changes for us to consider.

1. Longwood has promoted total student development through a student involvement theme. Students seem to understand involvement as meaning the non-academic out-of-class activities. Involvement in and reflection about learning both inside and outside the classroom is critical to student development - do students understand what this means, and are they able to implement its meaning in their lives?

Some faculty describe Longwood students as lacking ambition or commitment to achieve "except socially," being reluctant to risk failure and unwilling to solve difficult problems, lacking academic self-confidence, and being unwilling to study.

2. Some students have a hard time adjusting to the rural community of Farmville. There is concern among students that weekend experiences - organized and varied activities - are not particularly rich. Farmville for some students is a place to get away from on weekends.

3. The Farmville setting also appears to be uncomfortable in some cases for some black students, given the history of the area and what occasionally appears to be perception and reality. Black students also pointed out that they did not feel particularly well-received in some administrative offices.

4. Perhaps, the identity and self-image of Longwood require continuing clarification and direction, especially as students and faculty feel that they are part of something special, and that they have a shared sense of purpose.

5. There appears to be a lack of facilities emphasizing community involvement. The design of the student union does not do a very good job of serving needs of students, and there is lack of recreation space. Traffic roads on campus detract from beauty and "community."

6. The message of "care" is certainly prevalent in the Longwood community. This is positive in many ways, but may deter students from taking leadership and responsibility when they perceive Longwood will take "care" of them. There appears to be substantial evidence that Longwood students do not take responsibility for themselves.

7. Student "leadership" seems to be focused with a small number of students. The involvement of women student leaders in significant ways seems to be missing. Efforts to erase the image of woman's college raise questions about the attention being given to the needs, interests and opportunities for women students.

8. The fourteen goals continue to get "mixed" reviews as being an expression of the Longwood education and experience. Longwood students do not connect with the goals.

9. The size and "feeling" of Longwood continue to appeal to all members of the community. Planning will have to be conducted very carefully to not lose the sense of smallness that is valued by so many students and which played an important part in their decision to enroll at Longwood. Concerns: dining hall crowded, library space short, computer lab crowded, and tripled rooms make for "perpetual anarchy."

10. An observation: Longwood became co-educational in 1976. Campus life today is very different than it was before the institution admitted men. As a result, Longwood is 150 years old, but it has a 15 year history.

11. While the proportion of Longwood College students who are members of Greek letter organizations is around 30% or so, the prominence of this group would lead one to believe that they are the majority on campus. Social life on weekends is dominated by Greek letter organizations.

12. The study recognizes the involvement of special populations in the culture and points out continuing interests in addressing needs of these populations: international students, black students, adult learners.

13. Structures that involve students in out-of-class Longwood experiences: Longwood Seminar, orientation, pre-admission materials, residence halls, Greek System, student government, student/faculty research projects, honors program, weekends (?).

APPENDIX 4

BUSINESS AFFAIRS INFORMATION ITEM UPDATE ON CAPITAL PROJECTS

A report on the status of the College's capital outlay projects is attached. You will note that, due to recent action by the Governor, funds for the following projects have been unallotted although the design work for each project continues since the consultants performing this work are under contract with the College.

1. Correction of Humidity Problems in Stevens - \$100,000
2. Air-conditioning Lancer Gym - \$210,000
3. Ventilation/Humidity Repairs in Bedford and Wygal - \$325,000
4. Handicapped Access - Wygal - \$23,661

Appendix 4, Attachment A

BEDFORD/WYGAL VENTILATION*

PROJECT INSPECTOR: Kim Arritt **PROJECT CODE:** 214-14454
ARCHITECT/ENGINEER: Smithey & Boynton **P.O. NUMBER:** A002265
CONTRACTOR: To be selected **P.O. NUMBER:** TBA
PROJECT BUDGET: \$325,000.00 **ITEM NUMBER:** C-110.3

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	March 31, 1989	March 31, 1989
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	June 27, 1989	July 24, 1989
Approval of Working Drawings and Specifications	November 16, 1989	
Advertise for Bids	November 26, 1989	
Bid Opening	December 12, 1989	
Contract Award	December 22, 1989	
Start of Construction	January 22, 1990	
Completion of Construction	June 29, 1990	

Drawings/Specifications - Percent Complete: 90%
Construction - Percent Complete: 0%

Project Status: The Division of Engineering and Buildings reviewed the initial submission of the drawings and specifications. They have recommended changes and revisions. The project was re-submitted for review on December 5, 1989.

***This project is on hold per the Governor's request.**

*****Last Update: January 2, 1990*****

GRAINGER - EXTERIOR RENOVATIONS

PROJECT INSPECTOR: Kim Arritt **PROJECT CODE:** 214-14012
ARCHITECT/ENGINEER: Maitland & Kuntz **P.O. NUMBER:** A002721
CONTRACTOR: Andrews, Large & Whidden, Inc. **P.O. NUMBER:** A000692
PROJECT BUDGET: \$417,320.00 **ITEM NUMBER:** C-110.1

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	July 1, 1988	June 15, 1988
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	October 17, 1988	March 7, 1989
Approval of Working Drawings and Specifications	January 30, 1989	May 23, 1989
Advertise for Bids	January 30, 1989	June 9, 1989
Bid Opening	March 6, 1989	July 13, 1989
Contract Award	July 27, 1989	August 1, 1989
Start of Construction	August 11, 1989	Sept. 11, 1989
Completion of Construction	March 9, 1990	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 20%

Project Status: Under construction.

*****Last Update: January 2, 1990*****

FINE ARTS CENTER*

PROJECT INSPECTOR: Dave DeWald PROJECT CODE: 214-15061
ARCHITECT/ENGINEER: Smithey & Boynton P.O. NUMBER: TBA
CONTRACTOR: To be selected P.O. NUMBER: TBA
PROJECT BUDGET: \$1,105,000.00 ITEM NUMBER: TBA

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	August 1, 1989	August 24, 1989
Approval of Schematic Drawings	N/A	
Approval of Preliminary Drawings and Specifications	December 6, 1989	
Approval of Working Drawings and Specifications	April 10, 1990	
Advertise for Bids	April 21, 1990	
Bid Opening	June 11, 1990	
Contract Award	June 21, 1990	
Start of Construction	July 2, 1990	
Completion of Construction	May 3, 1991	

Drawings/Specifications - Percent Complete: 10%
Construction - Percent Complete: 5%

Project Status: The Building Committee developed the program and the A/E firm is preparing the schematics.

*This project is on hold per the Governor's request.

*****Last Update: January 2, 1990*****

FUEL HANDLING SYSTEM

PROJECT INSPECTOR: Kim Arritt **PROJECT CODE:** 214-13695
ARCHITECT/ENGINEER: Olver Incorporated **P.O. NUMBER:** A000120
CONTRACTOR: Booth and Company, Inc. **P.O. NUMBER:** A002179
PROJECT BUDGET: \$471,929.00 **ITEM NUMBER:** C-255.2

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	July 1, 1986	July 1, 1986
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	September 22, 1987	Sept. 22, 1987
Approval of Working Drawings and Specifications	April 14, 1989	April 14, 1989
Advertise for Bids	March 26, 1989	March 26, 1989
Bid Opening	April 19, 1989	April 19, 1989
Contract Award	April 19, 1989	April 19, 1989
Start of Construction	May 22, 1989	July 10, 1989
Completion of Construction	November 15, 1989	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 95%

Project Status: Punch list items remain to be completed.

*****Last Update: January 2, 1990*****

GRAINGER - INTERIOR RENOVATIONS

PROJECT INSPECTOR: Dave DeWald	PROJECT CODE: 214-14012
ARCHITECT/ENGINEER: The Benham Group	P.O. NUMBER: A000516
CONTRACTOR: To be selected	P.O. NUMBER: TBA
PROJECT BUDGET: \$2,509,000.00	ITEM NUMBER: A-26

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	April 14, 1989	April 14, 1989
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	November, 1989	Oct. 25, 1989
Approval of Working Drawings and Specifications	March 23, 1990	
Advertise for Bids	May 18, 1990	
Bid Opening	June 5, 1990	
Contract Award	June 15, 1990	
Start of Construction	June 15, 1990	
Completion of Construction	June 14, 1991	

Drawings/Specifications - Percent Complete: 35%
Construction - Percent Complete: 0%

Project Status: Preliminary drawings and specifications were submitted to the Division of Engineering and Buildings in September and approved in October, 1989.

*****Last Update: January 2, 1990*****

LANCASTER RENOVATION

PROJECT INSPECTOR: Dave DeWald PROJECT CODE: 214-14689
ARCHITECT/ENGINEER: Odell Associates, Inc. P.O. NUMBER: A000511
CONTRACTOR: To be selected P.O. NUMBER: TBA
PROJECT BUDGET: \$2,580,500.00 ITEM NUMBER: (90-92)

Table with 3 columns: SCHEDULE FOR COMPLETION, PLANNED, ACTUAL. Rows include Architect/Engineer Selection, Approval of Schematic Drawings, Approval of Preliminary Drawings and Specifications, Approval of Working Drawings and Specifications, Advertise for Bids, Bid Opening, Contract Award, Start of Construction, Completion of Construction.

Drawings/Specifications - Percent Complete: 20%
Construction - Percent Complete: 0%

Project Status: The pre-planning study was submitted to the Division of Engineering and Buildings in September, 1989.

*****Last Update: January 2, 1990*****

LANCER AIR CONDITIONING*

PROJECT INSPECTOR: Melvin Moore	PROJECT CODE: 214-14524
ARCHITECT/ENGINEER: Smithey & Boynton	P.O. NUMBER: A002264
CONTRACTOR: To be selected	P.O. NUMBER: TBA
PROJECT BUDGET: \$210,000.00	ITEM NUMBER: C-110.5

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	March 29, 1989	March 29, 1989
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	November 29, 1989	Nov. 29, 1989
Approval of Working Drawings and Specifications	December 14, 1989	
Advertise for Bids	February 4, 1990	
Bid Opening	February 21, 1990	
Contract Award	March 2, 1990	
Start of Construction	May 14, 1990	
Completion of Construction	July 19, 1990	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 0%

Project Status: The Division of Engineering and Buildings reviewed the initial submission of the drawings and specifications. They have recommended changes and revisions. The working drawings were re-submitted to DEB in Novmeber, 1989.

***This project is on hold per the Governor's request.**

*****Last Update: January 2, 1990*****

LIBRARY CONSTRUCTION

PROJECT INSPECTOR: Alan Cook **PROJECT CODE:** 214-13833
ARCHITECT/ENGINEER: Odell Associates, Inc. **P.O. NUMBER:** A002061
CONTRACTOR: Avis Construction Co., Inc. **P.O. NUMBER:** A001822
PROJECT BUDGET: \$6,427,542.00 **ITEM NUMBER:** C-255.3 &
C-110.2

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	April 6, 1988	April 6, 1988
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	August 16, 1988	August 22, 1988
Approval of Working Drawings and Specifications	December 20, 1988	Jan. 5, 1989
Advertise for Bids	January 29, 1989	Jan. 29, 1989
Bid Opening	February 16, 1989	Feb. 16, 1989
Contract Award	February 24, 1989	March 3, 1989
Start of Construction	April 17, 1989	April 18, 1989
Completion of Construction	October 16, 1990	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 33%

Project Status: This project is on schedule.

*****Last Update: January 2, 1990*****

NEW STUDENT HOUSING

PROJECT INSPECTOR: Dave DeWald PROJECT CODE: 214-13374
ARCHITECT/ENGINEER: Hanbury, Evans, Newill, P.O. NUMBER: A001823
Vlattas & Company
CONTRACTOR: To be selected P.O. NUMBER: TBA
PROJECT BUDGET: \$5,000,000.00 ITEM NUMBER: C-2-37.1

Table with 3 columns: SCHEDULE FOR COMPLETION, PLANNED, ACTUAL. Rows include Architect/Engineer Selection, Approval of Schematic Drawings, Approval of Preliminary Drawings and Specifications, Approval of Working Drawings and Specifications, Advertise for Bids, Bid Opening, Contract Award, Start of Construction, Completion of Construction.

Drawings/Specifications - Percent Complete: 35%
Construction - Percent Complete: 0%

Project Status: Schematic drawings and specifications were submitted to the Division of Engineering and Buildings in September, 1989. Authority granted to proceed to preliminary drawings and specifications.

Property acquisition efforts are underway and expected to be completed by the end of the calendar year.

*****Last Update: January 2, 1990*****

CONSTRUCTION OF PARKING FACILITY - LOT A & B

PROJECT INSPECTOR: Kim Arritt **PROJECT CODE:** 214-13372
ARCHITECT/ENGINEER: Presnell Assoc., Inc. **P.O. NUMBER:** A001164
CONTRACTOR: Booth and Company, Inc. **P.O. NUMBER:** A000212
PROJECT BUDGET: \$1,100,000.00 **ITEM NUMBER:** R-38

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	November 19, 1987	Nov. 19, 1987
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	July 12, 1988	August 17, 1988
Approval of Working Drawings and Specifications	December 13, 1988	May 8, 1989
Advertise for Bids	May 8, 1989	May 8, 1989
Bid Opening	May 24, 1989	May 24, 1989
Contract Award	June 1, 1989	June 2, 1989
Start of Construction	June 1, 1989	June 2, 1989
Completion of Construction	September 30, 1989	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 97%

Project Status: The lot is complete and usable. The landscaping at Wynne remains to be completed.

*****Last Update: January 2, 1990*****

STUBBS, COX, & WHEELER ROOF AND PARAPET REPAIRS

PROJECT INSPECTOR: Kim Arritt **PROJECT CODE:** 214-13366
ARCHITECT/ENGINEER: Maitland & Kuntz **P.O. NUMBER:** A001886
CONTRACTOR: Andrews, Large & Whidden, Inc. **P.O. NUMBER:** A002275
PROJECT BUDGET: \$535,000.00 **ITEM NUMBER:** R-35

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	December 7, 1987	Dec. 7, 1987
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	N/A	N/A
Approval of Working Drawings and Specifications	October 25, 1988	March 9, 1989
Advertise for Bids	April 5, 1989	April 5, 1989
Bid Opening	April 26, 1989	April 26, 1989
Contract Award	May 11, 1989	May 1, 1989
Start of Construction	May 25, 1989	June 8, 1989
Completion of Construction	November 15, 1989	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 97%

Project Status: Punch list items remain to be completed.

*****Last Update: January 2, 1990*****

WYNNE RENOVATION

PROJECT INSPECTOR: Dave DeWald PROJECT CODE: 214-15004
ARCHITECT/ENGINEER: Maitland & Kuntz P.O. NUMBER: A000693
CONTRACTOR: To be selected P.O. NUMBER: TBA
PROJECT BUDGET: \$2,008,000.00 ITEM NUMBER: TBA

Table with 3 columns: SCHEDULE FOR COMPLETION, PLANNED, ACTUAL. Rows include Architect/Engineer Selection, Approval of Schematic Drawings, Approval of Preliminary Drawings and Specifications, Approval of Working Drawings and Specifications, Advertise for Bids, Bid Opening, Contract Award, Start of Construction, Completion of Construction.

Drawings/Specifications - Percent Complete: 20%
Construction - Percent Complete: 0%

Project Status: The pre-planning study was submitted in October, 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.

*****Last Update: January 2, 1990*****

TABB - WATER INFILTRATION*

PROJECT INSPECTOR: Kim Arritt PROJECT CODE: 214-12722
ARCHITECT/ENGINEER: Maitland & Kuntz P.O. NUMBER:
CONTRACTOR: Andrews, Large & Whidden, Inc. P.O. NUMBER:
PROJECT BUDGET: \$44,000.00 ITEM NUMBER:

SCHEDULE FOR COMPLETION PLANNED ACTUAL

Architect/Engineer Selection
Approval of Schematic Drawings
Approval of Preliminary Drawings and Specifications
Approval of Working Drawings and Specifications
Advertise for Bids
Bid Opening
Contract Award
Start of Construction
Completion of Construction

Drawings/Specifications - Percent Complete:
Construction - Percent Complete:

Project Status:

*This project is on hold per the Governor's request.

*****Last Update: January 2, 1990*****

APPENDIX 5

BUSINESS AFFAIRS
INFORMATION ITEM
UPDATE ON PROPERTY ACQUISITION

The College is actively involved in property acquisition efforts in several areas. A status report on these efforts is presented below.

1. Hooper Street - (Campanella Property) The College has made an offer to Mr. Campanella who has expressed interest in having an independent appraisal conducted. To date, no further contact has been had with Mr. Campanella.
2. Hooper Street - (Branche Property) The College acquired this property on November 6, 1989 within the funds authorized.
3. Griffin Boulevard - (Branche Property) The College acquired this property on November 6, 1989 within the funds authorized.
4. Race and Vine Streets - (Styles Property) The College has made an offer on this property. There are nine (9) owners and all but one (1) have accepted the offer. Negotiations continue.
5. Vine Street - (Reid Property) The College has made an offer on this property. The owner has indicated a desire to obtain an independent appraisal. To date, we have not heard from Mr. Reid.
6. Residence Hall Site - There are 16 lots in the residence hall site. The College presently owns two (2) of them and has six (6) others under contract. In addition, five (5) lots owned by Mr. Andrews are involved in the eminent domain suit which has been filed in Prince Edward County. Of the remaining three (3) properties, one is owner occupied and the other two have tenants which have both been relocated. Negotiations continue with the three (3) property owners.

APPENDIX 6

BUSINESS AFFAIRS
INFORMATION ITEM
WRITE-OFF OF DELINQUENT ACCOUNTS

In October, 1988, the Board of Visitors delegated the authority to write-off delinquent accounts to the President or his/her designee with the stipulation that the Board be informed of any write-off actions taken.

In accordance with this policy, a list of accounts written-off for the 1989-90 academic year is attached for your information.

APPENDIX 6
ATTACHMENT A

M E M O R A N D U M

TO: Rick Hurley
FROM: Amy Eberly *ACE*
DATE: October 20, 1989
SUBJECT: Write-off of Student Accounts

I would like to request permission to write off the following accounts:

Year of Delinquency	Student	Amount
73-74	Carla Ruthanne Fox	\$2,010.00
77-78	Linda Desiderio	529.92
83-84	Rhonda L. Sawyer	613.49
83-84	Eisaku Shirato	760.00
85-86	Robert Spring	144.84
85-86	Ramie Williams	784.29
		<u>\$4,842.54</u>

All accounts have been to a collection agency or the attorney general's office as appropriate, and no collections have been made.

ACE/ae

TO: Amy
Approved

Rick Hurley

10/25/89

cc: Dr. Dorrill,
↓
This will become an information item for the Dec. B. mtg.



APPENDIX 7

BUSINESS AFFAIRS
INFORMATION ITEM
IMPACT OF TWO PERCENT GENERAL FUND BUDGET CUT

The Governor has mandated that all State agencies and institutions of higher education will have their general fund appropriations reduced by two percent in the current fiscal year. For Longwood College, the total reduction will be \$227,900. The reduction in the College's E&G budget will be achieved by taking the following actions:

- Reduce Power Plant contractual services budget by \$30,000.
- Arrange to pay for cost of Coyner air conditioning project from local funds - \$75,000.
- Do not fill the Director of Assessment and Planning positions - \$20,000.
- Convert two vacant auxiliary custodial positions to E&G program and realize salary savings - \$14,100.
- Reduction in E&G wage expenditures - \$23,735.
- Freeze on E&G equipment expenditures - \$50,000.
- Reduction in E&G operating funds - \$15,065.

APPENDIX 8

BUSINESS AFFAIRS
INFORMATION ITEM

REPORT ON GOVERNOR'S BUDGET RECOMMENDATION
FOR LONGWOOD COLLEGE

As part of the 1990-92 Biennium Budget process, the College is required to submit a request for funds to support various operations and activities. The College's list of budget requests and the Governor's recommendations are illustrated below.

I. CAPITAL OUTLAY BUDGET

	<u>Requested</u>		<u>Recommended</u>	
Maintenance Reserve -	\$1,223,400 (GF)	\$ 909,400 (NGF)	N/A (GF)	\$404,400 (NGF)
Library Equipment -	1,166,028 (GF)	-0- (NGF)	\$1,123,000	
Lancaster Renovation-	1,290,250 (GF)	1,290,250 (NGF)	-0- (GF)	-0- (NGF)
Wynne Renovation -	3,998,200 (GF)	-0- (NGF)	-0- (GF)	-0- (NGF)
Handicapped Access -	216,300 (GF)	98,500 (NGF)	-0- (GF)	-0- (NGF)
Fine Arts Center -	-0- (GF)	905,000 (NGF)	-0- (GF)	922,000 (NGF)

II. E&G OPERATING BUDGET (ADDENDUM REQUESTS)

	<u>Requested</u>		<u>Recommended</u>			
	<u>1990-91</u>	<u>1991-92</u>	<u>1990-91</u>	<u>1991-92</u>	<u>GF</u>	<u>NGF</u>
			<u>GF</u>	<u>NGF</u>	<u>GF</u>	<u>NGF</u>
Fixed Cost Increases	\$ 45,300	\$ 78,400	-	-	-	-
Operating Cost-Library	129,100 (6FTE)	158,400 (6FTE)	\$29,342	\$11,753 (3FTE)	\$59,766	\$23,940 (3FTE)
Academic Services Center	110,000	110,000	-	75,000	-	75,000
Longwood Dev. Center	150,000 (4FTE)	150,000 (4FTE)	-	-	-	-
Mainframe Computer	700,000	-0-	-	-	-	-
International Studies	141,000 (1FTE)	141,000 (1FTE)	-	-	-	-
TV & Radio Station Equip.	130,000	20,000	-	-	-	-
Student Financial Aids	375,000	375,000	-	-	-	-
Personnel for CIPPS	30,000 (1FTE)	30,000 (1FTE)	-	-	-	-
Center for Gender and Ethnic Studies	100,000 (1FTE)	100,000 (2FTE)	-	-	-	-
Peer Advisor Program	50,000	50,000	-	-	-	-
Off-Campus Program	100,000 (4FTE)	124,900 (5FTE)	-	-	-	-
Virginia Writing	30,000	31,500	-	-	-	-

III. AUXILIARY AND NONGENERAL FUND REQUESTS

	<u>Requested</u>		<u>Recommended</u>			
	<u>1990-91</u>	<u>1991-92</u>	<u>1990-91</u>	<u>1991-92</u>	<u>GF</u>	<u>NGF</u>
			<u>GF</u>	<u>NGF</u>	<u>GF</u>	<u>NGF</u>
Fees for Supplies	\$100,000	100,000	-	\$100,000	-	\$100,000
Orientation	50,000	50,000	-	-	-	-
Halifax/So. Boston CEC	300,000 (6FTE)	310,000 (6FTE)	\$165,000	135,000 (6FTE)	165,000	135,000 (6FTE)
Fixed Cost Increases	84,800	173,400	-	84,800	-	173,400
Operating Cost-Dorm	-0-	662,000 (4FTE)	-	-	-	-
Conference Admin.	70,000 (1FTE)	70,000 (1FTE)	-	70,000 (1FTE)	-	70,000 (1FTE)

Appendix 9

Meeting Date January 20, 1990

CERTIFICATION OF EXECUTIVE MEETING

The Longwood College Board of Visitors has convened in Executive Session on this date in accordance with the provisions of the Virginia Freedom of Information Act.

The Board hereby certifies that, to the best of each member's knowledge,

- i. only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive meeting to which this certification applies, and
- ii. only such public business matters as were identified in the motion convening the executive meeting were heard, discussed or considered by the Board.

Would all those recording an affirmative vote please do so by saying "AYE"; those opposed, "NAY".

VOTE

AYES: 9

NAYS: 0

[For each nay vote, the substance of the departure from the requirement of the Act should be described.]

ABSENT DURING VOTE:

Mr. Slayton
Mr. Lacy

ABSENT DURING MEETING:

Mr. Slayton
Mr. Lacy



Hunter R. Watson, Board Secretary

Handout A

**PROPOSED AMENDMENTS TO
1990-92 EXECUTIVE BUDGET**

BACKGROUND: Each odd-numbered year the Governor proposes a budget for the Commonwealth for the following biennium. Included in the Governor's budget is a set of recommendations pertaining to the College's budget. Changes to the budget which the Governor has recommended for the College can only be done through action by the General Assembly following the submission of proposed amendments by a member of the legislature. Board of Visitors approval of the proposed amendments to the budget recommended for the College is required prior to the submission of the amendments by legislators.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that the proposed amendments to the College's 1990-92 budget be approved as presented on the attached.

**PROPOSED 1990-92
BUDGET AMENDMENTS**

I. OPERATING BUDGET

	1990-91		1991-92	
A. Uncontrollable Costs	\$167,718 (GF)	\$67,179 (NGF)	\$191,351 (GF)	\$76,646 (NGF)

The funds requested in this category are needed to cover cost increases over which the College has no control. Included in the total amount are funds for the following items:

	1990-91		1991-92
- Electric, fuel, insurance	\$ 45,300		\$ 78,400
- Maintenance Agreements (Needed for equipment purchased through Higher Education Equipment Trust Fund)	\$ 86,867		\$ 86,867
- Non-personal services	\$102,730		\$102,730

(Longwood's share of ten million dollars requested by SCHEV for instructional supplies and materials, faculty development, and office supplies)

	<u>1990-91</u>	<u>1991-92</u>
B. Continuation Funding -	\$125,795 (GF)	\$ 17,160 (NGF)
	\$125,795 (GF)	\$ 17,160 (NGF)

The funds requested in this category do not represent any new monies for the College. The request is to continue level funding for necessary College activities which have previously been funded through other State agency budgets. Included in the total amount are funds for the following items:

	<u>1990-91</u>	<u>1991-92</u>
- Graduate Engineering (to support satellite program at So. Boston/Halifax Continuing Education Center)	\$ 57,500	\$ 57,500
- Developmental Center (Covers administrative and program costs for providing diagnostic/remedial services/ laboratory and testing in such areas as speech, hearing, and language and for learning disabilities)	\$ 60,000	\$ 60,000
- Virginia Writing (To support twice-a-year publication featuring prose, poetry, art, photography, music, and drama prepared by Virginia high school students)	\$ 25,455	\$ 25,455

C.	Nongeneral Fund Adjustments	\$ 35,000 (NGF)	\$ 35,000 (NGF)
		6 FTE (GF)	6 FTE (GF)

The actions requested in this category have no impact on the Commonwealth's General Fund dollars. The request calls for adjustments to be made which will align the College's budget with current funding levels and practice. Included in this item are the following:

- Increase appropriation for Academic Service Center (an academic support service which provides testing and tutorial services for students and the coordination of services for minority and handicapped students - \$35,000 NGF each year of biennium - reflects College's actual 1989-90 expenditure budget.
- Transfer accountability of six (6) positions in South Boston/Halifax CEC from Nongeneral Funds to General Funds.

II. CAPITAL BUDGET

A. Roof Replacement - Wynne Building \$400,000 (GF)

Roofing the Wynne Building, a request seen over the last two biennia, has reached the desperate stage. The cost to replace the roof exceeds funds available within the College's maintenance reserve allocation.

B. Planning Funds for Lancaster \$74,400 (GF) \$74,400 (NGF)

In order to continue with plans to utilize Lancaster as administrative space once the library moves into its new facility, funds are being requested to begin work on the construction drawings and specification.

C. Stevens Humidity Correction - \$90,000(GF)

The College received an appropriation of \$100,000 for this project in 1989 based on an estimate provided by Engineering and Buildings. The project engineer now estimates that additional funds are required in order to undertake the repairs necessary to correct the building humidity problems.

Handout B

Capital Outlay Projects Project Budgets 1989-90 December 31, 1989

	TOTAL PROJECT BUDGET	EXPENDITURES TO DATE	PROJECT BUDGET BALANCE
PROJECTS FUNDED FROM BOND SALES			
Telecommunications	1,500,000	1,500,000	0
Parapet Wall Repairs - Dcrms	410,000	345,421	64,579
Parking Lot Construction	1,100,000	967,108	132,892
New Student Housing Construction	5,000,000	131,694	4,868,306
	8,010,000	2,944,223	5,065,777
PROJECTS FUNDED FROM GENERAL FUNDS			
Jarman Renovation	374,361	374,361	0
Fuel Handling Improvements	401,850	344,668	57,182
Maintenance Reserve - E&G	779,091	272,897	506,194
Handicapped Access 87-88	95,069	36,266	58,803
Grainger Renovation - Exterior	367,320	66,080	301,240
New Library Construction	6,427,542	1,778,459	4,649,083
Stevens Humidity Correction	100,000	3,349	96,651
Bedford/Wygal Ventilation	325,000	23,235	301,765
Lancer Air-conditioning	178,500	0	178,500
	9,048,733	2,899,315	6,149,418
	17,058,733	5,843,538	11,215,195

L O N G W O O D C O L L E G E
 Auxiliary Enterprise Repair and Replacement Reserve
 Project Budgets 1989-90
 December 31, 1989

	TOTAL PROJECT BUDGET	EXPENDITURES AS OF JUN 30, 1989	PROJECT BUDGET FY 1989-90	PROJECT EXPENDITURES TO DATE	PROJECT BALANCE TO DATE
CAPITAL OUTLAY PROJECTS:					
Telecommunications System	500,000	0	500,000	500,000	0
Lancer Air-conditioning	31,500	0	31,500	93	31,407
Bathroom Repairs	45,600	0	45,600	28,125	17,475
	577,100	0	577,100	528,218	48,882

SPECIAL PROJECTS:					
Relocation Assistance	125,000	0	125,000	1,305	123,695
Fire Alarm System Cox/Wheeler	1,000	0	1,000	0	1,000
Residence Halls Interior Doors	9,000	0	9,000	0	9,000
Printing Press	15,000	0	15,000	15,000	0
Police Car	12,500	0	12,500	12,500	0
Parking Lot Video Camera	10,000	0	10,000	0	10,000
Dining Hall Improvements	15,000	0	15,000	0	15,000
Longwood House Porch	46,000	0	46,000	4,439	41,561
Dining Hall Equipment	12,000	0	12,000	0	12,000
Land Aquisition	35,696	0	35,696	35,696	0
	281,196	0	281,196	68,940	212,256
	858,296	0	858,296	597,158	261,138

LONGWOOD COLLEGE
 Current Restricted
 Statement of Revenue and Expenditures
 For Six Months Period Ended December 31, 1989

EDUCATIONAL AND GENERAL	ORIGINAL BUDGET	CURRENT QUARTER ADJUSTMENTS	YEAR TO DATE ADJUSTMENTS	REVISED BUDGET	ACTUAL TO DATE DEC 31, 1989	PERCENT OF BUDGET
REVENUES:						
State Appropriations	358,446	0	0	358,446	358,446	100.00%
State Grants	315,900	0	237,500	553,400	471,621	85.22%
Federal Grants and Contracts	1,211,633	-68,704	-36,704	1,174,929	533,939	45.44%
Private Gifts, Grants and Contracts	144,650	140,000	159,000	303,650	282,938	93.18%
Total Revenues	2,030,629	71,296	359,796	2,390,425	1,646,944	
EXPENDITURES:						
Instruction	267,000	147,863	436,363	703,363	193,067	27.45%
Research	68,000	-38,493	-38,493	29,507	17,495	59.29%
Public Service	197,424	30,000	30,000	227,424	101,636	44.69%
Academic Support	43,000	0	0	43,000	19,215	44.69%
Student Services	0	0	0	0	0	
Institutional Support	65,000	0	0	65,000	31,785	48.90%
Operation and Maintenance of Plant	70,205	-68,074	-68,074	2,131	2,131	100.00%
Scholarships and Fellowships	1,320,000	0	0	1,320,000	719,238	54.49%
Total Expenditures	2,030,629	71,296	359,796	2,390,425	1,084,567	
 Excess Restricted Receipts Over Restricted Expenditures				0	562,377	

LONGWOOD COLLEGE
Current Unrestricted
Operating Budget
For Six Months Period Ended December 31, 1989

EDUCATIONAL AND GENERAL	ORIGINAL BUDGET	CURRENT QUARTER ADJUSTMENTS	YEAR TO DATE ADJUSTMENTS	REVISED BUDGET	ACTUAL TO DATE DEC 31, 1989	ACTUAL AS PERCENT OF BUDGET
REVENUES:						
Tuition and Fees	5,059,983	274,220	274,220	5,334,203	4,318,161	80.95%
State General Fund Appropriation	11,395,038			11,395,038	11,395,038	100.00%
State Central Fund Appropriation	252,545		42,674	295,219	295,219	100.00%
Sale and Service of E & G Activities	25,854	700	700	26,554	21,334	80.34%
Federal Work Study	100,000			100,000	22,200	22.20%
Other Sources	266,372	82,529	82,529	348,901	327,659	93.91%
Total Revenues	17,099,792	357,449	400,123	17,499,915	16,379,611	
EXPENDITURES:						
Instruction	8,351,527	-90,705	40,243	8,391,770	4,019,114	47.89%
Public Service	102,000	631	1,631	103,631	70,484	68.01%
Academic Support	2,401,714	265,118	313,873	2,715,587	1,370,051	50.45%
Student Services	1,221,571	-66,489	-56,303	1,165,268	597,634	51.29%
Institutional Support	3,159,959	-183,728	-133,906	3,026,053	1,434,652	47.41%
Operation and Maintenance of Plant	1,863,021	98,898	85,271	1,948,292	1,034,735	53.11%
Salary Savings	0	-53,626	-79,649	-79,649		
Total Expenditures	17,099,792	-29,901	171,160	17,270,952	8,526,670	
Excess revenues over expenses				228,963	7,852,941	
STATE AUXILIARY ENTERPRISE						
REVENUES:						
Housing Fee and Sales	4,129,442	60,955	60,955	4,190,397	3,365,720	80.32%
Dining Fee and Sales	2,564,049	114,676	114,676	2,678,725	2,149,960	80.26%
Comprehensive Fee & Sales	3,208,525	405,062	405,062	3,613,587	2,895,419	80.13%
Federal Work Study	100,000			100,000	41,500	41.50%
Other Sources	315,100	-36,264	-36,264	278,836	107,161	38.43%
Total Revenues	10,317,116	544,429	544,429	10,861,545	8,559,760	
EXPENDITURES:						
Housing Services	4,021,335	-65,950	-65,950	3,955,385	1,706,135	43.13%
Dining Services	2,536,574	-75,622	700	2,537,274	1,425,179	56.17%
Athletics	1,383,066	-4,000	-3,300	1,379,766	648,163	46.98%
All Other Student/Faculty Services	2,021,473	145,572	79,622	2,101,095	999,824	47.59%
Salary Savings	0	38,418	-115,621	-115,621		
Total Expenditures	9,962,448	38,418	-104,549	9,857,899	4,779,301	
Excess Revenues Over Expenditures				1,003,646	3,780,459	
State Auxiliary Balance July 1, 1989				1,822,940	=====	
				2,826,586		
Less: Funding Requirements of Auxiliary Projects				858,296		
State Auxiliary Balance June 30, 1990				1,968,290	=====	

LONGWOOD COLLEGE
 Current Unrestricted
 Statement of Revenue and Expenditures
 For Six Months Period Ended December 31, 1989

LOCAL AUXILIARY ENTERPRISE	ORIGINAL BUDGET	CURRENT QUARTER ADJUSTMENTS	YEAR TO DATE ADJUSTMENTS	REVISED BUDGET	ACTUAL TO DATE DEC 31, 1989	ACTUAL AS PERCENT OF BUDGET
REVENUES:						
Vending	50,000			50,000	20,600	41.20%
Conferences	450,000			450,000	223,985	49.77%
Interest	27,500			27,500	15,299	55.63%
Total Revenues	527,500	0	0	527,500	259,884	
EXPENDITURES:						
Conferences	350,000			350,000	142,142	40.61%
Other	50,000	50,000	50,000	100,000	74,522	74.52%
Total Expenditures	400,000	50,000	50,000	450,000	216,664	
Excess Revenues over Expenditures				77,500	43,220	
Local Auxiliary Fund Balance July 1, 1989				525,178	=====	
				602,678		
Less: Funding Requirements For Auxiliary Projects (Telecommunications)				262,000		
Projected Local Auxiliary Fund Balance June 30, 1990				340,678	=====	

Longwood College Report

Prepared By

John H. Schuh
Associate Vice President
for Student Affairs
The Wichita State University

and

Elizabeth Whitt
Assistant Professor
Department of Professional Studies
College of Education
Iowa State University

January, 1990

Introduction

We were invited to prepare a study of the culture of Longwood College with a specific focus on the out-of-class experiences of Longwood College Students. Under this cover is a copy of our report.

In conducting our study we made two visits to Longwood College and interviewed faculty, students, administrators and other people associated with the College in October, 1989, and December, 1989. In addition to interviewing members of the groups of people listed above, various college documents were reviewed including the Longwood College Catalog, the Longwood College Strategic Plan, various admissions materials, the Student Handbook. We also viewed two versions of the Longwood College admissions video.

One aspect of our methodology was to have an interim report reviewed and critiqued by various members of the Longwood community. That was accomplished during the second visit to Longwood.

Elizabeth Whitt participated in the first visit to Longwood while John Schuh visited Longwood in October and December. To try to keep the wording of the report consistent and clear, the collective "we" is used throughout.

We would appreciate any reactions or comments that readers have to this report. If changes are indicated, we would be happy to make them as appropriate.

John H. Schuh

Elizabeth J. Whitt

January, 1990

Table of Contents

<u>Topic</u>	<u>Page Number</u>
Introduction	1
Main Themes	2
Traditions	11
Support Systems	14
Student Groups and Subcultures	16
Involving Structures	27
Institutional Agents	38
Policies and Practices	46
Recommendations	48
Appendix A: Brief Analysis of CSEQ Data	59
Appendix B: Comments on Factors and Conditions that Promote Out of Class Learning Experiences	68

Longwood College is a comprehensive college of approximately 3000 students located in Farmville, Virginia, a small town situated in Southern Virginia, west of Richmond. The college was founded in 1839 as a private college for women. In 1884 the college was acquired by the Commonwealth of Virginia and it began a distinguished period in its history as a normal school, training young women for careers as teachers. The name of the college in Farmville was changed to Longwood College in 1949, and the College became coeducational in 1976. The curriculum was broadened in the late 1930's and 1940's and graduate education was authorized in 1954.

Main Themes

Involvement

"Longwood believes it's important to be involved" (Admissions video, 1988) is a message that is communicated to students in a variety of ways. For example, across the cover of the viewbook for prospective students is the statement "Living fully. That's what Longwood is all about." Involvement in out-of-class life is stressed to the prospective Longwood College student. The message is repeated at "Preview" (summer orientation) and during the Longwood Seminar. Many students we interviewed extolled the importance of out-of-class life to them and their peers. Opportunities for out-of-class involvement were described by students as an important factor in their decision to attend Longwood, and out-of-class experiences dominated student comments about what their life at Longwood is like and how they spend their time.

What out-of-class involvement means to students, however, may not be consistent with what it means to college faculty and administrators. Non-academic out-of-class activities are emphasized by students (as well as pre-admissions materials) to the extent that one freshman student stated that he had been afraid that he would be prevented from spending as much time on classes as he needed in order to meet his perceived expectations for out-of-class involvement. We will return to this issue later in the report.

Setting. Farmville, Virginia, is a small town and is perceived by those with whom we spoke as a liability for the college. Why is the location a problem? Several reasons surfaced.

Farmville is rural; many Longwood students come from metropolitan areas. Some students appear to have a hard time adjusting to living in a small community without what they believe to be the advantages of big city life: shopping malls, numerous movie theaters, live entertainment, dance clubs and the like. As a result, there is a tendency on their part to leave Farmville on the weekends. At times they go to other colleges in the state for social visits. Others go home and still others escape to the urban areas to shop, go to the movies, or find entertainment opportunities. Students, faculty, and administrators described Longwood students as used to being entertained rather than making their own fun. As a result there is legitimate concern that weekend experiences-- that is, organized and varied activities--are not particularly rich.

The setting is a problem in another way. Farmville, Virginia, and the county in which it is located are not known for racial tolerance. In fact, we understand that the public schools were closed for a number of years in the late 1950's and early 1960's in order to avoid integration. This is a legacy which many find embarrassing, but others, (so we were told) who grew up in Farmville and live in the town, do not apologize for the lack of racial tolerance. We did not speak with any members of the town who were not affiliated with the university, so this is only an impression. Black students, for example, told us that they were not welcome in some stores ("Attitudes are worse on Main Street"). Since Farmville is isolated from larger communities, it is important that students feel comfortable in the community as well as campus, so the experiences of Black students should be of great concern.

One other issue related to setting is developing. As more students live off-campus, concerns are being raised about the sort of neighbors they are. We heard of complaints about noise (students' coming and going at all hours) and parties. Additional concerns were raised about violations of local ordinances concerning too many students living together in rental property.

Students. Longwood College students seem to have average intellectual abilities and motivation. For many students, attending Longwood College was not their first choice. The average SAT score ranges somewhere between 920-940. This is not a major problem in that while every college would like to have a

student profile of SAT scores at 1350 and students who aspire to graduate or professional school, most institutions serve more average students. What is important, we think, is that, compared with students at more selective colleges who are able to entertain themselves and develop mechanisms to cope effectively with being located in small towns, Longwood students seem to wring their hands and say, "Since there's nothing to do on the weekends, we're leaving." They do not seem to be willing or able to take the initiative to develop creative alternatives to leaving or partying, at least to the extent that many students, faculty, and administrators would like. For many Longwood students, Farmville is a place to leave on the weekends. The scores of Longwood students on the College Student Experiences Questionnaire (CSEQ) also are about average compared with national norms. A brief discussion of CSEQ data is enclosed as Appendix A.

Faculty. Faculty morale has been a problem and was addressed in the strategic plan of the College ("Close the remaining vestiges of the 'we/they' gap between faculty and administration"). Some problems were inherited by the current president who has been praised by many at the College for his concern about issues related to faculty morale, compensation, and governance. He indicated that more work needed to be done to resolve the aforementioned issues, but also expressed satisfaction with the level of cooperation that he has experienced in working with faculty.

Longwood was described as a "second-or ~~third~~-tier institution." Again, not every institution ~~can be~~ in the "first tier" but where this seems to be a problem for Longwood is that some faculty, rather than feeling enthusiasm for working with average, non-risk taking college students, would prefer to be teaching more intellectually motivated and curious students. One person, in fact, indicated that some Longwood faculty feel "trapped" in that other career opportunities are not readily available.

Identity. Longwood College needs to clarify and sharpen its mission. Identity and mission are related to concerns about student characteristics and faculty morale. Many people were hard pressed to identify other institutions that could serve as models for Longwood. Certainly, it is not easy to identify small, state-supported residential colleges. On the other hand, in higher education we are often known by the company we keep (i.e. Big Ten, Ivy League, etc.), and we think Longwood is struggling a bit with its sense of identity and institutional self-image. A faculty member, speaking for others in the group stated that at some point, "Longwood lost its vision and doesn't have a new one yet." A shared sense of identity and a clear mission are important in recruiting students and faculty so that they know what kind of institution they are joining. Students and faculty need to feel that they are a part of something special, and that they have a shared sense of purpose. Institutional mission and identity also are critical retention issues.

Facilities. Several immediate impressions come to the visitor to Longwood. The roads which run through the campus give an urban feel to the campus. Pedestrians have to navigate their way through traffic and parked cars as they move from one building to another. Perhaps the development of pedestrian malls would assist in addressing traffic problems. There is great potential for the physical development of the campus. For example, the approach to Ruffner Hall is beautiful.

Some obvious physical facility needs exist. More student housing needs to be developed, and we learned that additional space would be forthcoming. As the College considers enrollment growth, additional living space must be provided if Longwood is to sustain its mission as a residential college.

The student center (Lankford) really does not meet student needs very well. For example, there is no place to show a film and no satisfactory facility for holding a dance. These problems are especially acute in that the college would like to retain students on weekends. Alternatives to the kinds of activities that currently dominate weekends really cannot be developed until there are adequate facilities. Moreover, while we did not tour recreational facilities, we heard over and over that better recreational facilities (eg., running space, weight room, basketball and other intramural space) are needed.

Messages. One of the prominent messages that seems to be communicated to students is "We'll take care of you." This is, on one hand, a powerful and positive expression that Longwood really cares about its students. On the other hand, if, along

with caring, the college does not teach students to make good decisions, to be responsible for themselves, or to behave like adults, then real problems will (and perhaps do) result.

Parents, unfortunately, interpret this message as an invitation to manage the details of their students' lives. For example, we learned that some parents have interfered in the medical treatment of their students by blocking appropriate care. In any case, students may interpret this caretaking as encouragement to avoid taking an active and responsible role in their own lives, both in class and out-of-class.

We think that there is substantial evidence that Longwood students do not take responsibility for themselves. For example, we were told about serious drinking problems that afflict many students, casual sexual relationships that result in a substantial number of cases of sexually-transmitted diseases, denial of alcohol problems and the sexually-transmitted diseases, and a male-dominated culture that results in women being treated in social situations and relationships in ways (i.e. physical abuse) that should be viewed as abhorrent. Concerns also were expressed about unhealthy lifestyles characterized by poor eating habits and lack of sleep; there is apparently a very high proportion of students regularly seeking treatment at the Health Center for sickness related to poor health habits.

Another message that the College communicates is that involvement in out-of-class activities is very important. Indeed, one of the assumptions upon which the strategic plan of the College is based is "Involvement in and reflection about

learning, both inside and outside of the classroom, is critical to student growth and development." Although this is a laudable assumption, we wonder if Longwood students are at a level of intellectual sophistication or complexity that they understand what this statement means. Moreover, can they implement its meaning in their lives? What the College means is that involvement in experiences outside of class which complement, rather than compete with, in-class experiences are important to a student's growth. Students, however, view out-of-class experiences in predominantly social terms, i.e., parties or socially-oriented activities. They may choose to miss class if an out-of-class experience conflicts with class. Involvement, in addition to being an important theme and message at the College, manifests itself at times in the mental and physical fatigue of the "core group" of student leaders. They indicated that they were extremely busy and occasionally made compromises with their academic work to serve on an extra committee or to be involved in an out-of-class activity because their leadership was needed. Some also expressed fears that other students were missing out on opportunities to be leaders. That can be a problem on virtually any campus, but we do have the impression that some of the core leaders are overly-committed and we are concerned about them.

Additionally, we have the impression that there is a certain degree of redundancy of leadership. By that we mean that since the core group of student leaders seems to be small, many students who would like to learn how to be leaders and serve in leadership positions are unable to do so. There is a "leadership

development" conference in Virginia Beach every spring, although we did not learn about the details of the experience.

The Fourteen Goals. Longwood College communicates to students that it has established fourteen goals which will help students make the most of their college experience and their lives. Some community members view the goals as important statements of institutional philosophy; others describe them as a public relations effort to appeal to the parents of prospective students. In either case, we are convinced that Longwood students do not connect with the goals. Many students we spoke with indicated that they simply did not pay attention to them (i.e., "they're just something in the catalogue").

Faculty do not seem to accept the goals as part of their mission as faculty, nor do they feel ownership for the development or implementation of the goals. Some faculty perceive the goals to be a "gimmick" without serious educational purpose.

Student affairs staff bear the burden for implementing the goals, but appear to be uncertain about what to do with them. Staff described a sense of "spinning our wheels" in attempting to put the goals to accomplish this task with little faculty support or student interest. A transcript of "involving experiences" is available for students, as is an involvement survey which students can use to plan their out-of-class experiences, but we were told that students use these resources very infrequently.

Size. A number of factors contribute to the impression that Longwood College is small. Many students indicated that they

wanted to come to a college where they would matter, where they could be involved, where they could know one another, where people are friendly, and where they would not be overwhelmed by large, impersonal classes where faculty did not know them. They reported that at Longwood they have found what they were seeking. Students spoke in enthusiastic terms about the friendliness of Longwood--the smiles, "hellos even from strangers," -- the importance of small classes, and the opportunities for involvement and for "being known" by other students and faculty.

Traditions

Longwood College, as is mentioned elsewhere, was founded in 1839. It has a lengthy history and a number of traditions. Some of the traditions will be described below, but one of the factors that we think contributes to the present culture is that the College did not become co-educational until 1976. Campus life today is very different than it was before the institution admitted men. As a result Longwood College is 150 years old but it has a 15 year history. By this we mean that student norms were dramatically affected by the admission of men, and women, who at one time held all significant student leadership positions, now defer to men in many ways. One alumna pointed out that for the past eight years women have not challenged men for top leadership positions. She added, however, that there are plenty of opportunities for women to get involved at Longwood.

Octoberfest. Octoberfest is an activity sponsored by a group called Geist. Sporting events, German music, a parade and food activities are part of Octoberfest. The Student Handbook

also indicated that ~~competitions~~ are held between the red and white classes (even-numbered classes) and the green and white classes (odd-numbered classes). Some concerns were expressed that the Saturday evening activities were limited to Greek-sponsored parties.

Chi. Chi is a secret society that was started around 1900 which recognizes faculty, staff and students for outstanding achievements. Membership in the society is kept secret until the end of the academic year. At first we were concerned that since Chi members wear hoods and robes, Black students might find this practice offensive. One black student stated that "if you didn't know what was going on, you'd think it was the Klan and you'd be scared to death!" The Black students, however, did not indicate that this was a problem as they were "warned" in advance what was going on and we were told that several students of color have been members of Chi.

Spring Weekend. This is a weekend that is much like Oktoberfest in that students get together for athletic events, games, a chili cookoff and entertainment. Spring weekend and Oktoberfest are used as recruitment weekends for prospective students. Several students described these events when explaining why they choose to come to Longwood; this all-community social event is a powerful draw for prospective students.

Honor Code. In effect, the Honor Code says that Longwood College students will not lie, cheat or steal. The Code was started around 1910 and all students sign an honor pledge. The Code is enforced by an honor board which is advised by a faculty

member. Students, evidently, take the Honor Code quite seriously and those who violate the Code may be removed from the College. About 90 cases were heard in 1988-89. Students affix their signatures to the Code in a ceremony.

Involvement. Involvement in out-of-class life is an important tradition at Longwood College, although we think the definition of involvement varies considerably depending on the group with whom one is speaking. To student affairs administrators, involvement means participation in rich educational opportunities available out-of-class. To many students, however, we think involvement seems to mean participation in the social life of the college. Whereas student affairs administrators would prefer that students be risk takers and participate in a wide variety of activities that might be new to them, students tend to define involvement in terms of the social events and activities sponsored by Greek-letter organizations, the Student Union Board, or student government. We should note again that there is a "core" group of students who seem to be involved in many activities: residence hall programming/staff, newspaper, literary magazine, student government, major-related clubs, service activities, and orientation, Ambassadors, music, art, drama, athletics, and so on. These students speak in excited terms about what they've gained and learned from their out-of-class experiences and express concern that many of their peers are reluctant to try new things, to get involved.

Thanksgiving Dinner. We are not sure how widely the Thanksgiving Dinner is perceived as a tradition at Longwood, but

several students remarked what a festive occasion Thanksgiving Dinner was (complete with a whole turkey!) and that it was as pleasant and joyous an event as they had at their homes.

Education Department. For education majors, we think that the longstanding tradition of excellence in teacher preparation is a tradition. Several education majors indicated that they had enrolled in Longwood because they had Longwood graduates as teachers in either their elementary or secondary schools and that these teachers were among the best they had. While we did not visit with the chair of the Education Department, we understand the best traditions of this academic program have been communicated to students.

Greek system. Four Alpha chapters of sororities are located on the Longwood campus, and Greek life is a very prominent part of the social life of the campus. Greeks are highly visible on campus, and have greater influence than their proportion (30%) of the student body would indicate. In fact, one faculty member was quite surprised to learn that the Greeks comprised approximately 30% of the student body. The faculty member thought that the percentage was considerably higher.

Support Systems

Longwood College has several different support systems which assist students in need. These systems include faculty and student affairs staff who provide daily help students. Two noteworthy programs are identified which help students overcome academic deficiencies.

Faculty. Faculty at Longwood clearly provide all kinds

of assistance to students. Virtually every student with whom we visited indicated that they chose Longwood, at least in part, because they wanted to go to a college which was small and where faculty would know them by name. The role of the faculty member as part of the support mechanism of the college takes many forms---telephoning students if they missed class, providing assistance to students on a one-to-one basis, suggesting tutoring resources or other assistance if students are in academic difficulty,, and being available in their office or at home if students need help. Clearly, the expectation that students have for a personalized learning experience at Longwood is realized because faculty make special efforts to make the learning experience individualized.

Student Affairs Staff. These staff, whose roles have been described elsewhere in this report, work closely with the resources available in Farmville to attend to the difficulty personal problems that students have. Personal counseling, health care, advice and assistance are available to Longwood students. For the size of institution that Longwood is, the quality of the student affairs staff is remarkable. Added to their professional competence is the special commitment that student affairs staff have to Longwood students. The result is that an exceptional resource is available for Longwood students.

Learning Center. The Learning Center provides tutoring assistance for students. Approximately 300 students were served by the Center in the Fall, 1989, semester. Workshops addressing a variety of topics are offered by the Center, including time

management, study skills, how to study for specific courses, and how to prepare for the GRE.

Summer Transition Program. Twenty-five to thirty students with potential for success participate in five weeks of intensive work in Math, English and study skills. This program is offered at no cost to the students and they receive a stipend for participating in it. Upon successful completion of the program, students are eligible for admission to Longwood College.

The Strategic Plan indicates that "necessary support services" be provided so that students at risk can have an optimal chance to succeed. We think that the two programs in place provide an excellent base from which to build. Certainly, faculty and student affairs staff provide excellent day-to-day assistance to students.

Student Groups and Subcultures

There are a number of student groups and subcultures at Longwood College. We will attempt to describe them in the paragraphs below.

Greeks. Members of Greek letter organizations form the most influential student subculture on campus. While the proportion of Longwood College students who are members of Greek letter organizations is around 30% or so, the prominence of this group would lead one to believe that they are the majority of the students on the campus. For example, social life, especially on the weekends, is dominated by Greek letter organizations. Faculty, as is mentioned elsewhere in this report, were astounded to learn that the Greek students were in the minority. The

houses of the Greek organizations are located in the residence halls. As a result, we learned that the College is paying closer attention to the consumption of alcoholic beverages and the concomitant problems which arise from student drinking. Each Greek organization has a faculty adviser.

Black Students. Black students belong to Greek organizations in some cases, but in others they remain independent. When asked why they came to Longwood, many of the Black students we interviewed reported that they were concerned about the academic credibility of historically black colleges (HBC's) and they thought it was to their advantage to attend Longwood. Several of the black women indicated that they could be themselves at Longwood whereas at an HBC there would have been pressure for them to dress and present themselves in ways with which they were not comfortable. The black students also selected a predominantly white institution because "that's the way the world is."

Black students indicated that out-of-class experiences were important to them, but they approached out-of-class life differently than white students. For example, they indicated that there was not much to do on the weekends mostly because they thought that they had not been consulted widely on the kinds of entertainment and other activities they would like to have available on campus. They reported that their fraternities and sororities were more service-oriented and, as a result, do not plan as many social activities as white Greeks do. Our personal experience with historically Black Greek organizations is that

while they classify themselves as service organizations, they do plan many social functions, so we are not quite sure what to make of this.

Farmville, as a community, is not very attractive to black students. Several Black students indicated that they did not feel particularly welcome in town and that they had a few disappointing experiences with merchants who seemed quite interested in Black students' money but not in their spending much time in their shops. Black students also pointed out that they did not feel particularly well-received in some administrative offices. The College ought to examine this matter in more detail. Secretaries, clerks and receptionists, for example, are crucial in making students feel welcome and valued. Subtle and not-so-subtle messages can cause major dissonance for all students, but especially for minority students who are uncertain about how valued their presence is in a community with a history of racial tension. But, the Black students reported that they had learned how to negotiate the system and being accepted was not a major problem. One student said that things were better than when she was a freshman, and another freshman reported that she had not had any problems during her first months on campus.

The black students reported that the only time their culture is celebrated is during Black History Month. They wished that at times such as Octoberfest or the 150-year celebration that they could play a larger role. We heard something about a controversy over the kind of music planned for one major event that evolved

to the point where a decision was made to have one band for blacks and one band for whites. The person who told us this story was not happy with the decision which was made, evidently, at an upper administrative level. Our view is that this decision underscored that black students are valued, an important message. The number of Black students is approximately 220, approximately 7% of the student population. This percentage is quite low, given the racial mix of the Commonwealth. We also learned, however, that four of the SGA Senators were black students, a positive sign of black students' status on campus.

So what is the climate for Black students at Longwood? There is no easy answer to that question. There are two or three observations that are appropriate for most Black students who attend the college. One, the inequities that students encounter tend to be micro in nature. That is, blatant discrimination is not common. Rather, students are more likely to encounter an unfriendly glance, a stiff greeting, or some other subtle form of unpleasantness. Two, communications lines have been opened and are utilized. There is great sensitivity among the senior leadership of the College to the problems that Black students face, and a willingness to try to resolve them. There is substantial evidence to support this conclusion. Three, although their number is limited, the role models for Black students whom we met are superb. There are people at the college with whom Black students can relate and from whom they can learn a great deal.

Other Student Groups. We heard less about other student subcultures and groups. Among those that were described for us included the following:

*Athletes. Longwood offers eight intercollegiate sports for women and six sports for men. Teams play in Division II of the National Collegiate Athletic Association. There is some discussion about organizing a football team and the ramifications that would have for the campus. Football brings advantages and problems to virtually any campus. The perspective that Longwood chooses to take about intercollegiate athletics (i.e, maintain programs that are competitive yet adhere to basic academic values---The College Strategic Plan) seems to be on track. The number of intercollegiate athletes is not large, and we learned that they spend quite a bit of their time together. During our second visit to Longwood two women athletes were interviewed. They were very impressive representatives of the College.

*Resident Assistants. There are about 45 resident assistants (RA's). Several of them described their primary role as being something of a "police officer," but students who lived in the halls indicated the RA's encouraged them to participate in out-of-class activities, so this may be a situation where the RA's, more than students, see their responsibilities as regulatory. The RA's reported that at one time

Longwood was known in some quarters as "Bongwood" (referring to marijuana use). For others Longwood was a place to go if one could not be admitted to a more prestigious institution. The RA's indicated that this perception about college choice has changed, and they were pleased that students are less likely to abuse alcohol than four years ago. A different view about the consumption of alcoholic beverages by students is that public consumption has declined but private consumption has not. It is virtually impossible to know to precisely what the nature of alcoholic beverage consumption situation is on campus.

Resident Assistants have a very difficult job on any campus. The group we met with consisted of an impressive collection of young men and women who appeared to be very dedicated to the residence halls and their institution.

*Denominational Students. There are approximately 800 Baptist students on campus, and 200 Episcopalians. Students from other religious groups are represented on campus, as well. Around 10% of the students who identify with a religious denomination are active participants in religious activities on and around the campus according to campus minutes. For example, 425 students attended the Christmas services the Sunday before exams began.

Campus ministers work with faculty and staff as well as students on campus. Besides the denominations mentioned above, there is a full-time representative of the Methodist church, and part-time staff are provided by the Presbyterian and Roman Catholic churches. There appears to be growth in the number of students who participate in religious organizations. The campus ministers with whom we visited indicated that they thought there were marked differences in the freshmen students (in a positive sense) at Longwood compared with the upperclass students.

Among the ministers' observations of Longwood students were that many students seem to come from dysfunctional families. This results in a heavy counseling load. They also reported the students think that they study more than they actually do.

*Performing Artists. Longwood has extensive programs in art, music and theater. We did not visit with many students from these areas, but we did learn that there are a number of programs available for these students outside of class (i.e. performances, exhibitions, etc.). One faculty member pointed out that productions in many instances are funded by student government. The problem, in this person's view, is that should student government elect not to fund the event, there is no alternative way to provide resources to support it; a more dependable source of

financial support is desirable. This raises a perplexing dilemma. If these activities are viewed as part of the total educational experience, then they probably ought to be funded out of a source other than student fees. On the other hand, if the activities are viewed as nothing more than one of the various ways that students spend their time outside class, then student government would be an appropriate place to seek funding. Our bias favors the former approach.

*International Students. Longwood has fewer than 25 international students, so they do not form a large cohort on campus. The College has established in its strategic plan an objective to attract more international students. Serious thought needs to be given to how the special needs of these students will be met by the College. Before more international students are recruited we suggest that consultation be sought with NAFSA to understand how these students may be accommodated to their best advantage as well as that of the College.

*Adult Learners. The adult learners whom we interviewed were an exciting and highly motivated group of students. They have chosen to attend college in order to create better lives for themselves and their families, and attend Longwood because it is located where they live. As a group, they are strivers, feeling pressure to "make up for the time

I've lost," as well as to be good academic role models for younger students. They have overcome immense obstacles, including family responsibilities, personal crises, and their own doubts and fears about their abilities, to pursue higher education. One woman seemed to speak for the group when she said "I was scared to death."

The adult learners reported having very rewarding academic experiences at Longwood, not the least of which was finding that they can achieve and learn far beyond their perceived limits. They are especially positive about their interactions with faculty; faculty members have been available to provide class-related help when needed. The adult learners have felt welcomed by younger students ("They think of me as 'mom'--I like that!") and Continuing Studies staff are encouraging and empathic in their dealings with adult learners.

Adult learners assert, however, that much more can and should be done to meet their needs, needs that differ in many ways from those of traditional-age residential students. In general, they perceive that Longwood is very unresponsive--or unprepared--to deal with adult learners. They are concerned about the lack of information about campus events ("there's a lot we miss out on"), but, more important, lack of information about course requirements, registration

policies, available courses and funding, and so on. They are very dissatisfied with financial aid policies and other administrative practices that appear to be designed for traditional students (e.g., "All my mail from Longwood comes addressed to 'the parents of...'). They have experienced parking problems as well as having the frustration of going to many different offices in order to get information or take care of business. Although these obstacles may be part of a typical college bureaucracy or the result of well-intentioned (or, perhaps, unexamined) policies, they are especially distressing for adult learners because these students have full-time non-student responsibilities. For several of the adults we interviewed, college is a second, third, or fourth priority after their spouses, children, full-time jobs, and spiritual lives, thus, "I just don't have the time to find my way through the maze."

Adult learners would also like to have more programs and support services designed to meet their needs. Some expressed interest in participating in the Longwood Seminar because of the information that is provided about Longwood, although they acknowledged that the primary focus of the Seminar sessions is the needs and questions of traditional-age students. They would also like to have more interaction among adult learners--"a network" for information and support.

*Couch Potatoes. We did not meet any of these students but we were told that they are "out there." Our guess is that these are the students who choose not to be involved in out-of-class life at the College. We are not exactly sure what they do other than hang around, watch television and earn, as one person described it, the "All American C." In the second visit to Longwood, students were chosen for interviews at random. Again, the so-called "couch potatoes" were not encountered. The students estimated that 10-15% of the student body were "couch potatoes." Involved students said that "couch potatoes" were students who had boyfriends or girlfriends at other colleges, students who went home to take care of parents, or students who were going to transfer because Longwood College did not have their major. One student even speculated that "couch potatoes" were a myth started at Longwood to make sure that all students get involved. Our feeling is that Longwood students are quite involved and that the "couch potato" is rare.

*Ambassadors. The Ambassadors include not more than 65 students who provide service to Longwood College in a variety of ways. They serve as official hosts and hostesses at college events, do fund raising, and conduct campus tours. There is a minimum grade point average for membership in the Ambassadors who are directed by the Office of Institutional Advancement.

Involving Structures

There are a number of structures at Longwood College that promote student involvement out-of-class. Listed hereafter are several prominent ones.

Freshman Seminar. All first-year students are expected to enroll in the Freshman Seminar. This is an experimental course offered by 32 different instructors, one-third of whom are student affairs administrators. The balance of the instructors are regular faculty who receive release time to teach the course or an extra stipend for their work. Among the topics covered in the seminar are the resources of the college; reading and study skills; residence hall issues; ethical decision-making; the Honor Code; career decision-making; and general education and graduation requirements. The seminar leaders also serve as the students' academic advisers and each student has at least two conferences with his/her academic adviser.

We received two different pictures of the seminar from faculty. They agreed that the seminar was valuable in facilitating the transition from high school to college. They felt, however, that an undesirable effect of the seminar is that students who have very specific majors without much room for elective courses might not receive appropriate advising. Potentially, these students may not enroll in the proper sequence of courses. One faculty member indicated that the transfer requirements in his program require frequent telephone calls on his part to stay current, and he reported that advisers without

his academic background would not be able to provide the best advice. We are unsure if this is a widespread problem.

What is particularly noteworthy about the seminar is that student involvement in out-of-class life is stressed by the instructors. Opportunities are identified and involvement is encouraged.

A concern that was voiced by both students and faculty was the large size--as many as 25 students--of some of the seminar groups. Some fear that these numbers inhibit the sharing and bonding between student and faculty members. For students bonding with faculty is one of the advantages of the Seminar experience.

Orientation. Orientation takes place in three phases. The first phase is an activity called "Preview" which occurs in the summer. First-year students and their parents attend a one and one-half day session. The second phase of orientation occurs in Fall before classes begin. The third phase of orientation is the Longwood Seminar, which was described above.

Several students and student affairs administrators reported that during the various phases of orientation, involvement in campus life was stressed. A brief description of the summer program follows. Parents' orientation is not described.

The orientation program begins around 10:30 a.m. with a welcome from the President who describes the history of Longwood, and stresses the importance of academic life. He emphasizes that involvement is important and that many opportunities are available for students on the campus.

Vice President Stuart mentions that involvement with faculty is important and that the faculty are interested in working with students and helping them. Other topics are covered by him as well.

Other presentations include a welcome from the Vice President for Advancement who describes the society of families, a description of the Longwood Seminar from Assistant to the President; and a speech from Vice President for Student Affairs who provides a summation of the material introduced by those who preceded her on the podium. Involvement is stressed in her speech as well.

At noon lunch is provided for the students who meet with student leaders. From 1:00-3:00 p.m. diagnostic testing is conducted followed by a refreshment break. Parents and students get together during break time with seminar leaders.

Dinner is served at 5:00 p.m. followed by a tour of the campus. Involvement is stressed by the tour guides. At 7:00 p.m. programs are provided which describe dorm and Greek life. This program is followed by a presentation of several skits which described such matters as the honor code, dorm life, and going home for the first time. The evening is concluded with games at the recreation field and a dance featuring a disc jockey. Students and parents spend the night on campus.

The following morning academic advising occurs in small groups. Either before or after their advising session, students may choose from an array of presentations including such topics as financial aid, roommates, classes, wellness, and so forth. By

noon the program is over and the students and their parents are free to leave campus.

Involvement is stressed at a number of times, but the student orientation leaders we spoke with indicated that more of an emphasis is placed on out-of-class involvement rather than involvement with faculty members. The college may wish to change the focus a bit, so that involvement with faculty receives a similar emphasis. We think this subtle change in emphasis may help address some of the imbalance in students' understanding of the message of involvement which they appear to interpret more as social involvement. The college would prefer that academic involvement receive more student attention than social involvement with peers.

The Fall orientation program includes discussion of such topics as residential life, the Honor Code (complete with a ceremony), personal responsibility in dealing with drugs, alcohol and sex, community involvement, the Longwood Seminar and a departmental meeting for majors.

Pre-admission materials. The Longwood College viewbook stresses the importance of involvement for prospective students in several ways. In describing the Longwood experience the book notes "Students have numerous opportunities for leadership, participation, and growth." Later in the book a student is quoted as saying, "One of the best things is the opportunity to get involved." There is no question in our minds that the college communicates the message of involvement to prospective students. The older version of the admissions video also

communicates the message by indicating, "Longwood believes it's important to be involved." How the message is interpreted by students may be another matter, as we have already suggested.

Residence Halls. A number of students indicated to us that resident assistants (RA's) stress the importance of involvement to students through floor meetings as well as casual conversations. The RA's indicated that they thought that part of their job was to encourage student involvement in out-of-class activities in the residence halls and on campus. Peer Assistants (PA's) also encourage involvement in residential and campus life. RA's also model involvement, although one freshman stated that she "can't see how [her] RA gets her class work done." Some RA's, then, may model over-commitment to out-of-class activities.

Greek System. The Greek system really is the heart of social life on campus. Most weekend social activities, we were told, are initiated by the Greek letter organizations. The activities are not exclusive; that is, non-Greeks are welcomed at many of the parties and other socials. The size of the activities has shrunk a bit as the college has become more concerned about the consumption of alcoholic beverages and the drinking age in the Commonwealth has been raised. Greeks are involved in other ways besides hosting parties. For example, Kappa Delta (we think) has hosted some study breaks on campus.

Student Government. Student Government Association (SGA) is the primary student governance structure. We learned that a leadership retreat was sponsored by SGA this year to encourage the development of student leaders. We do not know the exact

etails of this activity but it sounded like it was an excellent first step in the development of student leaders at Longwood College.

Involvement Fair. Earlier this year a variation on the theme of an activities fair was held at the College. The Involvement Fair was an opportunity for student organizations to recruit prospective members and also an opportunity for students to learn about various organizations on campus and possibly join them.

Student/Faculty Research Projects. We were told that since 1960, and possibly earlier, students have been involved in independent research projects in the sciences. The new admissions video indicated twice that more undergraduate students are involved in research projects at Longwood College than any other institution in Virginia. This message of involvement should be stressed more in the College viewbook. Currently it appears at the end of the publication. Besides biology and chemistry, students work with faculty on research projects in archaeology. At one time the Small Business Institute provided internships, but then the program was cancelled. We were told that internship learning opportunities were being reinstated. Field experiences are available in social work, art, education and therapeutic recreation, to identify just a few.

A comprehensive array of activities that involve students and faculty is available in the chemistry department. Professor Pat Barber provided us with an impressive list of activities that ranged from collaboration in research projects to internships.

Presentations to regional and national meetings were highlighted. Space does not permit us to list the entire array of projects, but we left with one vivid impression: the opportunities provided to chemistry students to work closely with faculty are among the best we have seen at any institution of higher education in the country. The chemistry program serves as an example of what can happen at Longwood College.

Honors Program. The Strategic Plan has established a goal of "strengthen(ing) and expand(ing) the Honors programs." According to the director of the honors program, the former criterion for admission for freshman was an SAT score of 1100. Now, a more complex formula is used to admit freshman to the program. Faculty told us that some of the honors' students have self-esteem problems while others are bright but not highly motivated. Most were not pushed too hard in high school and some did not take the seminar experience as seriously as they should have. About 135 students participate in the Honors Program.

Honors students register first and are able to enroll in special sections of general educational classes. Special sections of the Longwood Seminar are reserved for Honors Freshman. One problem with this is that one section, for example, contained 28 students which is quite large for a seminar. Perhaps smaller sections could be arranged. Additionally, there are some special programs for Honors students (such as a program with a creative writer which included a dinner). Two team-taught inter-disciplinary courses are available for Honors students. There is a separate senior honors research program. In this

program students write a senior Honors paper and defend it before a faculty committee.

There is no Honors house or place where students can congregate. This is a problem because there is no place for students to interact with one another outside of a floor in the residence halls where many Honors students live.

There is a perception that department chairs do not support faculty teaching Honors courses since the courses are small and the number of credit hours produced is quite small. Additionally, the operating budget for Honors is not great. This limits the supplemental activities that can be developed for Honors students. More scholarship money for Honors students would be welcomed. Currently there are just five such awards, according to the Honors faculty with whom we visited.

Weekends. Weekends are involving structures in that they provide the time for social interaction among students. Some comment is warranted about how students spend their time on the weekend.

In the eyes of some, the weekend starts on Thursday night with a variety of social activities. This should be of great concern for two reasons. One, students who have classes on Friday will be disturbed. Two, students add another night of social activity to an already full schedule. In short, they could use more study time.

The estimates on the number of students who leave on weekend vary considerably. Some students reported that about 15% of the student body leaves each weekend. Another student thought about

25% of the students leave on the weekend. Still another student indicated that according to a study done in a business course that she had taken, 84% of all students stay three to four weekends per month. Others thought that estimate was too high. Most agreed that fewer students leave now than did two or three years ago.

Why do students leave on the weekend? Several activities compete with students' staying on campus. Some students take road trips to other campuses. Many freshmen go home because they are homesick. Other students have jobs that take them away and still others have friends with whom they would like to spend the weekend. One or two people speculated that students go home to rest and catch up on their sleep.

What do students do on weekends if they stay on campus? On the list provided to us by a group of students were such activities as going to the student union, studying, attending athletic events, catching up on sleep, participating in intramural and recreational programs, and attending parties sponsored by the Greek letter organizations.

Evidently, non-party events are not well-received by students. When a group of resident assistants was asked why that is the case, they gave the following reasons: 1) there is a tradition to stay home and drink; 2) students are afraid to participate in non-party activities because their peers might not approve of what they are doing, 3) there is a fear on the part of some students that they might be perceived as being non-social, and 4) students are afraid to try something different because it

might fail or they "might miss something" if they do not go to a party. There is no question that there is pressure on the part of the students to participate in conventional activities (Greek parties) on the weekends. Alternatives do not work, according to the students. On the other hand, suggestions as to what is needed to improve weekend life on campus were plentiful. Among them were:

1. Provide more program money;
2. Use regional resources for recreation and entertainment;
3. Don't worry about the evenings, just plan daytime programs;
4. Plan van trips to historic sites;
5. Plan more mixers and concerts for those who do not wish to drink.
6. Have better facilities for dances, movies and get-togethers.

Communications Mechanisms. Our general impression was that communications mechanisms are quite good on the campus. That is, residential students seem to know about events and other activities that are being held on campus. This is particularly encouraging given that the student newspaper (The Rotunda) is published just once per week.

The newspaper, by the way, is 50% self-supporting. Its primary mission is to inform the college community and focus on College issues.

What are the other communication mechanisms on campus? Several that were listed for us include:

- *Posters and flyers;
- *Banners outside the dining area;

- *WLCX-the campus radio station;
- *Table tents;
- *The digital board in the dining hall;
- *Kiosks;
- *Word of mouth.

These mechanisms seem to be adequate in communicating what is occurring on campus to the residential student body.

Non-residential students (i.e., adult learners) complained that they did not have adequate access to information about out-of-class activities or academic matters.

The Size of Longwood. One other involving structure that should not be overlooked is the size of Longwood College. This campus of 3,000 or so students is very inviting to students, and many students reported that the size of the place is the one characteristic that had a substantial influence on their decision to attend the College. For example, students commented "They (faculty) care about me." "They want us to learn." "Better grades result." The attractiveness of small classes and a caring faculty cannot be over-emphasized. This information should not be lost as Longwood contemplates future directions. The strategic plan indicates that an enrollment of 3,500 is the target for 1994-1995, but that enrollment growth should be managed to "maintain the college's traditional intimacy between faculty and students." Several people speculated, however, that an enrollment of 5,000 was the target for the end of the century. Planning will have to be conducted very carefully to not lose the sense of smallness that is valued by so many students. We point

this out because one very articulate upper class student indicated the dining room is crowded, library space is short, the computer lab is too crowded and tripled rooms make for "perpetual anarchy." Whether or not this description is entirely accurate is difficult for us to measure. But, we urge caution as the college contemplates substantial growth.

Institutional Agents

President

President William F. Dorrill is beginning his second year at Longwood. At this point, he is perceived by many students, faculty, and administrators as a "healer," helping to break down barriers between faculty and administration, students and faculty, and the town and the college, in part by placing a high priority on academic quality and intellectual excellence.

President Dorrill is also viewed as a source of direction and vision for the college. Students and administrators reported that "good things are happening here--Longwood is on the move" after a period of shifting identity, changing programs and students characteristics, low morale, and adversarial relationships between faculty and administration. The college's strategic plan, new governance arrangements, plans for building and renovation, rising SAT scores, and much-improved student retention are viewed as evidence of institutional health and vitality as Longwood moves into the 21st century. Although not all members of the community are a part of these changes, the president seems to embody the general feeling of optimism (in

me cases tempered by a "wait and see" attitude) about the future.

President Dorrill knows and cares about student life at Longwood. He is articulate about his commitment to "total student development" as part of the mission of the institution. He spoke about ways in which he would like to see that mission implemented (e.g., "we want to teach responsibility in an environment conducive to personal and intellectual development"). His vision for student life at Longwood includes students who are serious about their studies as well as in other areas of their development. He wants the college to offer many and varied weekend activities that are well-attended by students. Dr. Dorrill would like to have a student body that "works hard and plays hard," although he fears that the current student culture values the latter more strongly. He also would like to see students and faculty involved in more shared out-of-class activities.

Dr. Dorrill hopes to implement these goals in part by increasing admissions standards, although one must ask what will happen to the "average" student (and many institutions) if every college sets its sights on the top high school graduates. Achieving greater selectivity while expanding access, both in terms of total enrollment and enrollment of students of color (another aspect of the Strategic Plan), represents a challenge for Longwood College.

Vice President for Academic Affairs

The Vice President for Academic Affairs, Dr. Donald Stuart, has been a source of stability in the academic life of the college during the past decade of change. He is very well-informed about student life at Longwood and has an effective working relationship with the Vice President for Student Affairs. Dr. Stuart described his priorities for student life primarily in terms of faculty involvement with students, citing a "local culture of reaching out to students" as an important part of the role of Longwood faculty. At the same time, he spoke of increasing pressure on faculty to publish, a point to which we will return.

Dr. Stuart understands the contributions of student out-of-class life to the total educational experience and the relationship between goals for general education and student development, and is supportive of, and involved in, efforts to improve the quality of student life at Longwood. He stated that, at present, the student culture emphasizes social activities to a large extent and "it's time to develop another sort of culture," one which encourages more varied and more intellectually stimulating out-of-class activities. Dr. Stuart sees the 14 Student Development Goals (in an abbreviated and more measurable form) as a useful basis for assessing student life and the impact of out-of-class experiences on student learning and development.

Vice President for Student Affairs

Phyllis Mable, the Vice President for Student Affairs, is described by students as approachable and helpful (e.g., "You can

go to her with any problem.") She is committed to, and seems to feel some ownership for, the 14 Student Development Goals and the ways in which the goals can help students see connections between their in-class and out-of-class experiences.

Ms. Mable is also committed to reinforcing connections between Student Affairs and Academic Affairs, a commitment which Dr. Stuart shares. They have worked together to establish the Longwood Seminar and are currently working on building a "total program" of assessment. These efforts may have a positive impact on student life as they demonstrate the centrality of the education of the whole student to Longwood's mission. Students and faculty must, however, be a part of these efforts and understand and accept the student-oriented aspects of the mission if the quality of student life is to be improved significantly.

Ms. Mable is a prominent national figure in student affairs administration. She is a past president of the American College Personnel Association, editor or co-editor of several books, and an ACPA Senior Scholar. She is a well-respected professional.

Faculty

When students talked about what they liked about Longwood, they consistently mentioned faculty: "my teachers know my name," "they say 'hi' when you see them on campus," "they really want to help you," and so on. According to the students with whom we spoke, most Longwood faculty members are available to students outside of class to answer questions or discuss class-related matters. One faculty member commented, "I think we owe it to them (students) to call them by name." Some students described

Receiving phone calls from faculty asking why they had missed class or offering extra help. Students, in fact, described more satisfying out-of-class contacts with faculty than faculty did with students; faculty expressed frustration at students' unwillingness to come to dinner when invited or to get involved in departmental events and programs. This difference in perceptions may be a result of differences in expectations or hopes; while faculty members might hope for intellectually stimulating encounters with students out-of-class, students (particularly those with average academic ability and aspirations) may be surprised and flattered when a faculty member remembers their name.

One of the advantages of Longwood for a faculty member is that because of the size of the college, it is relatively easy to get to meet and interact with faculty from other disciplines. Additionally, administrators are accessible to faculty members regardless of rank.

We received mixed messages about the institution's expectations for faculty involvement with students. While we were told by the President and Vice President for Academic Affairs that faculty are expected to reach out to students and that these expectations are communicated during new faculty orientation, faculty (even those hired recently) said that they had received no explicit messages from the college about the extent to which they ought to be involved with students outside of the classroom. Some said that expectations vary by department.

We speculate that implicit messages encouraging involvement are communicated by the expectation that faculty will serve as academic advisors, the requirement that student organizations have faculty (or staff) advisors, and the incentives that faculty receive to participate in the Longwood Seminar. We spoke to a number of faculty who are involved in some or all of these activities and who believe these contacts with students are part of their teaching role. A message that may discourage faculty involvement with students is the absence of funding support (e.g., funds for faculty to take students to lunch or for coffee, an entertainment fund to offset expenses involved in having students over for dinner).

The emphasis placed on teaching at Longwood continues to be strong; the average class load for faculty is four classes per semester. At the same time, we were told by the Vice President for Academic Affairs that the reward system is shifting and faculty who desire tenure and/or promotion must publish, although here, too, there were mixed messages as some junior faculty believed that they would be able to obtain tenure without publishing. Efforts to increase scholarly productivity on the part of faculty, and thereby increase the academic reputation of the college, is not unique to Longwood. These efforts, however, have implications for the quantity and quality of faculty involvement with students outside the classroom as well as for the quality of faculty lives, particularly if the four-class load is maintained. Perhaps work on the objectives of the strategic

in as they apply to Faculty development will help clarify this matter.

Faculty members, like administrators, believe that Longwood students are not sufficiently interested in academic matters. While they acknowledge the importance of out-of-class activities to students' education, they perceive that many students are too involved in such activities while others are only involved in social endeavors. Some described Longwood students as lacking ambition or commitment to achieve "except socially," being reluctant to risk failure and unwilling to solve difficult problems, lacking academic self-confidence, and being unwilling to study (e.g., to prepare for exams). The passivity and refusal to take risks mentioned by others with regard to out-of-class life appears to be a problem in the classroom as well. Faculty with whom we talked believe that, in order for these behaviors to change, "the student culture must change." They spoke optimistically about this year's freshman class, citing greater interest in academic achievement, more responsible attitudes about studying and alcohol use, and higher levels of intellectual curiosity. Incidentally, some upperclass students also asserted that "the freshman are different this year--more into school."

Faculty use requirements for class to encourage students participation in out-of-class experiences. For example, students are required to attend concerts, attend speeches or go to an athletic contest. Students reported that at first they resented having to attend these "required" events, but afterwards they were glad they went.

Student Affairs Staff

Longwood has an excellent student affairs staff with an unusually high proportion of persons trained in student affairs work for a college its size. The staff members with whom we spoke seemed capable, creative, and interested in and concerned about the students with whom they work. They know the students well, and offer many and varied programs and services to meet the students' needs. Unfortunately, many students in need do not take advantage of these resources, perhaps as a result of denial of problems, lack of initiative, lack of interest, fear of violating social norms or a combinations of all of these. In any case, this is a source of frustration for the staff.

An important role for student affairs staff is to provide support and assistance to students who come to campus with personal problems that have been part of their lives before matriculation at Longwood. Among these problems are students whose families are dysfunctional due to divorce, alcoholism or other factors. Support groups have been established for students who suffer from eating disorders or alcohol abuse or come from troubled families.

Another source of frustration is an apparent lack of focus or direction for student affairs staff. We have the impression that there are problems with lack of follow-through on many of the creative and innovative ideas staff generate. Perhaps they are trying to implement too many ideas. The 14 Student Development Goals may be too complex and fragmented a basis from which to work.

Policies and Practices

There are a number of policies and practices in place at Longwood that contribute to, or enhance, the quality of student life. First, the fact that "involvement" is a matter of college policy communicates to all members of the campus community that learning and development take place both inside and outside the classroom, and that students' experiences out-of-class are a valued, integral aspect of Longwood education. As a consequence, the use of college resources to improve out-of-class life can be supported as part of the mission of the college. Students also are given the message that the quality of their lives--their total college experience--is of critical importance to the institution, and that they are expected to make the most of that experience.

Second, students seem to be able to form groups and organizations and obtain funding with relative ease. This should encourage students to organize groups to pursue their interests and ideas, thereby enhancing the total campus community. An interesting example of student initiative is the peer helpers organization formed last year by a freshman.

Another policy that contributes to student involvement in campus life is the requirement that students reside on campus. The educational and community benefits of on-campus living are many and, perhaps, obvious, although they should be revisited in light of recent decisions to allow some upperclass students to move off-campus in order to relieve overcrowding of the residence

halls. We will return to the condition of the residence halls in the next section.

Longwood also has policies and practices that have a negative impact on the quality of student life. First, the practice of placing freshmen and transfer students in "triples," in some cases for more than a semester, is a problem for the students and for the community. Crowded conditions were the reason some new students gave for leaving campus on the weekends. Even students who do not live in "triples" described a need to get away from the crowds--there are just too many students living in some halls. Such living conditions may offset the benefits of the on-campus housing policy for some students. Although there are plans to build another hall within the next two years, we understand that a new hall will not eliminate the need for "triples," even if the number of students does not increase as predicted.

A policy that affects transfer students negatively is the requirement that they register after other students. Transfer students described great difficulties in getting classes appropriate to their needs. The combination of later registration and assignment to "triples" can make for a very unwelcoming experience for students who transfer to Longwood.

The push to make Longwood attractive to male students may have had a negative effect on the climate for women. We have already described the concern that for several years men have held the top leadership roles, as well as the perception of some Longwood faculty and staff that the more negative aspects of the

Longwood student culture can be attributed to a "macho" value system that encourages mis-use of alcohol, casual sexual encounters, relationship abuse, and the downgrading of the importance of academic achievement. During the second visit to Longwood, two males indicated with great pride that they make sure that the ratio of women invited to their parties compared with men is about four or five to one. The women students in the room did not challenge this practice or their thinking. We wondered if the women realized how degrading this approach is to male-female relationships. Continuing efforts to erase the image of a women's college (e.g., discussions about adding football) raise additional questions about the attention being given to the needs, interests and opportunities for women students (who comprise two-thirds of the student body).

Recommendations

On the basis of the foregoing discussion we have developed a number of recommendations that can be divided into the following categories: (a) institutional identity and image, (b) physical setting and facilities, (c) programming, (d) special student needs, (e) faculty-student involvement, (f) academic policies, (g) student development goals, and (h) health and wellness.

1. Institutional Image and Identity

- a. Involve all community members in the process of identifying and maintaining a clear, consistent, and shared institutional identity. This identity might focus on the mission, student development, or some other aspect of the college that sets it

apart from its peer institutions. What is distinctive about Longwood?

- b. ~~Implement plans for growth in enrollment with care~~ and respect for the advantage of small size that is so salient and significant to current students.
- c. Evaluate the implications of the "we'll take care of you" message that is sent to prospective students and their parents. Are there ways to publicize and promote caring within an environment of challenge and expectations for responsibility, initiative, and risk-taking? Does such an environment now exist, or can (should) it be created? We were told that many Longwood students are first-generation college students. If that is the case (we also heard that it may not be), more should be done to communicate to parents that one of the greatest gifts they can provide for their students is the opportunity to learn and grow without inappropriate parental interference.
- d. Assess the climate for women students. What sorts of attitudes do they have about themselves? What messages are communicated to them about their roles, development, needs, competencies, status, and importance? Is a change in climate needed?
- e. Evaluate current publications (e.g., admissions materials) for the messages they send to students about student life and academic endeavors at

Longwood. What expectations are created? Are these expectations consistent with what the college offers/wants to offer?

- f. Out-of-class experiences which have value to the college should be defined so that students have a better understanding of what the college means by "involvement." The benefits of such experiences should also be made clear so that students find reasons to change their lifestyles in ways that, for some, are dramatic.

2. Physical Setting and Facilities

- a. Expand available housing space in order to end the practice of "tripling." Explore possibilities for providing housing off-campus (yet within the purview of residence life staff and policies) for groups of upperclass students (e.g., honors house, international house). Re-evaluate the appropriateness of all-Greek housing; is it an effective (in terms of the quality of student life) as well as efficient (given space needs) residential option?
- b. Close as much of the campus as possible to vehicular traffic and create pedestrian malls that provide outdoor gathering places and conversational seating space.
- c. Explore options to expand recreational and social gathering spaces. Highest priority should be given

to developing areas to hold dances and movies for large groups, as well as accessible and attractive informal gathering places, such as a game room, coffeehouse, and the like. Also important is more space for an expanding and popular intramural sports program.

- d. Use Farmville to more effective advantage. Assess regional resources for recreation and entertainment and provide opportunities for students to use what is available. Explore possibilities for field trips to local historic sites. Identify internship or cooperative education opportunities. Work with community members to identify and meet local needs for community service volunteers.
- e. We recommend that issues related to student behavior in the city of Farmville be studied by a joint College-City task force. This matter should be explored so that recommendations which will strengthen College-City relationships will result.
- f. Consider a policy prohibiting freshmen from having cars on campus. This would help alleviate what almost everyone describes as a serious parking problem, as well as affirm to students that Longwood values students' immersion in the college experience. This recommendation carries with it the caveat that there must be sufficient and varied activities available for students on the weekends.

3. rogramming

- a. for adult learners: Work with adult learners, first, to assess their needs, and also to develop an "adult learner's network," for the purposes of providing programs and support for their unique needs. Identify ways in which adult learners can become involved in campus student life (e.g., are they considered for membership in leadership or other honorary organizations?, are they encouraged to participate in student government or Student Union Board?). Although adult learners ought to be involved in meeting their own needs, they also need the help and support of the college, including human and financial resources and the affirmation that adult learners are important members of the Longwood community.
- b. for black students: Work with the Association of Black Students to identify programming interests and needs, and ways in which black culture can be affirmed, appreciated, and celebrated throughout the year.
- c. Assess needs of other student groups, including international students, women students, commuter students, athletes, special academic or career interest groups, performing artists. Do their special talents, needs, and interests provide opportunities and means to expand the variety of

programs and activities available for the campus, as well as enhance the educational vibrancy of student life?

- d. Develop an ongoing program for "emerging leaders"--leadership development opportunities (e.g., an "emerging leader's class", a series of weekend workshops, a leadership component within the Longwood Seminar or summer orientation) for any student who would like to be a more effective leader (or a more effective group member). Consider offering academic credit for participation in this program. Seek input and involvement from current student leaders as well as persons identified (by themselves or others) as potential leaders. Explore the possibility of using alumnae/i and/or governing board members in developing and implementing leadership development opportunities.
- e. Assess the need for developing a program in volunteerism. We have the impression that Greek organizations conduct volunteer efforts, but that other students would like to volunteer their time and talent. Perhaps a modest program would be started.

4. Policies Related to Special Student Needs

- a. Evaluate current policies and practices as they relate to and affect adult learners. Specific areas of concern include financial aid, cashier's office, and channels for distribution of information.
- b. Evaluate current policies and practices as they relate to and affect transfer students. Specific areas of concern include academic registration and housing assignments.

5. Faculty-Student Interaction

- a. Provide funds to encourage and support faculty efforts to be involved with students out-of-class (e.g., dinners in faculty homes, end-of-semester celebrations with class members, refreshments for get-togethers to discuss student and/or faculty research).
- b. Provide more clear messages to faculty about expectations for their involvement with students outside of class.
- c. Provide more clear messages to faculty about expectations for obtaining tenure and promotions. Re-evaluate the current average class load in light of increasing pressure to publish and the apparent assumption that faculty will be involved with students outside of class (e.g., as organization advisors, in major-related clubs, in student research).

- d. Provide resources which will facilitate student-faculty interaction outside the classroom with a clear academic focus. Longwood already has more undergraduate student research projects than any college in Virginia with minimal financial support. There is an enthusiasm among faculty to expand the role of students in research. The missing ingredient at this point is financial support. We think that if more support is provided, the results will be splendid.

6. Academic Policies

- a. From the first contact with prospective students and parents, set clear academic expectations, and make sure that on-campus policies, practices, and experiences are consistent with these expectations.
- b. Consider instituting a full schedule of Friday afternoon classes. The current practice of a much-reduced course offering on Friday can be viewed as a symbolic statement that "college" ends at noon on Friday and begins again on Monday morning, as well as facilitating students' leaving for the weekend.
- c. Expand the number of faculty and staff serving as instructors for the Longwood Seminar so that Seminar group size can be reduced. Groups of 25 or larger inhibit the sharing and student-instructor/advisor contact that are important benefits of the Seminar;

attempts should be made to have no more than 122 students per group.

- d. Consider the addition of peer advisors to the Longwood Seminar. Upperclass students (selected and trained for the purpose) could be paired with faculty/staff instructors to provide positive peer role models for new students, expand leadership opportunities available to upperclass students, and ease the workload for instructors.
- e. Add a section of the Longwood Seminar for adult learners. Current adult learners could provide assistance in planning and implementation (e.g., as peer advisors).
- f. Seek ways to provide more clear and intentional connections between in-class experiences and the "real world" out-of-class. Possibilities include cooperative education and internship experiences in the local community or region, more undergraduate student research projects, and volunteer programs in community service.

7. Student Development Goals

- a. Shorten and focus the current list of goals in order to provide more clear statements about what the college wants and expects from students and more clear and coherent direction for staff, faculty, and students involved in implementing the goals.

- b. Put the new goals in terms that students can understand and use for their own benefit.
- c. Involve the entire campus community in the process of developing new (or altered) goals.

8. Health and Wellness

- a. Form a campus task force of students, faculty, and administrators to address critical issues of alcohol and sexual abuse, sexually transmitted diseases, sexuality, and other health-related issues. The nature of these problems at Longwood should be made clear to the campus community and extensive publicity should be given to efforts to identify and assist students in trouble. Preventive education efforts as well as treatment and support services should be highly visible and accessible (if not intrusive). Resources that ought to be highlighted include support groups for children of alcoholics, recovering alcoholics (or other forms of drug addiction), victims of eating disorders, and participants in abusive relationships. Housing options such as "wellness floors" could be considered. The intramural program might be another means to provide students with information about, and assistance in developing, healthy lifestyles. Provide money to support this.
- b. The "peer helpers" program should be more highly publicized. They might consider providing residence

hall programming, perhaps in conjunction with RA's
and the Student Health Service, as part of their
helping role as well as a way to make their services
known.

Appendix A

Brief Analysis of CSEQ Data

The College Student Experiences Questionnaire (CSEQ) was developed to learn about how students spend their time, how they take advantage of the opportunities and resources of their college, and the amount of effort they expend in a variety of activities---both in and out-of-class.

The CSEQ was administered to 1150 Longwood College students in October, 1989. Of the group sampled, 791 students returned usable questionnaires, for a response rate of 68.9%. This is a rather good response rate for students chosen at random. The purpose of this brief appendix is to report the results of the administration of the CSEQ at Longwood College and compare those results with the norms developed by the author of the instrument, C. Robert Pace. The norms are described in a booklet written by Pace (1987), and the group of institutions with which Longwood College is compared is categorized as "Comprehensive Colleges and Universities." Eighteen institutions comprise the norm group. They are identified at the end of this appendix.

Basic Demographic Information.

Basic demographic information is collected by the CSEQ in several categories. In comparing the Longwood respondents with the norm group, the following conclusions are drawn:

*Longwood students are younger (87.4% 22 years old or younger at Longwood, compared with 77% 22 years old or younger in the norm group);

- *More of the Longwood respondents were women (71.4%) than those in the norm group (61%);
- *Senior students at Longwood were under-represented (18.5% of the respondents) compared with the norm group (22%);
- *Longwood respondents were most likely to have to spend all of their years at the college (79.4%) than those of the norm group (74%);
- *Longwood students (84.3%) more frequently had experience residing in campus residence halls than the norm group (57%);
- *Longwood respondents indicated that their average grades were lower than those of the norm group. For example, 49.5% of the Longwood students indicated that their average grades were a B- or lower, whereas 43% of the norm group reported their average grades as a B- or below;
- *Education majors were over-represented in the Longwood sample and Health-related majors were under-represented. This is consistent with the curriculum of Longwood College;
- *The data from Longwood students were consistent with the norm groups for the following categories: Parental educational attainment; whether or not the students expected to pursue a graduate degree; whether or not they were a full time student; whether or not they were a citizen of the United States; and the amount of the time that they spend each week on their school work (the modal response was "about 30 hours per week");

*Families of Longwood students are generous in providing support for the students' education. Over 70% of Longwood students reported that their families were providing more than half of their educational expenses compared with 54% of the norm group reporting a similar level of family financial support;

*Longwood students indicated that they were less likely to be employed (62.3% not employed at all) than their counterparts (45%);

*Over 89% of the Longwood respondents were white, whereas the norm group contained 83% white students with the balance being students of color.

Quality of Effort Scales.

One of the sections of the questionnaire measures the quality of effort that students expend in a variety of activities on campus. Some of these scales measure effort directly related to the learning process, while others are concerned with out-of-class experiences of college students. As with the demographic information, Longwood students vary from the norms along some scales in a positive way, and for others, Longwood students apparently expend less effort than the students who comprised the norm group. These data are summarized below:

Scales where the Longwood mean score was above the norm:

- *Dormitory/fraternity/sorority (27.7 vs. 24.9);
- *Student acquaintances (26.2 vs. 25.0);
- *Personal experiences (23.6 vs. 22.1);
- *Clubs and organizations (20.2 vs. 19.2);

*Athletic/recreation experiences (18.6 vs. 18.3);

*Art, music and theater (20.3 vs. 19.4);

*Experiences with faculty (20.8 vs. 20.4);

*Experience in writing (25.8 vs. 25.7).

Scales where the Longwood mean score was below the norm:

*Library experiences (18.8 vs. 20.0);

*Course learning (29.0 vs. 29.2);

*Student union (18.4 vs. 20.3);

*Science (14.5 vs. 15.5);

*Information in conversations (14.2 vs. 14.5).

The mean score of the Longwood respondents and that of the norm group were virtually identical for one item: Topics of conversation.

Two aspects of this set of data are worthy of comment.

First, we were supplied with just raw measures of central tendency. No further analysis of this data was done, although a rough estimate would lead one to conclude that there were probably few, if any, significant difference between the Longwood scores and those of the norm group. Second, to a great extent, the results of the data are very consistent with our observations about Longwood College.

A short section of the questionnaire asked students to report on their reading and writing activities. The Longwood respondents indicated reading fewer books, writing fewer term papers and taking fewer examinations where the essay method was employed than students from the norm group. These items may have

been influenced by the fact that the data were collected quite early in the academic year (October).

Three questions of the CSEQ seek opinions from students about their college. The topical areas asked of the students include how well they like college, if they would attend the same college again, and should students take the initiative to benefit from their college experience. The Longwood respondents scores indicated that their responses were consistent with the norms for similar institutions across the country.

The college environment is the next area of their college experiences that students evaluated. For every item, except for that which asked students to evaluate the emphasis of the college on the development of academic, scholarly, and intellectual qualities, the mean scores for the Longwood respondents were higher than those in the norm group. These items included the following: esthetic, expressive, and creative qualities of the campus; emphasis on being critical, evaluative; emphasis on development of vocational and occupational competence; emphasis on the personal relevance and practical values of your courses; relationships with other students; relationships with faculty members; and relationships with administrators. Again, none of the differences between Longwood students and those of the norm group appeared to be significant. Further analysis would be useful to confirm that speculation.

The final area of the students' experiences that the questionnaire examines seeks students' estimates of gains from their college experience. As has been the case with most other

areas of comparison, Longwood students estimated their gains about in line with those students included in the norm group. For some items the Longwood students' scores were above those of the norm group, and for others their scores were below the norm group. To estimate their gains, the students were asked to respond on a four-point Likert-type scale ranging from "very little" to "very much." Those items where the Longwood students' scores were higher than those of the norm group included:

- *Gain in developing health and fitness;
- *Gain in vocational training;
- *Gain in familiarity with computers;
- *Gain in understanding the arts;
- *Gain in understanding other people.

Longwood students' scores which were below those of the norm group included the following:

- *Gain in specialization for further education;
- *Gain in broad general education;
- *Gain in acquaintance with literature;
- *Gain in understanding oneself;
- *Gain in understanding the nature of science;
- *Gain in understanding new scientific and technical developments;
- *Gain in awareness of new technology;
- *Gain in ability to think critically;
- *Gain in quantitative thinking;
- *Gain in ability to put ideas together;
- *Gain in ability to learn on one's own.

For several items, the scores of the Longwood students and those of the students in the norm group were virtually identical:

- *Gain in ability to be a team member;
- *Gain in career information;
- *Gain in writing clearly and effectively;
- *Gain in awareness of other philosophies;
- *Gain in developing one's own values and ethics.

Please remember that these scores may have been influenced by two factors: 1) the relatively early time in the academic year when the CSEQ was administered (October), and 2) the fact that seniors were under-represented in the Longwood respondent group. It is possible that Longwood scores were a bit "lower" because of these contextual factors.

From these data and other information about Longwood College students, it becomes clear that they are typical of students who attend the comprehensive colleges included in the norm group. For those who seek additional information about the administration of the CSEQ to Longwood College students, it is recommended that they contact Robbie McFarland in the office of student affairs.

Norm Group Institutions

James Madison (VA)

Mary Washington (VA)

Prairie View A&M (TX)

U of So. Carolina, Coastal (SC)

U of Wisc, LaCrosse (WI)

Salisbury State U (MD)

Longwood College (VA)

U of So. Carolina, Spartanburg (SC)

Rhode Island College (RI)

Canisius College (NY)

U of So. Carolina, Aikin (SC)

Murray State U. (KY)

U of Northern Colorado (CO)

Cal. State U, Chico (CA)

Southwest Texas State U (TX)

Cal Poly, San Luis Obispo (CA)

Farleigh Dickinson, Florham (NJ)

Farleigh Dickinson, Rutherford (NJ)

Reference

Pace, C.R. (1987). CSEQ: Test manual & norms. Los Angeles:
UCLA Graduate School of Education.

Appendix B

Comments on Factors and Conditions that Promote Out-of-Class Learning Experiences

During the second visit to Longwood College we were asked to comment on how Longwood College compared with other institutions we have studied in the past year. We did not study any small, public, residential colleges. Therefore, it would be inappropriate to attempt to compare Longwood Colleges with any of the institutions in our study. We are prepared to offer a few comments about Longwood College in relation to some of the factors and conditions that we think make for an "Involving College."

Mission. This is no factor that is more critical to providing for an "involving college" than having a distinctive mission. The mission provides direction for an institution, and it should be so clear that virtually all members of the community should be able to articulate it. A mission is constantly evolving and being challenged and reinterpreted in light of the challenges that the college faces.

Longwood College is in the process of coming to grips with what it will be in the twenty-first century. We think that the new president has a vision for what Longwood can be in the future. In many ways the process that Longwood is going through is the result of two major decisions: to broaden the curriculum and to admit men. Either one of these changes would have been dramatic for the College to assimilate. Taken together, these are

monumental changes for the college to digest. While a number of years have passed since these changes took place, the college is still addressing what the changes mean along various dimensions including the out-of-class experience of students. As the mission evolves and is sharpened under the current leadership, Longwood will thrive.

Human Scale. Regardless of the size of an institution of higher education, if it feels small to students it will be more inviting and pleasant for them. Longwood College, because of its relatively small enrollment and small classes, feels rather small. There are some problems, however, that need to be addressed by the College. For example, the assignment of three students to residence hall rooms designed for two people is a problem. Even though the residence halls are not large in a physical sense, if students feel crammed into a room, the place will not be comfortable and inviting. The dining hall seems to just about have reached its capacity in terms of its ability to serve students. More work needs to be done to provide recreational facilities and space for large group activities in the student union. These recommendations are addressed in more detail in our report. On balance, Longwood has made a good start at addressing this issue, but more work needs to be done.

Culture of Involvement. There are a number of factors which lead to a culture of involvement, but to keep our comments brief, we would observe that until students are able to better interpret what involvement means (using a commonly accepted definition), Longwood will continue to see students heavily involved in social

kinds of activities, but students will not be as academically involved as faculty and others would like. We think stressing such opportunities as undergraduate research projects will be important in changing the culture. Many things have to be in place to broaden participation in academically-related activities that occur outside of classroom instruction. Some excellent opportunities exist in the present environment, but we think more opportunities need to be developed. We believe that if students were offered the opportunity to be involved in more academically-related activities outside of class, they would be willing to participate.

Anticipatory Socialization. Anticipatory socialization refers to the information that is provided to students before they enroll, and the understanding that they have of a college's expectations for them. Longwood's new admissions video is excellent. It mentions undergraduate research opportunities twice, and this is a step in the right direction. More to the point, however, is that students do not connect with the fourteen goals which are prominently featured in the admissions viewbook. We are not quite sure how involvement is defined for students in the orientation program. We think it is important to clearly define involvement for students in orientation and that academic involvement of students be stressed. At this point there is enough of a social culture at Longwood that we think students will hand down messages encouraging social involvement to their peers. The college need not worry about students being involved socially with one another.

Setting. Involving Colleges make use of their setting, whether they are located in large, urban areas or in more isolated parts of the country. Longwood students, certainly, do not see the Farmville setting as any sort of an advantage. More work needs to be done to develop the Farmville setting as an advantage. We have commented at length in the report about the setting of the College as a current liability. Somehow the transition needs to be made to a point where students perceive the relatively isolated setting of Longwood College as a splendid opportunity for them to get away from the pressing issues of the day and concentrate on being a student. We think that ultimately the setting can become an advantage for Longwood College. Currently, it is not.

Institutional Agents. We were most impressed with the quality of institutional agents especially as they have expressed interest in providing for high quality out-of-class experiences for students. The president and the vice presidents with whom we visited expressed keen interest in improving the quality of student life. That is refreshing and also is a tremendous asset for the college as it contemplates enhancing student life. Faculty are highly committed to students. The dedication of faculty and their willingness to work with students individually and in small groups is laudable. The institutional agents at Longwood are poised to make improvements in student life at the College.

Policies and Practices. Involving Colleges have policies and practices which make for high quality student experiences

outside of the classroom. The Longwood Seminar is an example of a practice that encourages students to be involved in out-of-class experiences. That many faculty require students to attend cultural events as a class assignment is a practice that encourages student involvement. Other policies and practices also affect student life in a variety of ways. Tripling students in residence halls is a liability which has been described earlier. Implementing a fuller academic schedule on Friday would be a policy that would influence student life, especially on Thursday nights. Again, a more complete discussion of this general category is included in the report. Longwood, as of this moment, has some policies that are very very helpful in encouraging student involvement, but there are a few which we would see as not being very helpful.

Conclusion. On balance, the factors currently in place at Longwood are promising. Longwood has excellent potential for developing a superb out-of-class experience for students. We think that the recommendations that we have offered in this report coupled with the ingenuity, commitment, ideas from current members of the Longwood College community will result in substantial improvements in student life.