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Meeting Agendas and Minutes

Board of Visitors

7-27-1992

1992-07-27 Minutes and Appendices

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**Longwood College
Board of Visitors
Regular Meeting Agenda
July 27, 1992
10:45 a.m.
Virginia Room**

Call to Order

Rector's Welcome and Introductions

Minutes

April 27, 1992 Regularly Scheduled Board Meeting
May 12, 1992 Special Called Meeting of the Board

Rector's Report

President's Report

Committee Reports

Academic/Student Affairs Committee
Community Advisory Committee
Finance Committee
Facilities/Services Committee

Unfinished Business

New Business

1. Audit Matters
 - 1991 Audit Report from Auditor of Public Accounts
(Distributed directly from APA)
 - 1991-92 Annual Report of Internal Auditor
2. Approve Unfunded Scholarships for International Students in Exchange Programs
3. Approve Allocation Request from Auxiliary Reserve Fund
4. Approve Renaming of Rooms in Lankford Building
5. Review Capital Improvement Projects Status
6. Affirm New Faculty Hires
7. Approve Consolidation of Graduate and Continuing Studies
8. Approve New Majors
 - Economics Major
 - Liberal Studies Major
9. Approve Sexual Assault Statement
10. 1991-92 Year-End Fundraising Report

Announcements

Adjournment

Longwood College Board of Visitors

Minutes

July 27, 1992

Call to Order

The Annual Meeting of the Longwood College Board of Visitors was held on Monday, July 27, 1992, on the College campus. The meeting was called to order at 10:50 a.m. by the Rector, Mrs. High. The following members were present:

Ms. Viola O. Baskerville
Dr. Richard S. Blanton
Dr. Wyndham B. Blanton, Jr.
Ms. Martha A. Burton
Mrs. Martha W. High
Mr. D. Patrick Lacy, Jr.
The Honorable Franklin M. Slayton
Dr. Helen R. Stiff
Ms. Linda E. Sydnor

Board members absent were:

Ms. Frances (Frankie) Farmer
Mrs. Jane C. Hudson

Present at the request of the Board:

Dr. William F. Dorrill, President
Dr. Eleanor Bobbitt, Representative from the Longwood College Foundation Board
Dr. Bette L. Harris, Faculty Representative to Sit with the Board

Present at the request of the President:

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

The Rector opened the meeting by welcoming those present, and congratulating Mr. Lacy and Mr. Slayton on their recent reappointment to the Board for another four-year term. Mrs. High also announced the appointment of one new Board member, Ms. Frankie Farmer, who resides in Virginia Beach.

Review of Agenda

In a review of the agenda, the Rector added Item 11 under new business to discuss the election of officers to the Board.

Approval of Minutes

On a motion by Ms. Burton, and seconded by Dr. Stiff, the minutes of the April 27 meeting were approved as distributed. The minutes of the special called meeting held on May 12 were also approved as submitted on a motion by Ms. Sydnor, and seconded by Dr. W. Blanton.

Rector's Report

On behalf of the Board of Visitors, Mrs. High recognized several members of the College community for their outstanding accomplishments during the last several months. Those mentioned were Dr. James Jordan, Dr. Maria Silveira, Dr. Barbara Smith, and Mr. Donald Winkler. Mrs. High also thanked Dr. Stuart for his service to Longwood as the Vice President for Academic Affairs for the last six years and wished him well as he returns to the classroom this fall. Further, the Rector announced Mrs. Wheeler's plans to leave the College on July 30 to pursue her career goals. Mrs. High thanked Mrs. Wheeler for her service to Longwood for the last 26 years, and especially for her work with the Board of Visitors during the last three years.

President's Report

Dr. Dorrill began his remarks by referencing the recently mailed draft of the 1991-92 Annual Report of the President as he called for any comment or questions. Mrs. High complimented the College on the overall report. Dr. W. Blanton called attention to the very positive fact noted in the report that 90% of Longwood athletes complete graduation requirements. He noted that this figure was much higher than that of the remainder of the student body.

The President continued by presenting the Board with an update on fall enrollments. At the Board's request, he also provided a report on residence hall cleanliness and vandalism. President Dorrill announced several administrative changes which occurred since the Board last met. In announcing these changes, he resounded the remarks made earlier by the Rector as he thanked Dr. Stuart for his service as the Vice President for Academic Affairs and Mrs. Wheeler for her years of service to the College, and more recently as Assistant to the President. The President welcomed Dr. Darryl Poole who will be taking over as the new Vice President for Academic Affairs. Dr. Dorrill also offered best wishes to Dr.

Sue Saunders, who is stepping down as the Dean of Students, as he welcomed Dr. Tim Pier-son, who will be filling that post.

Dr. Dorrill announced that once again Longwood had met the Management Standards for the institutions of higher education in Virginia. He stated his pleasure at this accomplish-ment because of its significance with SCHEV.

In closing, the President briefed the Board on his recent trip to Europe where he signed agreements with Varna University and with Charles University in Prague. As a result of these agreements, Longwood will have two students on our campus this next year from Eastern Europe.

Academic/Student Affairs Committee Report

Committee Chair, Dr. Stiff, reported on a meeting held July 9 at Longwood in which several reports were heard. These included personnel changes, proposal for new majors, proposal for consolidation of Graduate and Continuing Studies, AACSB candidacy status, Admissions data for Fall 1992, report on satisfaction among high achieving students, update on residence hall cleanliness and vandalism, proposal for name changes to rooms in Lankford, and report on substance abuse/sexual assault program. On behalf of the Commit-tee, Dr. Stiff commended the President and members of the administration and faculty for the preparation of such thorough materials for the committee meetings and for the fine presentations made throughout the year.

Community Advisory Committee Report

Dr. R. Blanton reported on two committee meetings held since the last meeting of the Board for which minutes were previously distributed. Dr. Blanton reported that during the May meeting, the Committee went on a tour of the new residence hall and visited several fu-ture construction sites mentioned in the Master Plan. Dr. Blanton stated that Committee members were very pleased to have had this opportunity.

During the July meeting, Dr. Blanton reported that the Committee discussed community ac-cess to Longwood athletic facilities. He stated that they reviewed the current College policy regarding this issue, and they discussed some of the possibilities for increasing the availability of basketball courts to the community, and in particular the outdoor courts. Dr. Blanton announced that the next meeting for the Committee is scheduled for September 16.

Finance Committee Report

Mrs. High announced that no report would be presented at this time from the Finance Com-mittee.

Facilities and Services Committee Report

Committee Chair, Ms. Sydnor, noted that the College had handled several major projects during the last year, and that more detail would be provided in a review of the capital projects to be discussed later under new business.

UNFINISHED BUSINESS

Joint Resolution on Board Relations

The Rector introduced one item of unfinished business relating to the resolution prepared by the Joint Committee on Board Relations, which was approved by the Board of Visitors at the special called meeting held on May 12. Following the approval by the Board of Visitors, the resolution was reviewed, slightly revised and approved by the Executive Committee of the Foundation Board on June 29. (A copy of the revised resolution is filed with "Addenda to Minutes of the Board of Visitors" as Appendix A, July 27, 1992.) On a motion by Mr. Lacy, seconded by Dr. R. Blanton, the Board approved the revised resolution which was changed to read--The College may recover its costs, with the approval of the Foundation Board, incurred for personnel,... under Section II, B-10 in the Guidelines for the Longwood College Foundation.

ITEM 1

Report of State Auditor

President Dorrill introduced Mr. Joe Stepp, Audit Director, and Ms. Valerie Robinson, Audit Manager, who were present from the Auditor of Public Accounts. Mr. Stepp stated that the 1990-91 audit for the College was unqualified and contained no major findings. (A copy of this report is filed with "Addenda to Minutes of the Board of Visitors" as Appendix B, July 27, 1992.) Mr. Stepp indicated that there were some recommendations for change to which the College had already responded. He concluded by saying that it was a very good audit.

Report of Internal Auditor

The President presented for information the written annual report for the 1991-92 year which was submitted by the Internal Auditor, Mr. J. H. Fuller, Jr. (A copy of this report is filed with "Addenda to Minutes of the Board of Visitors" as Item 1, July 27, 1992.)

Executive Session

On a motion by Dr. W. Blanton, seconded by Dr. Stiff, the members of the Board moved to go into executive session under Section 2.1-344.A of the Code of Virginia to discuss property acquisition and personnel matters (Section 2.1-344, A-1 and 3).

The Board returned to open session, on a motion by Dr. R. Blanton, seconded by Dr. Stiff. In compliance with the provisions of the Virginia Freedom of Information Act, a motion was made by Mr. Slayton, and seconded by Dr. W. Blanton, to certify the discussion in Executive Session. (A copy of this compliance is filed with "Addenda to Minutes of the Board of Visitors " as Appendix C, July 27, 1992.)

Hiring of Internal Auditor

Following the discussions during Executive Session, a motion was made by Dr. W. Blanton, seconded by Dr. R. Blanton, and approved by the Board that Ms. Linda Cipprich be hired as the new Internal Auditor for the College to begin on August 1. (A copy of the background material is filed with "Addenda to Minutes of the Board of Visitors " as Handout A, July 27, 1992.)

ITEM 2

Scholarships for International Students

Dr. Stuart was called on to present information on the President's recommendation to charge in-state tuition to an exchange student from an international institution with which Longwood has an official exchange agreement. (A copy of this recommendation is filed with "Addenda to Minutes of the Board of Visitors" as Item 2, July 27, 1992.) A motion followed by Dr. Stiff to accept the President's recommendation as presented; it was seconded by Mr. Lacy, and so approved by the Board.

ITEM 3

Request from Auxiliary Reserve Fund

Mr. Hurley, who was called on to review the auxiliary reserve fund request, distributed a revised list of FY93 reserve projects and a copy of the proposed Master Plan for use during discussion. (A copy of these handouts is filed with "Addenda to Minutes of the Board of Visitors" as Handouts B and C, respectively, July 27, 1992.) A motion was made by Dr. Stiff, seconded by Ms. Sydnor, and approved by the Board to accept the President's recommendation that funds be allocated from auxiliary reserves to fund the projects on the list as distributed.

ITEM 4

Renaming of Rooms in Lankford

On behalf of the Academic/Student Affairs Committee, Dr. Stiff moved that the Board accept the President's recommendation to rename the rooms in Lankford Building as outlined in the materials distributed. (A copy of the names is filed with "Addenda to Minutes

of the Board of Visitors" as Item 4, July 27, 1992.) Mr. Lacy seconded the motion and the Board so approved. Mr. Lacy wanted the record to show that students had selected the names for the rooms as a sense of pride in Longwood and the community.

ITEM 5

Capital Improvement Projects

Ms. Sydnor was called on to review for information the status of the various capital improvement projects underway at Longwood. In this presentation, Ms. Sydnor discussed projects in process, those completed and those on hold. (A copy of these projects is filed with "Addenda to Minutes of the Board of Visitors" as Item 5, July 27, 1992.)

ITEM 6

New Faculty Hires

Dr. Stiff presented the list of new faculty hires, which had been reviewed previously by the Academic/Student Affairs Committee. (A copy of this list is filed with "Addenda to Minutes of the Board of Visitors" as Item 6, July 27, 1992.) The Board approved the 12 new appointments on a motion by Dr. Stiff, and seconded by Mr. Lacy. For information, Dr. Stiff reported the resignations of Dr. Sandra Feagan, Mr. Thomas Fletcher, Mr. Don Williams, Mr. Dale Grubb, and Ms. JoAnne Carver.

ITEM 7

Consolidation of Graduate and Continuing Studies

Also heard by the Academic/Student Affairs Committee and reported by Dr. Stiff, was information on the proposal for the consolidation of Graduate and Continuing Studies. (A copy of this proposal is filed with "Addenda to Minutes of the Board of Visitors" as Item 7, July 27, 1992.) A motion was offered by Dr. Stiff, and seconded by Ms. Burton, that the Board approve the President's recommendation to consolidate the offices of Graduate and Continuing Studies and that the title of Dean of Graduate and Continuing Studies replace the titles of Dean of Continuing Studies and the Director of Graduate Studies. The Board so moved.

ITEM 8

New Majors

Dr. Stiff reported that the Academic/Student Affairs Committee had reviewed the recommendations from the President for the newly proposed majors in Economics and Liberal Studies. (A copy of these proposals is filed with "Addenda to Minutes of the Board of

Visitors" as Item 8, July 27, 1992.) Dr. Stiff moved the acceptance of the President's recommendation to establish new baccalaureate majors in Economics and Liberal Studies; the motion was seconded by Ms. Burton and the Board so approved.

ITEM 9

Sexual Assault Statement

Also reviewed by the Academic/Student Affairs Committee and reported by Dr. Stiff, was information on the Governor's Task Force on Substance Abuse and Sexual Assault. (A copy of the report is filed with "Addenda to Minutes of the Board of Visitors" as Item 9, July 27, 1992.) On behalf of the Committee, Dr. Stiff recommended the approval of the revisions to the College's Statement on Sexual Assault, known previously as the Statement on Acquaintance Rape. The motion was seconded by Mr. Slayton and approved by the Board.

ITEM 10

Annual Fundraising Report

Mr. Markwith was called on to present for information a narrative on the annual fundraising efforts for the year ending 1991-92. He reviewed the material previously mailed to the Board. (A copy of this material is filed with "Addenda to Minutes of the Board of Visitors" as Item 10, July 27, 1992.)

ITEM 11

Election of Officers

President Dorrill took this opportunity, on behalf of the College, to thank Mrs. High for fine leadership as Rector during the past two years. He expressed his pleasure in having had the opportunity to work closely with her in this capacity.

Mrs. High then called on Dr. R. Blanton for a report from the Nominating Committee. Dr. Blanton reported that each member of the Board had been consulted for recommendations and the Committee had prepared the following slate of officers for the coming year: Dr. Wyndham Blanton, Rector; Mr. Pat Lacy, Vice Rector; Ms. Martha Burton, Secretary; Dr. Helen Stiff, At-large Member of the Executive Committee. Mrs. High called for additional nominations from the floor. There being none, Mr. Slayton moved that the nominations be closed and the recommended slate of officers be accepted by acclamation; the Board stood in approval and the gavel was turned over to Dr. W. Blanton.

There being no further business to come before the Board, Dr. W. Blanton announced the next tentative meeting date for the Board as October 25-26. He indicated that the Board would be reconsidering the dates and the format of the Board's meetings.

Dr. Blanton also announced that Dr. Stiff would continue to serve as Chair of the Academic/Student Affairs Committee, with Ms. Baskerville serving as co-chair and address-

ing herself specifically to Student Affairs. He named Ms. Sydnor as the continuing Chair of the Facilities and Services Committee and Mr. Slayton as the new Chair of the Finance Committee.

Further, Dr. Blanton stated that the Board would hold a meeting of the Executive Committee each month in which the full Board did not meet. He also invited and encouraged the Chairs of the Facilities and Services Committee and the Finance Committee to meet with the Executive Committee each time.

Adjournment

On a motion by Mr. Lacy and seconded by Ms. Burton, the meeting was adjourned at 3:45 p.m.

Viola O. Baskerville

Viola O. Baskerville, Secretary

DRAFT

ITEM #1

**BUSINESS AFFAIRS
INFORMATION ITEM**

REVIEW 1990-91 AUDITOR OF PUBLIC ACCOUNTS AUDIT

Each year staff from the Office of the Auditor of Public Accounts conduct an audit of the College's financial statements and systems. The audit was conducted during the Spring of 1992 but, the results were not officially released until recently. A copy of the audit report has been mailed to you directly from the APA office. The audit report is unqualified and contains no "major findings" which, if present, would not have permitted the College to obtain the management standards for 1991-92. (Please bring your copy of the audit with you for discussion at the Board meeting).

ITEM #1
(INFORMATION)
1991-92
ANNUAL REPORT OF INTERNAL AUDITOR

The external audit of the College by the Auditor of Public Accounts has been completed for fiscal year 1991. An exit conference was held with management on June 15, to discuss the management points raised during the audit. Discussions with representatives from the APA indicated there were no major concerns disclosed during their audit. There were some repeat comments this year for the data center on security packages and completion of the disaster recovery program. The opinion on the financial statements should be unqualified. Any comments raised during the audit should not have an impact on the College's meeting the management standards for the State of Virginia. The tone of the letter and the report this year will be much more straight forward (blunt) than in the past. This is the result of a change in writing style initiated by the APA and will not be unique to the College.

Receipt of the final report and financial statements should be this month (July) and will be distributed directly to all members of the Board of Visitors.

Work on the NASA grants is essentially complete. Accounts numbered 5-22012 and 5-22013 have been monitored and balanced, and they should be closed (purged) from the accounting system at the end of this fiscal year. I have worked with staff in the science department on the new supplement on this grant in explaining the accounts needed and how to monitor, understand, and reconcile the information given by the College's accounting system. I feel that the situation is understood and the current supplement should be handled smoothly.

The situation with the investigation into the misapplication of funds with the business department has been referred to the Virginia State Police. They have completed their investigation and forwarded reports to the Attorney General and the local Commonwealth's Attorney. We have not heard of any action being taken on the situation, and I do not anticipate any taking place.

I missed a significant period of time from work this year due to my hospitalization for surgery. The amount of time was extended as the problem was a re-occurring one and no chances were taken that may cause a problem again.

A quality Assurance Review was completed this year, and copies have been forwarded directly to members of the Board by the Department of the State Internal Auditor. Discussions should be held directly with the president.

My resignation was submitted this year, and I will be leaving the College at the end of this fiscal year.

As far as operations of the College for the past year, I cannot express an opinion, however, nothing has been brought to my attention that would indicate the College is not operating in compliance with policies and procedures and that internal controls are not adequate to provide adequate assurance.

July 2, 1992

Joseph H. Fuller, Jr.
Internal Auditor

A handwritten signature in cursive script, appearing to read "Joseph H. Fuller, Jr.", written in black ink.

ITEM #2

ACADEMIC AFFAIRS
ACTION ITEM

APPROVE UNFUNDED SCHOLARSHIPS FOR INTERNATIONAL STUDENTS
IN EXCHANGE PROGRAMS

BACKGROUND: For the past several years, the College has been working on the development of exchange programs with foreign institutions. That effort has reached the point where it soon may be possible for students from these institutions to attend Longwood College. The College would like to keep costs for these students to a minimum and only charge them in-state tuition. This practice is allowable under the Code of Virginia Section 23-7.2 but requires Board of Visitors approval. Section 23-31 of the Code of Virginia allows an institution to award unfunded scholarships to visiting foreign exchange students as long as the number of such awards in any fiscal year does not exceed one quarter of one percent of the total institutional headcount enrollment.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that the College be given authorization to charge in-state tuition to an exchange student from an international institution with which Longwood has an official exchange agreement.

ITEM #3

BUSINESS AFFAIRS
ACTION ITEM

REQUEST FOR ALLOCATION FROM AUXILIARY RESERVE FUND

BACKGROUND: The College maintains an auxiliary reserve fund to cover costs associated with renovations, major repairs and equipment needed in auxiliary buildings and operations. The auxiliary reserve fund has been developed over time by purposely budgeting revenues to exceed expenses in the auxiliary enterprise operations of the College.

Each year the College reviews its major repair and equipment requirements in the auxiliary buildings and determines the most critical needs. A request to fund these needs is then presented to the Board for approval.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that funds be allocated from auxiliary reserves to fund the projects listed on the attached.

RATIONALE: The auxiliary reserve fund balance is expected to total about \$1,200,000 as of June 30, 1992. The amount budgeted to increase the reserve fund during FY93 is \$420,000 bringing the total fund balance to \$1,620,000 as of June 30, 1993. If this request is approved, the auxiliary reserve fund balance as of June 30, 1993 should be approximately \$1,020,850.

**PROPOSED FY93 AUXILIARY
RESERVE PROJECTS**

1.	Campus Gateway Entrance	\$ 166,000
2.	Phase II Baseball Field	\$ 125,000
3.	Auxiliary Maintenance Projects*	\$ 200,000
4.	Equipment	\$ 82,150
5.	Access for Disabled (Ramps and Curb Cuts)	\$ 26,000
		<hr/>
	TOTAL	\$ 599,150

*Includes \$15,000 to re-surface tennis courts @ Lancer Hall

Item #4

Renaming Lankford Student Union Rooms

BACKGROUND: During the past several years, both students and student affairs staff members have worked together to create and implement a community center in the Lankford Student Union, a center with a well-considered plan for the community life of the College. Many enhancements to Lankford have occurred: rearrangement of meeting rooms and offices, Lancer Cafe initiatives including the Pizza Hut Connection and the outside deck, center for commuter student services and programs, student information center including telephone information, remodeling of the post office (this summer), and location of three staff offices - student activities, Greek affairs, and commuter students. This spring, Lankford was painted to produce a warm and welcome look for the College's "living room." Now, students and staff members would like to rename the rooms in Lankford so that the building has a touch of class and warmth and so that there is a connection and relationship to the local area. The Longwood Student Government Association endorsed the proposed names. The College Council also approved the proposed names.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation for renaming the rooms in the Lankford Student Union.

Lankford Student Union Rooms

<u>Present Name</u>	<u>Proposed New Name</u>
Conference Room I	Amelia Room
Conference Room II	Charlotte Room
Conference Room III	Nottoway Room
Red Room	Appomattox Room
White Room	Buckingham Room
Green Room	Cumberland Room
Gold Room	Commonwealth Ballroom
Intramural Athletic Association (IAA) Room	Leadership Resource Center
Television Lounge	Farmville Room

RATIONALE: The Lankford Student Union Program supports Longwood's educational mission, particularly the "total education of its students." Students have been eager to have the Lankford Student Union serve as a unifying force in the life of the College; they want Lankford to be more than a building. Thus, students would like to rename the rooms in Lankford so that there is relationship to Southside Virginia. In these ways, Lankford becomes a community center for Longwood - for all members of the College family.

ITEM #5

**BUSINESS AFFAIRS
INFORMATION ITEM**

UPDATE ON CAMPUS CONSTRUCTION

With the completion of the new residence hall, major construction activity on the campus is winding down. The renovation of Grainger, which is nearing completion, is the largest project under construction at this time. Our summer projects, the renovations of our post office and the new smoker are progressing on schedule. Work on the baseball field is progressing steadily now that we are experiencing longer dry spells.

Attached are summary sheets for each construction project. They are organized into three categories: Projects Under Construction (Pages 2-11), Projects Completed (Pages 12-15) and Projects on Hold (Pages 16-21).

Attachments

PROJECTS UNDER CONSTRUCTION

BEDFORD VENTILATION IMPROVEMENTS

PROJECT INSPECTOR: Kim Arritt

PROJECT CODE: 214-14454

ARCHITECT/ENGINEER: Smithey & Boynton

P.O. NUMBER: A002265

CONTRACTOR: WACO, Inc.

P.O. NUMBER: A008143

PROJECT BUDGET: \$277,000.00

BUDGET CODE: 7-70118

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	MAR 31, 1989	MAR 31, 1989
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	JUN 27, 1989	JUL 24, 1989
Approval of Working Drawings and Specifications	NOV 16, 1989	MAR 11, 1991
Advertise for Bids	NOV 26, 1989	MAR 15, 1991
Bid Opening	DEC 12, 1989	APR 17, 1991
Contract Award	MAY 01, 1991	MAY 13, 1991
Start of Construction	MAY 13, 1991	MAY 14, 1991
Completion of Construction	AUG 31, 1991	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 99%

Project Status: Punch list items are still not complete by contractor.

*****Last Update: July 8, 1992*****

GRAINGER - INTERIOR RENOVATIONS

PROJECT INSPECTOR: Kim Arritt **PROJECT CODE:** 214-14012
ARCHITECT/ENGINEER: The Benham Group **P.O. NUMBER:** A000516
CONTRACTOR: J. W. Daniel & Co., Inc. **P.O. NUMBER:** A020032
PROJECT BUDGET: \$2,189,800.00 **BUDGET CODE:** 7-70119

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	APR 14, 1989	APR 14, 1989
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	OCT 11, 1989	OCT 25, 1989
Approval of Working Drawings and Specifications	MAR 23, 1990	MAR 15, 1991
Advertise for Bids	JUN 21, 1991	JUN 21, 1991
Bid Opening	JUL 31, 1991	JUL 31, 1991
Contract Award	AUG 12, 1991	AUG 07, 1991
Start of Construction	AUG 19, 1991	SEP 03, 1991
Completion of Construction	SEP 02, 1992	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 75%

Project Status: The project is under construction and is expected to be completed by Fall Break, October 16, 1992.

*****Last Update: July 8, 1992*****

LANCASTER CLOCK TOWER

PROJECT INSPECTOR: Kim Arritt

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: Andrews, Large & Whidden, Inc.

P.O. NUMBER: A020039

PROJECT BUDGET: \$17,000.00

BUDGET CODE: 7-70123

CONSTRUCTION SCHEDULE

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Start of Construction

MAR 24, 1992

MAR 24, 1992

Completion of Construction

MAY 29, 1992

Project Status: Additional materials were recently received to complete this project by August 21, 1992.

:*****Last Update: July 8, 1992*****

NEW LIBRARY - SIDEWALKS

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: Andrews, Large & Whidden, Inc. P.O. NUMBER:

PROJECT BUDGET: \$2,000.00

BUDGET CODE: 7-70123

CONSTRUCTION SCHEDULE

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Start of Construction AUG 03, 1992

Completion of Construction AUG 15, 1992

Project Status:

*****Last Update: July 8, 1992*****

LONGWOOD HOUSE - EXTERIOR REPAIRS

PROJECT INSPECTOR: Kim Arritt **PROJECT CODE:** TBA
ARCHITECT/ENGINEER: Maitland & Kuntz **P.O. NUMBER:** A005589
CONTRACTOR: Andrews, Large & Whidden, Inc. **P.O. NUMBER:** A020040
PROJECT BUDGET: \$50,000.00 **BUDGET CODE:** 3-50116

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	AUG 21, 1990	AUG 21, 1990
Approval of Working Drawings and Specifications	OCT 03, 1990	JAN 14, 1991
Advertise for Bids	OCT 14, 1990	MAY 12, 1991
Bid Opening	JUL 03, 1991	JUL 03, 1991
Contract Award	JUL 08, 1991	AUG 22, 1991
Start of Construction	JUL 15, 1991	AUG 02, 1991
Completion of Construction	NOV 29, 1991	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 90%

Project Status: Unfavorable weather conditions have caused delays in this project, but completion is expected in mid-July.

*****Last Update: July 8, 1992*****

PHASE II OF MALL PROJECT & RENOVATION OF NEW SMOKER

PROJECT INSPECTOR: Kim Arritt

ARCHITECT/ENGINEER: Glave, Newman, Anderson P.O. NUMBER: A024923

CONTRACTOR: J. E. Jamerson & Sons, Inc. P.O. NUMBER: A024511

PROJECT BUDGET: \$314,659.00 BUDGET CODE: 3-50138

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	SEP 19, 1991	SEP 19, 1991
Approval of Working Drawings and Specifications	FEB 21, 1992	FEB 21, 1992
Advertise for Bids	MAR 01, 1992	FEB 26, 1992
Bid Opening	APR 01, 1992	MAR 25, 1992
Contract Award	APR 08, 1992	APR 06, 1992
Start of Construction	MAY 11, 1992	MAY 11, 1992
Completion of Construction	AUG 21, 1992	

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 40%

Project Status: This project is on schedule.

*****Last Update: July 8, 1992*****

POST OFFICE EXPANSION

PROJECT INSPECTOR: Kim Arritt

ARCHITECT/ENGINEER: Edgerton Associates P.O. NUMBER: A004884

CONTRACTOR: Andrews, Large & Whidden, Inc. P.O. NUMBER: A024517

PROJECT BUDGET: \$130,000.00 BUDGET CODE: 3-50140

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	AUG 22, 1991	AUG 22, 1991
Approval of Working Drawings and Specifications	JAN 31, 1992	JAN 31, 1992
Advertise for Bids	FEB 16, 1992	FEB 16, 1992
Bid Opening	MAR 18, 1992	MAR 18, 1992
Contract Award	APR 17, 1992	APR 20, 1992
Start of Construction	MAY 11, 1992	MAY 11, 1992
Completion of Construction	AUG 21, 1992	

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 50%

Project Status: This project is on schedule.

*****Last Update: July 8, 1992*****

BASEBALL FIELD IMPROVEMENTS

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: Higgins Associates P.O. NUMBER: A004887

CONTRACTOR: Andrews, Large & Whidden, Inc. P.O. NUMBER: A023927

PROJECT BUDGET: \$217,450.00 BUDGET CODE: 3-50137

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	AUG 22, 1991	AUG 22, 1991
Approval of Working Drawings and Specifications	OCT 04, 1991	NOV 29, 1991
Advertise for Bids	DEC 22, 1991	DEC 22, 1991
Bid Opening	JAN 23, 1992	JAN 23, 1992
Contract Award	JAN 27, 1992	JAN 27, 1992
Start of Construction	FEB 10, 1992	FEB 27, 1992
Completion of Construction	JUL 27, 1992	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 75%

Project Status: The dugouts are built, the retaining wall is complete, and the sprinkler system is being installed. The fence contractor is scheduled to begin July 16, 1992.

*****Last Update: July 8, 1992*****

PROJECTS COMPLETED

FRENCH POOL REPAIRS

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: Camal Co., Inc.

P.O. NUMBER: A023926

PROJECT BUDGET: \$50,000.00

BUDGET CODE: 3-50139

CONSTRUCTION SCHEDULE

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	N/A	N/A
Approval of Working Drawings and Specifications	N/A	N/A
Advertise for Bids	JAN 19, 1992	JAN 19, 1992
Bid Opening	FEB 12, 1992	FEB 12, 1992
Contract Award	FEB 19, 1992	FEB 20, 1992
Start of Construction	FEB 24, 1992	MAR 04, 1992
Completion of Construction	JUN 02, 1992	MAY 22, 1992

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 100%

Project Status: This project is complete.

*****Last Update: July 8, 1992*****

FRAZER MINI-BLIND INSTALLATION

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: PNC Corporation

P.O. NUMBER: A023930

PROJECT BUDGET: \$1,668.00

BUDGET CODE: 3-50135

CONSTRUCTION SCHEDULE

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Start of Construction	JAN 20, 1992	JAN 20, 1992
Completion of Construction	APR 20, 1992	MAY 21, 1992

Project Status: This project is complete.

*****Last Update: July 8, 1992*****

BAR-B-QUE GRILLS - CURRY/FRAZER

PROJECT INSPECTOR: Melvin Moore

PROJECT CODE:

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: Longwood College

P.O. NUMBER: N/A

PROJECT BUDGET: \$1,000.00

BUDGET CODE: 3-30010
or 3-30040

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Architect/Engineer Selection

Approval of Working Drawings
and Specifications

Advertise for Bids

Bid Opening

Contract Award

Start of Construction

APR 29, 1991

JUN 06, 1991

Completion of Construction

MAY 13, 1992

APR 28, 1992

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 100%

Project Status: This project is complete.

*****Last Update: July 8, 1992*****

PROJECTS ON HOLD

COLONNADE RESTORATION

PROJECT INSPECTOR: Kim Arritt

ARCHITECT/ENGINEER: Edgerton & Associates P.O. NUMBER: A004884

CONTRACTOR: TBA P.O. NUMBER: TBA

PROJECT BUDGET: TBA BUDGET CODE: 7-70123

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	JUN 03, 1991	JUN 03, 1991
Approval of Working Drawings and Specifications		
Advertise for Bids		
Bid Opening		
Contract Award		
Start of Construction		
Completion of Construction		

Drawings/Specifications - Percent Complete: 50%

Construction - Percent Complete: 0%

Project Status: This project is on hold until July 1, 1992. Awaiting Maintenance Reserve funding.

*****Last Update: July 8, 1992*****

CENTRAL STORES WAREHOUSE

PROJECT INSPECTOR: Kim Arritt

PROJECT CODE: CSW-90

ARCHITECT/ENGINEER: Longwood College

P.O. NUMBER: N/A

CONTRACTOR: TBA

P.O. NUMBER: TBA

PROJECT BUDGET: TBA

BUDGET CODE: TBA

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Architect/Engineer Selection

N/A

N/A

Approval of Working Drawings
and Specifications

Advertise for Bids

Bid Opening

Contract Award

Start of Construction

Completion of Construction

Drawings/Specifications - Percent Complete: 0%

Construction - Percent Complete: 0%

Project Status: Awaiting Board approval.

*****Last Update: July 8, 1992*****

**CAMPUS ENTRANCE IMPROVEMENTS
(GATEWAY)**

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: Higgins Associates

P.O. NUMBER: A004887

CONTRACTOR: TBA

P.O. NUMBER: TBA

PROJECT BUDGET: \$100,000.00

BUDGET CODE: 3-50142

CONSTRUCTION SCHEDULE

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Architect/Engineer Selection	AUG 22, 1991	AUG 22, 1991
Approval of Preliminary Drawings and Specifications	JAN 27, 1992	JAN 28, 1992
Approval of Working Drawings and Specifications	JUN 15, 1992	JUN 15, 1992
Advertise for Bids		
Bid Opening		
Contract Award		
Start Construction		
Completion of Construction		

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 0%

Project Status: Although funding for this project has been reduced by \$100,000, the working drawings and specifications are complete in anticipation of the future availability of funds.

*****Last Update: July 8, 1992*****

HANDICAPPED ACCESS - WYGAL

PROJECT INSPECTOR: Melvin Moore

PROJECT CODE: 214-13650

ARCHITECT/ENGINEER: Maitland & Kuntz

P.O. NUMBER: A001687

CONTRACTOR: TBA

P.O. NUMBER: TBA

PROJECT BUDGET: \$32,120.00

BUDGET CODE: 7-70110

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Architect/Engineer Selection

Approval of Working Drawings
and Specifications

NOV 10, 1989

JAN 26, 1990

Advertise for Bids

DEC 28, 1989

Bid Opening

JAN 23, 1990

Contract Award

FEB 01, 1990

Start of Construction

MAR 05, 1990

Completion of Construction

MAY 17, 1990

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 0%

Project Status: Drawings and specifications are complete. Project is on hold due to funding cuts.

*****Last Update: July 8, 1992*****

ITEM # 6
ACTION ITEM
ACADEMIC AFFAIRS
New Faculty Hires

Background

The Board of Visitors is required by the Governor's Consolidated Salary Authorization for Faculty Positions to approve appointments to the faculty.

Action Requested

The Board of Visitors is requested to approve the President's recommendation for new appointments to the faculty as listed on the attached list.

Edward O. Adusei, Assistant Professor of Economics, for the 1992-93 academic year, beginning August 15, 1992. This is a tenure track position. Dr. Adusei fills the vacancy created by the resignation of Dr. Jay Dee Martin.

Dr. Adusei received the B.A. from the University of Ghana, the M.S. from Virginia State University, and the Ph.D. from Virginia Polytechnic Institute and State University. He comes to Longwood from an Assistant Professorship at Norfolk State University. He spent six years in economic research while completing his education. Dr. Adusei has spoken at professional conferences.

Audrey S. Berryman, Instructor of Education, for the 1992-93 academic year only, beginning August 15, 1992. This is a new one-year position conversion from part-time to full-time.

Ms. Berryman holds the B.S. and M.S.Ed. from Longwood College. She also has an Endorsement in Administration (K-7) from Longwood. She is an excellent former teacher, a former Chapter I teacher and a reading specialist.

David M. Carkenord, Assistant Professor of Psychology, for the 1992-93 academic year, effective August 15, 1992. This is a tenure track position. Dr. Carkenord fills the position reassigned to Psychology after Dr. Robert Woodburn's retirement from Speech and Theatre.

Dr. Carkenord holds the B.A. from Clemson University, the M.A. and Ph.D. from Bowling Green State University. He comes to Longwood from Georgia Southern University where he was an assistant professor of psychology. He also served as Teaching Fellow and Teaching Assistant at Bowling Green State University. He has served as a business consultant, research consultant and marketing research analyst for private industry.

Bonnie Diehl, Assistant Professor of Biology for the 1992-93 academic year beginning August 15, 1992. This is a tenure track position. Dr. Diehl fills the vacancy created by the retirement of Dr. Richard Heinemann.

Dr. Diehl holds the B.S. from Carroll College, the M.S. from the University of Massachusetts and the Ph.D. from the University of Michigan. She comes to Longwood from the University of Richmond and the Medical College of Virginia where she was a Lecturer. She served as a biochemistry teaching assistant at the University of Massachusetts from September 1983 - December 1984. She is a scientist/researcher/teacher in the field of genetics and molecular biology. She has published a number of articles and presented abstracts on her work at professional meetings throughout the United States.

Maud J. Eno, Instructor of Mathematics, for the 1992-93 academic year only beginning August 15, 1992. Ms. Eno fills the vacancy created by the retirement of Dr. Jean Noone.

Ms. Eno holds the B.A. in Mathematics from Gettysburg College. She is a doctoral candidate at the University of Virginia where she has served as a teaching assistant since 1987.

John J. Herring, Instructor of Physical Education, for the 1992-93 academic year only beginning, August 15, 1993. Mr. Herring fills the vacancy created by the retirement of Dr. Eleanor Bobbitt.

Mr. Herring holds the B.S. and M.Ed. from Frostburg State University. He comes to Longwood from a teaching/research assistant position in adapted physical education at the University of Virginia where he is completing his doctoral degree. He has served as an instructor in college sports at colleges in Virginia, Maryland, and Texas.

Stephen Keith, Assistant Professor of Education, for the 1992-93 year only, beginning August 15, 1992. This is a new position converted from part-time to full-time.

Dr. Keith holds the B.S. from Kent State University, the M.Ed. and Ph.D. from the University of Virginia. He is an experienced educator who has served as Director of Curriculum and Instruction, Assistant Principal (elementary), Supervisor of Special Education, and Speech and Hearing Coordinator in Prince Edward County Public Schools. Dr. Keith was a speech/language pathologist for Buckingham County Schools.

Charles E. Kinzer, Instructor of Music, for the 1992-93 academic year only, beginning August 15, 1992. Mr. Kinzer fills the vacancy created by the retirement of Dr. Paul Hesselink.

Mr. Kinzer holds the B.M. from Auburn University, the M.M. from the University of Alabama and is a doctoral student at Louisiana State University. He has served as a part-time instructor, teaching assistant and private instructor while pursuing his education. A number of his articles have been published in professional publications. Mr. Kinzer is an accomplished musician who has performed in a variety of bands and orchestras for dance and concert engagements.

Daniel G. Mossler, Assistant Professor of Psychology, for the 1992-93 academic year only, beginning August 15, 1992. Dr. Mossler fills the vacancy created by the resignation of Dr. Dale Grubb.

Dr. Mossler holds the B.A. from the University of Texas and the M.A. and Ph.D. from the University of Virginia. A specialist in the field of developmental psychology, Dr. Mossler is a former member of the Longwood psychology faculty (1983-85). Presently he is self-employed as an antiques dealer.

Linda R. Tennison, Instructor of Psychology, for the 1992-93 academic year beginning August 15, 1992. This is a tenure track position. She fills the vacancy created by the retirement of Dr. Phyllis Wacker.

Ms. Tennison holds the B.A. and M.S. in Psychology from Western Washington University. She is pursuing her doctoral degree at Washington State University. She comes to Longwood from Washington State University where she served as an instructor. Ms. Tennison has the training and expertise to manage the animal lab and the laboratory courses that go with the lab. She has written a number of research articles and presented papers at national conferences.

Ruben Silvestry, Instructor of Spanish, for the 1992-93 academic year only, effective August 15, 1992. Mr. Silvestry fills the vacancy created by the retirement of Dr. Maria Milan-Silveira.

Mr. Silvestry holds the B.A. from the University of Puerto Rico and the M.A. from San Diego State University. Presently, he is a doctoral candidate at the University of Texas at Austin. He comes to Longwood from Kenyon College where he was a visiting instructor of Spanish. He is fluent in Spanish, English and Portuguese.

Rodney Lee Williams, Instructor of Dance, for the 1992-93 academic year only beginning August 15, 1992. He is filling in for Dr. Nelson Neal who is on a one year sabbatical.

Mr. Williams holds a B.A. from the College of William and Mary and a Professional Teaching Certificate from Virginia Union University. He participated in two invited residencies at the American Dance Festival (Duke University) and the John F. Kennedy Center for the Performing Arts (Washington, DC). He has been a dance instructor for the past eleven years. Mr. Williams has served as a choreographer and dancer for numerous dance performances.

ITEM # 6
INFORMATION
ACADEMIC AFFAIRS

Administrative/Faculty Resignations

Administrative

Dr. Sandra Feagan, Executive Director of Longwood Continuing Education Center, Halifax/South Boston, effective August 15, 1992.

Mr. Thomas H. Fletcher, Director of Athletics, Lecturer, effective July 1, 1992.

Mr. Don A. Williams, Jr., Men's Assistant Basketball Coach, effective June 19, 1992.

Faculty

Dr. Dale Grubb, Assistant Professor of Psychology, effective May 15, 1992.

Ms. JoAnne Y. Carver, Instructor of Education, effective May 15, 1992.

ITEM # 7

ACTION ITEM

ACADEMIC AFFAIRS

Proposal for Consolidation of Graduate and Continuing Studies

Background

The Board of Visitors discussed in April, 1991, an experimental consolidation of the Graduate Office and the Office of Continuing Studies. The consolidation was proposed for reasons of cost reduction and efficiency, since much of the College's off-campus programming involves graduate courses.

At Vice President Stuart's request, The Executive Committee of College Council reviewed this proposed consolidation. It notified the Council on April 9, 1992, that it had reviewed the concept of merging the offices of Graduate and Continuing Studies on a continuing basis and "agreed that the decision would be justifiable." The Longwood staff involved in the two offices also support the consolidation.

An organizational chart for the proposed consolidation is attached.

Action Requested

The Board of Visitors is requested to approve the President's recommendations that:

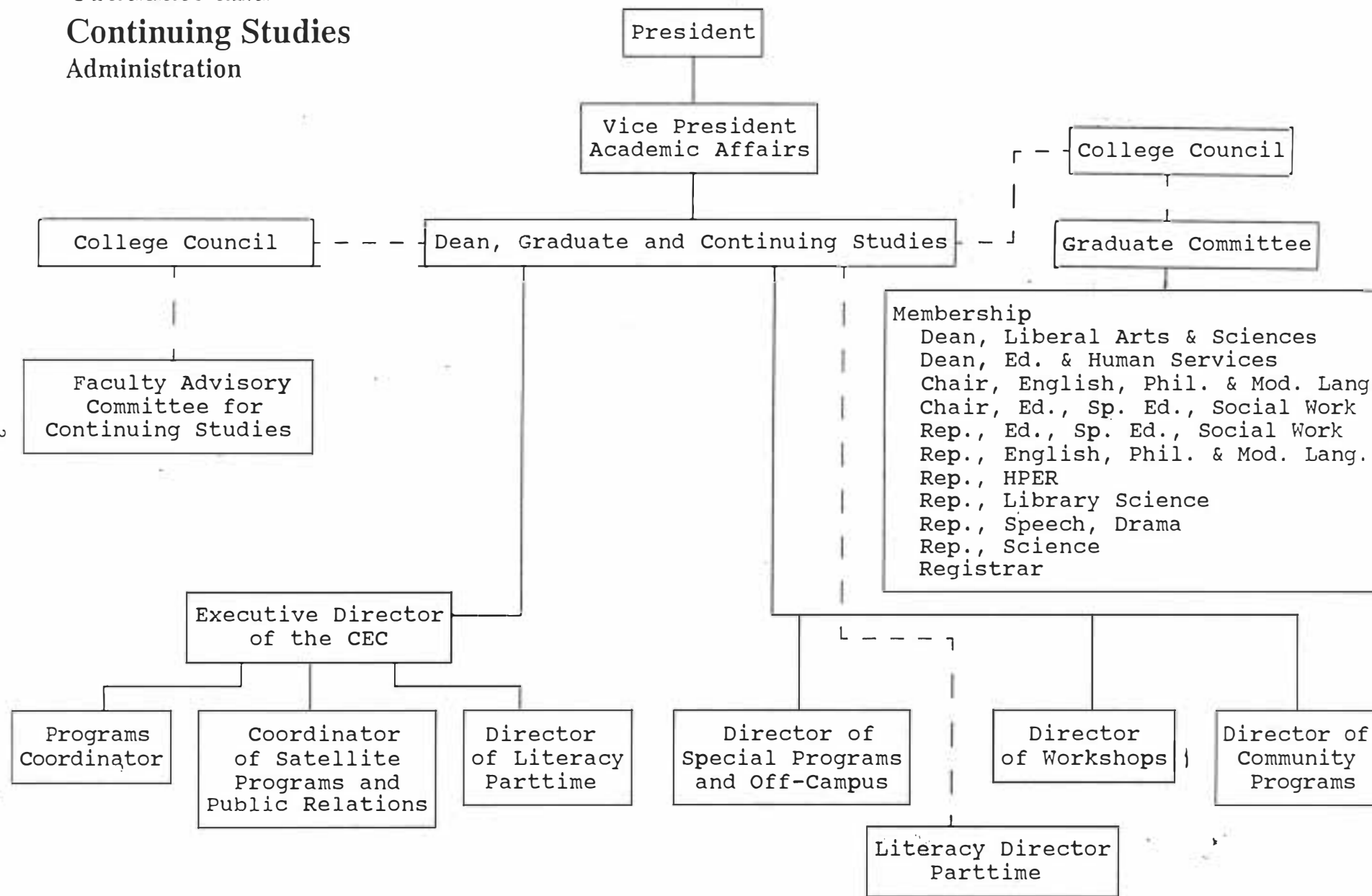
1. the Offices of Graduate and Continuing Studies be consolidated, and
2. the title "Dean of Graduate and Continuing Studies" replace "Dean of Continuing Studies" and "Director of Graduate Studies."

Rationale

The consolidation was proposed as a two-year experiment, but the first year's experience has provided ample evidence that this consolidation provides an effective structure for Longwood's graduate and continuing studies operations. Administrative and clerical costs have been reduced significantly; it would cost at least \$25,000 in direct and indirect support to re-establish a separate Graduate Office.

In addition, the consolidation provides better administration and service for faculty and students. It is convenient for off-campus students, many of whom are adult graduate students, to have a single office providing information and advising. The number of admitted graduate students increased 11% this year to 458. The combined office has efficiently handled a record number of students taking credit and non-credit courses. In the summer of 1991, there were 2,962 participants in courses and conferences. In the summer of 1992, 4,105 are expected.

Graduate and Continuing Studies Administration



ITEM # 8

ACTION ITEM

ACADEMIC AFFAIRS

Proposal for New Majors

Background

Development of new programs at Longwood has been restricted but not halted by the budget reductions experienced in the past two years. Although the College is unable to initiate programs such as the Masters in Sociology until new resources are available, faculty have developed two program proposals which can be initiated with existing resources.

Action Requested

The Board of Visitors is requested to approve the President's recommendation to establish new baccalaureate majors in Economics and Liberal Studies.

Rationale

A. Economics Major

The proposal for an Economics major builds upon an existing concentration in the School of Business and Economics. As total courses required for the Business major are capped at 50% of graduation hours, the Economics faculty is able to offer additional courses in Economics which would support the major. Development of the Economics major meets the objective of the Strategic Plan to "encourage curricular offerings which are designed to prepare students for the special skills and knowledge required to adapt to the world of the future." The proposal has been approved by the Curriculum Committee, the Academic Affairs Committee, and College Council.

B. Liberal Studies Major

Following the state-mandated restructuring of the Education major, all Longwood students seeking elementary certification are required to have a major in the Arts and Sciences. In seeking a broad-based Liberal Studies program which would meet state and College standards for quality, a joint Education/Arts and Sciences faculty Committee designed a multi-disciplinary major to provide Longwood students with breadth and depth in science, mathematics, English, and social sciences. This breadth is espe-

cially appropriate to elementary certification students. This proposal has been approved by the School of Liberal Arts and Sciences Curriculum Committee, The Academic Affairs Committee, and the College Council.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
 FULL PROPOSAL FOR PROGRAM TO BE INITIATED IN THE 1994-1996 BIENNIUM

COVER SHEET

1. Name of institution Longwood College	
2. Title of proposed program Economics Major	
3. Degree title B.A./B.S. in Economics	4. CIP number 45.0601
5. Term and year of initiation Fall, 1994	6. Term and year of first graduates Spring 1996
7. For community colleges: date of approval by local board	8. Date of approval by Board of Visitors or State Board for CC
9. If collaborative program, name of other institution(s)	
10. Location of program within institution (please complete for every level, as appropriate). If any of these organizational units would be new, please so indicate and attach a revised organizational chart. Department(s) of <u>Economics and Finance</u> Division(s) of _____ School(s) or College(s) of <u>Business and Economics</u> Campus (or off-campus site) _____	
11. Name, title, and SCATS number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff about the proposal. Raymond T. Brastow, Associate Professor of Economics 395-2370	

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DESCRIPTION OF PROPOSED PROGRAM

1. Program, Goals, and Requirements

The proposed program is a Bachelor of Science degree in Economics. It will provide coverage of economic theory at the introductory and advanced levels. An appropriate selection of upper level elective courses will also be provided. The major is designed to develop student understanding of economic principles and applications of those principles across a broad range of economic and social issues.

The study of economics fosters both analytical and creative skills. Analytical skills will be developed through the use of economic principles and techniques, thereby increasing student understanding of economic events and enabling them to predict the consequences of changes within an economic system. Students will learn to analyze a variety of economic, business, and social problems. Creative skills will be developed by learning how to frame questions, how and when to apply tools of analysis, how to collect pertinent data, and how to explain results. Students majoring in economics at Longwood will develop analytical skills, quantitative aptitudes, and the ability to communicate orally and in writing.

Specifically, the economics curriculum at Longwood College will enable graduates to develop problem solving skills through analytical training, be familiar with sources of primary and secondary data for economic and business problems, be able to analyze the data using a variety of quantitative skills, and to

communicate effectively.

Students who major in economics would be prepared for entry-level employment in a variety of businesses, financial institutions, public advocacy groups, and in government. Course work will allow students to develop skills in forecasting and other quantitative techniques which are valued by many businesses and government agencies. An economics major is also excellent preparation for graduate study in economics, business administration, public administration, and law.

The instructional goals of this program are to: provide Longwood students with the opportunity to master economic principles at the introductory and advanced levels; provide Longwood students with the opportunity to use those tools in the development of analytical and creative skills for use in business and government employment; prepare Longwood students to analyze important social issues in an increasingly interdependent world in which economics is a driving force behind massive political, economic, environmental, and social changes; and provide students with practical skills in data collection and analysis.

In addition to Longwood College graduation requirements, the proposed degree in economics will require completion of:

1. an approved statistics course (this requirement may be met by taking Math 171 to satisfy Goal 4 of Longwood's General Education requirements),
2. Principles of Microeconomics (Economics 217) and Principles of Macroeconomics (Economics 218).

3. Intermediate Microeconomics (Economics 317) and Intermediate Macroeconomics (Economics 318),
4. Senior Seminar (Economics 410) to be taken in the student's last year,
5. 21 additional credits of 300 or 400 level economics electives.

With introductory and intermediate courses and the seminar, the total requirement in economics is 36 credits, 30 at the 300 or 400 level.

2. Major and Concentrations

The major for this degree program is economics. In addition to supporting those students who seek to major in economics, the proposed program will allow Longwood to offer more assistance to students who seek teacher certification in social studies or economics. Thus, it will complement the recently announced Center for Economic Education which will open at Longwood in 1992. The Center will assist Southside Virginia middle and high school teachers and administrators in the development and delivery of economic concepts.

Curriculum:

Required: Economics 217	Principles of Microeconomics
Economics 218	Principles of Macroeconomics
Economics 317	Intermediate Microeconomics
Economics 318	Intermediate Macroeconomics
Economics 410	Senior Seminar

Electives (must choose at least seven):

Economics 310 Comparative Economic Systems
Economics 311 Money and Banking
Economics 312 Managerial Economics
Economics 313 Public Economics
Economics 315 Economic History
Economics 414 Quantitative Analysis
Management 466 Industrial Relations
* Economics 412 International Economics
* Economics 413 Discrimination and Poverty
* Economics 415 Environmental Economics
* Economics 416 Labor Market Analysis
* Economics 417 Economic and Business Forecasting
* Economics 418 Public Finance

* Proposed new courses

Description of new courses:

Economics 412 International Economics

Economic analysis of issues in international trade and finance. The course will cover balance of payments equilibrium, protectionist policies such as tariffs and quotas, international financial flows, and international business issues.

Economics 413 Discrimination and Poverty

Study of data on the extent of poverty in the United States and on income and employment differences between racial groups and men and women. These data are analyzed in relation to economic theories of labor markets and discrimination.

Economics 415 Environmental Economics

Application of economic analysis to problems of environmental quality, energy use, and natural resource depletion. Topics include current environmental concerns such as air and water quality and ozone depletion, energy policy options and their environmental consequences, and alternatives

for dealing with the scarcity of natural resources.

Economics 416 Labor Market Analysis

Analysis of topics in labor markets including unemployment, wage determination, wage and salary differentials across occupations, labor force participation, and the economic effect of education on income and employment.

Economics 417 Economic and Business Forecasting

Forecasting techniques are developed and used in several applications. Emphasis is on practical applications in the forecasting of a businesses sales and of business cycle fluctuations in output and employment in an economy.

Economics 418 Public Finance

Public sector finance with emphasis on taxing and expenditure at the federal, state and local levels of government. The course will include analysis of expenditures on such public goods as education and public health.

Semester-by-semester curriculum:

Note: Students who are committed to majoring in economics may begin the introductory sequence (Economics 217 and 218) in their first year. Those who are undecided may take the General Education survey course (Econ 111) and begin the introductory sequence in the second semester or as sophomores.

First Year

Math 121 or Math 267	3/4 cr	Math 171 (stat)	3 cr
General Education		General Education	
english	3 cr	english	3 cr
Goal 8 (Econ 111)	3 cr	PE	2 cr
other	<u>6/7 cr</u>	other	<u>6/7 cr</u>
	15 to 17 cr		17 or 18 cr

Second Year

Econ 217	3 cr	Econ 218	3 cr
General Education		Electives	<u>12 cr</u>
literature	3 cr		15 cr
PE	1 cr		
other	3/4 cr		
Electives	<u>6 cr</u>		
	16 or 17 cr		

Third Year

Econ 317	3 cr	Econ 318	3 cr
Econ electives	3 cr	Econ electives	6 cr
Electives	<u>9 cr</u>	Electives	<u>8 cr</u>
	15 cr		17 cr

Fourth Year

Econ electives	6 cr	Econ 410	3 cr
General Education		Econ electives	6 cr
ethics	1 cr	Electives	<u>6 cr</u>
Electives	<u>9 cr</u>		15 cr
	16 cr		

The structure of the proposed Longwood economics curriculum is supported by conclusions presented in Siegfried, et al., "The Status and Prospects of the Economics Major," Journal of Economic Education, 1991, Vol. 22, No. 3, 197-224. This article is an in-depth study of the economics major and was part of a 1991 project of the Association of American Colleges to investigate majors in twelve disciplines that form the core of traditional college and university curricula. It calls for foundation, elective, and capstone courses that closely correspond to the requirements of the proposed major.

3. Restructuring of an Existing Program

The proposed program represents a broadening of the currently offered economics minor and the economics concentration in the Bachelor of Science in Business Administration program at Longwood. The economics concentration in the business degree requires 24 credits of economics, less than the 30 generally acknowledged to be the minimum acceptable for an economics major (Siegfried, et al., 1991). Additionally, the BSBA economics concentration requires students to take the business lower and upper core requirements which total 39 credits in courses other than economics. These requirements effectively screen out many students who are interested in economics but not in a general business education. Development of the proposed major will not replace, but will strengthen the concentration and minor options currently available by broadening the curriculum and offering students in those programs more elective options.

The BSBA economics concentration will be strengthened and given a more quantitative focus than is currently the case. Development of the curriculum to support the major, notably International Economics, Public Finance, and Forecasting, will enable those who concentrate in economics in the business program to have much better preparation for jobs as business or government economists.

The proposed economics program will be administered by the Department of Economics and Finance of the School of Business and Economics. During the 1992-93 academic year, the School of

Business and Economics will analyze its organizational structure. As part of that examination, the administrative requirements of the finance concentration will be defined and a determination made as to its administrative compatibility with the proposed economics program.

4. **Assessment**

The assessment plan for the proposed major in economics will include integration of the specific goals of the major throughout the curriculum (see pages 3 and 4 in section 1) , development of objectives for each of the five required courses that are consistent with the overall goals of the major, a senior project to be undertaken in the Senior Seminar (Economics 410) which will be evaluated by an assessment committee composed of economics faculty members, administration of the Economics Major Field Exam given by Educational Testing Service (or an equivalent exam) to all senior majors, senior exit interviews, and surveys of alumni.

Much of this plan represents a continuation of the existing plan to assess the economics contribution to the BSBA program. Specific assessable objectives have been written for the introductory courses (Economics 217 and 218) and Managerial Economics (Economics 312). Questions are currently being developed in each of those courses to be included on the final examination for each section offered. These questions are designed to measure student performance relative to the objectives of each course and they represent valuable feedback on the efficacy of those courses

in meeting the stated goals and objectives of the program. This approach will be continued with the development of an economics major. In addition to the courses mentioned above, departmentally determined common questions will comprise all or some of the final exam in each section of the intermediate theory courses (Economics 317 and 318).

The remaining required course is the Senior Seminar (Economics 410). That course is designed as a capstone experience in which students will demonstrate development of analytical and quantitative skills through the study of one or more topics to be determined annually by economics faculty members. Topics will focus on social and business policy issues which students are likely to encounter upon graduation. Each student will be required to conduct a senior research project which will emphasize both economic analysis and data examination. The project will be evaluated by the course instructor for grade and by an assessment committee of economics faculty members to appraise students' progress in achieving the educational goals and objectives of the program.

5. **Faculty**

Professors Adusei, Berry, Brastow, and Shaw of the Department of Economics and Finance will be the primary faculty in the proposed program. Their vitae, along with that of Dr. Berkwood Farmer, Dean of the School of Business and Economics who will teach one course per year, are included in Appendix C. This program will

require each faculty member to contribute to the teaching of introductory and intermediate theory courses and to contribute to the upper level electives that allow students to apply economic principles to a breadth of subjects.

Any faculty member with an earned Ph. D. in economics would be qualified to teach the introductory or intermediate theory courses. With four tenure track instructors (plus Dr. Farmer), it will be possible to offer upper level applied courses in most fields of economics. Generally, elective course offerings will parallel the fields of specialization of current faculty members. Those fields of specialization do not overlap. Current faculty members Adusei, Brastow, Farmer, and Shaw all have earned a Ph. D. in economics. Professor Berry is a Ph.D. candidate and completion of his doctorate is necessary for his continued employment in the program.

6. Accreditation

Programmatic accreditation is not relevant to this degree program. The existing concentration in the BSBA major will be evaluated in any future accreditation of that program, but the proposed major will have no bearing on those requirements.

7. Clinical Facilities, Industries, and Agencies

No agreements with clinical facilities, industries, or other agencies have been sought at this time. Internships with businesses and government agencies in Virginia will be pursued upon approval of the proposed major.

8. Advisory Committee

No advisory committee has been formed for the proposed program. The School of Business and Economics at Longwood has started the process of forming an advisory council, and the economics program will seek input from that group.

9. Institutional Mission

The development and offering of an economics major will greatly enhance the implementation of the College's Strategic Plan and the realization of its goals, especially those related to educational programs and public service. The study of economics is essential to understand the sweeping changes that will occur in the increasingly interdependent world of the future that students will inhabit.

An economics major is an integral part of the curriculum of an institution whose Strategic Plan declares that it is "committed to the liberal arts ... [as] reflected in ... its sponsorship of degree programs in the ... social sciences." Economics is a fundamental social science and an established element of a liberal arts education.

Among the objectives for its educational programs, the College's Strategic Plan commits to "encourage curricular offerings which are designed to prepare students for the special skills and knowledge required to adapt to the world of the future." It is difficult to imagine an undergraduate curriculum more suited to that preparation than economics. The foundation of the economics

major develops both analytical and creative skills, and its applied courses develop knowledge of fundamental forces behind the trends that will shape the world of the future.

The establishment of an economics major is an indispensable element of the Strategic Plan's goal to "enlarge and strengthen the College's international dimension." The rapid changes in international markets, American competitiveness in those markets, the reasons for Japanese pursuit of positions in American markets, the challenge of a re-unified Germany and a unified Western Europe, the threats and the opportunities created by the transformation the Soviet and Eastern European economies all require economic analysis to give students the ability to understand and to respond to the changing international scene.

Another objective that the Strategic Plan sets for the College is "support for interdisciplinary proposals developed by the faculty." The curriculum developed for the proposed major will support two such programs, the International Studies minor and the College's new Women's Studies program. Proposed courses in international economics, labor market analysis, and discrimination will allow students to study economic aspects of the issues that are developed in those programs. Comprehension of international relations and of the status of women requires the study of the role of economic forces in shaping these issues.

An economics major will also be a valuable tool for the College in pursuing its goal to "provide services which respond to the needs of Southside Virginia and the State." Establishment of

a major will allow the College to emphasize and encourage research on the region's economy and its needs for development. The major will provide mutual support for resource exchange with the College's newly-established Center for Economic Education. Both students and faculty will have additional stimulus for scholarly and service activity when supported by a full program of course offerings and recognition of the validity of a specialized focus.

10. Cooperative or Joint Program

The proposed economics major will not be a cooperative or joint program. Longwood College has a reciprocity agreement with neighboring Hampden-Sydney College and which allows Longwood students to take courses there. If the proposed major is approved, it will be possible for economics students at each institution to broaden the assortment of electives available by taking advantage of the agreement.

JUSTIFICATION OF THE PROPOSED PROGRAM

1. Student Demand

In order to assess demand for an economics major by current Longwood College students, a survey was administered to the students enrolled in sections of introductory economics courses (Economics 217 or 218) in May of 1992. A copy of the survey form is included in Appendix E.

The survey asked students to give background information about themselves (major and class in college) and to rank those factors which are most important to students in choosing a major. The tables below present responses by the 153 surveyed students to the question, "If Longwood College offered a major (Bachelor of Science) in economics, separate from the business major, would you have (check one):"

	<u>Responses</u>
Decided to major in economics	4
Strongly considered majoring in economics	14
Given some consideration to majoring in economics	42
Decided not to major in economics	93

	<u>Percent</u>
Decided to major in economics	2.6
Strongly considered majoring in economics	9.2
Given some consideration to majoring in economics	27.4
Decided not to major in economics	60.8

The survey group of 153 was largely comprised of business majors (125 or 81.7%) for whom the introductory economics courses are required. The remaining 28 students were dispersed over 14

majors with undeclared status, political science, and elementary education each being listed by four students.

The survey results demonstrate that demand does exist for an economics major at Longwood. If, for example, only 29 percent (4 of 14) of those who would "strongly consider" and one twentieth (2 of 42) of those who would have "given some thought" had chosen to major in economics, a total of 10 majors would have come from this sample. Given these conservative estimates, an economics major headcount of 40 across four graduating classes would come solely from the group that takes introductory economics. Given the above responses it is likely that other potential economics majors take the General Education economics course (Economics 111) rather than the introductory sequence. Sections of that course were not surveyed.

Additional evidence of student demand comes from the Longwood College Admissions Office. Over the three year period from 1990 to 1992, an average of over 35 students per year expressed interest in economics.

This student demand exists in the absence of recruiting activity or a marketing strategy for an economics major. In anticipation of program approval for the fall of 1994, a recruiting plan for the proposed major will be developed. It will include close coordination with the Admissions Office to involve the economics faculty in personal contact of all admissions candidates who express an interest in studying economics at Longwood. Additionally, marketing of the program will be carried out through

the Center for Economic Education, which will be in contact with high school economics and social studies instructors throughout the Southside region. Finally, information about the major will be aggressively transmitted to community colleges in an effort to attract transfer students.

Nationally, those who graduate with a bachelors degree in economics account for about 2 percent of all college graduates (Siegfried, et al., 1991). The data presented above suggest that with the development of a successful marketing plan, achieving 2 percent of Longwood's roughly 2800 undergraduates (56 majors) is a realistic goal of the proposed program.

The Summary of Projected Enrollments in New Programs form is attached in Appendix A.

2. Other Economics Programs in Virginia

Twelve of fourteen public four-year colleges and universities in Virginia currently offer a bachelor's degree in economics. Only Longwood College and Clinch Valley College do not. (The fifteenth public institution, Virginia Military Institute, offers a combined business and economics degree.) Additionally, thirteen private colleges and universities in Virginia offer a bachelor's degree in economics. The fact that an undergraduate economics degree program is so standard in Virginia's public and private institutions indicates that it is viewed as an integral part of an institution's curriculum and mission. It is interesting to note that many of these programs exist in proximity to each other, for instance

Christopher Newport College, The College of William and Mary, Norfolk State University, Old Dominion University, and several private institutions in or near the Tidewater area.

The public institutions most similar to Longwood College in historical mission are James Madison University and Radford University. While larger than Longwood, each demonstrates that a successful economics program can be developed. Data supplied by SCHEV staff indicates that for the five year period from 1987 to 1991, James Madison averaged 34.2 graduates in two economics degree programs--business and arts and sciences--and Radford averaged 14.2 graduates. Each institution supports a sound economics program that maintains healthy enrollments in the face of active social science and business competition for majors.

3. Employment Opportunities of Program Graduates

According to the National Center for Education Statistics (cited in Siegfried, et al., 1991) approximately 32,000 students across the United States receive a bachelor's degree in economics annually. Over the 10 year period from 1975-76 to 1985-86, the number of graduating economics majors grew at an annual rate of 3.5 percent. Surveys of graduates indicate that more than half enter the labor force directly upon graduation and go into a variety of occupations in a diverse set of industries, government agencies, and not-for-profit organizations. Few describe their employment as an economist. Of those who continue their education, roughly half pursue a masters in business administration, most of the rest

enroll in law school, and less than three percent enroll in economics Ph.D. programs. Thus, recent national data demonstrate that the economics bachelors degree serves as excellent preparation for employment upon graduation or for pursuit of graduate education in business, public administration, or law.

While placement of economics graduates from Virginia colleges is reportedly affected by the current recession, it has apparently been consistently successful over the past several years.

4. Discontinued Longwood Economics Program

An economics major existed at Longwood College until 1980. That program was significantly different from the one proposed in this document. The proposed program includes intermediate theory courses, the backbone of an economics major, and a much wider array of electives. These courses will allow students to develop analytical skills and use them in a variety of social and economic applications. Additionally, the faculty resources available to deliver and market that program appear to have been limited. Longwood College catalogs from 1976 to 1980 indicate that there were never more than two full-time tenure track economists on the staff. The proposed major will be staffed by four full-time tenure track economists. Finally, the newly formed Center for Economic Education will provide an invaluable resource to complement the proposed program that was not available to the previous economics degree program at Longwood.

5. **Summary of Justifications:**

Below is a summary of justifications for the proposed program.

- A. Student demand for an economics major, as assessed by a 1992 survey of a sample of Longwood students and by information from the Longwood admissions office, is currently more than adequate to justify its initiation. Future development of a marketing plan for the major will enhance the program's enrollments above those expected initially.
- B. An economics major is an integral part of the offerings of most public and private institutions of higher education in Virginia. An economics major addresses important elements of Longwood College's Strategic Plan and Virginia's Report of the Commission on the University of the Twenty-First Century. Comparable institutions in Virginia report successful economics major degree programs.
- C. Employer demand for economics graduates has been consistently strong nationally and in the State of Virginia. Comparable institutions in Virginia report successful placement of students who major in economics.
- D. There are significant differences between the proposed program and the economics major that was discontinued at Longwood College in 1980.

PROGRAM RESOURCE NEEDS

1. Minimal Resource Requirements

Resource requirements for the proposed program are minimal. Longwood College currently has sufficient administrative and economics faculty positions to offer a major.

The existing economics minor and concentration are administered by the Department of Economics and Finance of the School of Business and Economics. Any slight increase in secretarial and administrative work created by the major will be handled by the existing resources of the School of Business and Economics. Initially, the only increases in work load will come from assessment and reporting requirements that are unique to a major. The Department of Economics and Finance currently administers all routine responsibilities required of departments and those functions associated with faculty members. While departmental reorganization may shift administrative loads among departments of the School of Business and economics, the number of faculty members and departments will not change. Creation of the proposed economics major will not add to those requirements.

With existing faculty resources, two of the elective courses are offered each semester, three others are offered once per year, and an additional course is offered on a biannual rotation. The six new courses can be offered on a biannual rotation by offering more existing electives biannually and reducing the number of sections of the General Education course (Economics 111) as its

demand falls with the phasing out of the elementary education major.

A survey of existing library holdings of journals and books in economics suggests that little increase will be required to provide support for the proposed new courses. The College currently subscribes to over 50 economics periodicals, most of which are academic journals. (A listing of economics periodicals is included in Appendix D.) An increase in the library journal and book acquisition budget for economics of \$500 per year should allow for subscription to sufficient additional journals in fields of economics covered by the proposed new electives and for adequate expansion of economics book holdings.

Longwood College currently has adequate student computer facilities. There are two student micro computer labs in Hiner Hall, the building which houses the School of Business and Economics, both of which are connected to a network which furnishes instructional software. The proposed major may necessitate small expenditures for course-specific or research-related software and data bases, but those costs should not exceed \$500 per year.

There are no new space, renovation, or construction requirements of the proposed major.

In summary, resource requirements for the proposed major are minimal. Faculty, library, and administrative resources that support the existing concentration and minor programs are largely sufficient for the proposed major. The Resource Needs form is included in Appendix B.

APPENDIX A

Summary of Projected Enrollment for New Program

State Council of Higher Education for Virginia
Summary of Projected Enrollments in New Programs

Institution: Longwood College
 Name of respondent: Ralph Brown, Jr.
 Title: Dir. of Institutional Research Phone # (804) 395-2208
 Program title: Economics
 CIP code: 45.0601 Degree level: BS
 Initiation date: Fall 1994 Steady-state target year: 1997-98

Instructions:

- Target year refers to the date the institution anticipates steady-state enrollment will be achieved.
- Provide a fall headcount and an annual FTE. Round the FTE to the nearest whole number.
- Students reported as substitute are new to the program but not to the institution. This category should include only those who are anticipated via redistribution or migration from existing degree programs.
- Students identified as incremental are new to the institution. They should reflect anticipated new enrollments that are not from redistribution of existing students to the proposed program.

Part 1: Projected enrollment:

	<u>1994-95</u>		<u>1995-96</u>		<u>Target Year</u> <u>1997-1998</u>	
	<u>HDCT</u>	<u>FTEs</u>	<u>HDCT</u>	<u>FTEs</u>	<u>HDCT</u>	<u>FTEs</u>
Incremental	<u>10</u>	<u>11</u>	<u>18</u>	<u>19</u>		
Substitute	<u>6</u>	<u>6</u>	<u>11</u>	<u>12</u>		
Total	<u>16</u>	<u>17</u>	<u>29</u>	<u>31</u>	<u>48</u>	<u>52</u>

Part 2: Please check the student level(s) included in the figures above.

Undergraduate

- Lower occupational/technical
 Lower bachelor's
 Upper bachelor's

Graduate

- First year
 Advanced
 First professional

APPENDIX B
Resource Needs Form

State Council of Higher Education for Virginia
Projected Resource Needs for New Programs

Institution: LONGWOOD COLLEGE Program title: _____ CIP code: _____

Name and title of person completing form: Benjamin H. Johnson Telephone: (804) 395-2280

Instructions:

- Complete Part A to provide general budget information.
- Complete Part B to describe the planning, initiation and operating costs of running the program. Costs for 1993-1994 are those for program planning and costs prior to initiation of the program. Most one-time costs should be in this year. Costs designated for 1994-1995 and beyond include program operating costs and any one-time costs for those years.
- Personnel should be projected in terms of FTE, rather than headcount.
- Calculate a 0% inflationary increase per year.
- Attach a narrative which describes the need for each item.
- The chief academic officer's office and the budget office at your institution should be contacted for assistance in completion of this form.
- "Ongoing" costs are those the program carries forward from year to year. "Reallocated" costs are those that exist in the institution's base budget and are being moved to support this program. "Additional" costs are those new to the institution. In general, the total of the costs in one year should be carried forward as the ongoing costs for the next year.

Part A. General budget information:

- (1) If the program is approved, will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- (2) If the program is approved, will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- (3) Will a capital outlay request in support of this program be forthcoming? (If yes, attach Form 5.) Yes _____ No X
- (4) Is each type of space for the proposed program within projected guidelines? N/A Yes _____ No _____
- 5) Will there be any operating budget requests for this program which would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X

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Part B. Estimated costs to plan, initiate, and operate the program:

	1993-1994		1994-1995		1995-1996	
	<u>On-going* or Reallocated**</u>	<u>Additional***</u>	<u>On-going or Reallocated</u>	<u>Additional</u>	<u>On-going or Reallocated</u>	<u>Additional</u>
(1) Personnel						
(a) Full-time faculty	_____ FTE	_____ FTE	4.00 FTE	_____ FTE	4.00 FTE	_____ FTE
Cost	\$ _____	\$ _____	\$ 169662.00	\$ _____	\$ 169662.00	\$ _____
(b) Part-time faculty	_____ FTE	_____ FTE	_____ FTE	_____ FTE	_____ FTE	_____ FTE
Cost	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(c) Graduate students	_____ FTE	_____ FTE	_____ FTE	_____ FTE	_____ FTE	_____ FTE
Cost	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(d) Classified positions	_____ FTE	_____ FTE	.15 FTE	_____ FTE	.15 FTE	_____ FTE
Cost	\$ _____	\$ _____	\$ 2830.00	\$ _____	\$ 2830.00	\$ _____
Subtotal, personnel costs	\$ _____	\$ _____	\$ 172492.00	\$ _____	\$ 172492.00	\$ _____
(2) Fringe benefits	\$ _____	\$ _____	\$ 51748.00	\$ _____	\$ 51748.00	\$ _____
Total, personnel costs	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(3) Targeted financial aid	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(4) Space	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(5) Equipment	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(6) Library	\$ _____	\$ _____	\$ _____	\$ 500.00	\$ _____	\$ 500.00
(7) Computers	\$ _____	\$ _____	\$ _____	\$ 500.00	\$ _____	\$ 500.00
(8) Accreditation	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(9) Other costs (specify)* Fac. Devel, Phone, postage	\$ _____	\$ 1000.00	\$ 3520.00	\$ _____	\$ 3520.00	\$ _____
Subtotal, non-personnel costs	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
(10) Grand total	\$ _____	\$ 1000.00	\$ 227760.00	\$ 1000.00	\$ 227760.00	\$ 1000.00

* "Ongoing" costs are those the program carries forward from year to year. ** "Reallocated" costs are those that exist in the institution's base budget and are being moved to support this program. *** "Additional" costs are those new to the institution.

APPENDIX C
Faculty Vitae

Edward O. Adusei

Department of Economics and Finance
Longwood College, Farmville, Va. 23909
(804) 395-2042

EDUCATION

Ph.D. Agricultural Economics Virginia Polytechnic Institute and State University, Blacksburg, Virginia, February, 1988

M.S. Economics Virginia State University, Petersburg, Virginia
May, 1982

B.A. Economics University of Ghana, Legon, Ghana, December 1978

EXPERIENCE

Assistant Professor Department of Economics and Finance, Longwood College, August 1992 - Present.

Teaching survey of economics, money and banking, and intermediate macro and microeconomics. Research areas include Distributed lags of Agricultural Research, Needs Assessment of Small and Medium size businesses, and Transportation.

Assistant Professor Department of Political Science & Economics, Norfolk State University, August 1988 - June 1992.

Taught macro and microeconomics, business statistics, labor economics, and computer literacy. Conducted research in the areas Agricultural Research Evaluation, Transportation, and Needs Assessment of Small Business Enterprises.

Research Fellow Virginia Business Development Center, Virginia State University, Petersburg, Virginia, September 1988 - Present.

Directly responsible for the collection and analyses of primary data obtained from small and medium size businesses in Virginia. The needs of business owners with respect to management, finances, marketing, and training are assessed.

Major contribution is in the revision of the School of Business curricula to include the integration of entrepreneurship and international business courses; improving existing, and creating new linkages between Virginia State University and the business community, and government agencies; and developing modules for entrepreneurship and business seminars, workshops, and short courses.

Research Fellow Virginia Department of World Trade, Norfolk, Virginia, Summer, 1989.

Responsible for developing "reader-friendly" manuals to be used by Virginia's businesses to increase export of goods and services. An analyses of equipments and materials imported through United States Agency for International Development grants and loans, the World Bank, and other agencies are evaluated.

Assistant Research Associate Bureau of Economic Research and Development, Virginia State University, November 1987 - August 1988.

Directly responsible for analyzing socioeconomic and input/output data on farm management in the Njoro Division of Kenya. An econometric model was formulated to analyze the impact of credit and human capital on agricultural productivity. The socioeconomic characteristics of the study area in relation to agricultural development was evaluated. This was a United State Agency for International Development sponsored project.

Wrote proposals for funding from United States Agency for International Development, private foundations, state agencies, and other funding agencies.

Graduate Research Assistant Department of Agricultural Economics, Virginia Polytechnic Institute and State University, January 1984 to October 1987.

Developed a profit function model to evaluate Agricultural Social Science Research in the United States. A survey was designed to obtain data from 2500 agricultural scientists in the United States on research related activities devoted to various commodities. Secondary data were used to capture the lag structure of research on agricultural productivity. The importance of maintenance research was the main focus of attention. Statistical Analysis System (SAS) was used to analyze the primary and secondary data.

Research Assistant United States Department of Agriculture: CSRS/RR-1, Department of Economics Virginia State University, Petersburg, Virginia, June 1982 to July 1983.

Principal assistant to research associate responsible for assembling, coding and analysis of data using SPSS (Statistical Package for Social Science) and TSP (Time Series Processor) computer languages. Secondary data from the United States censuses were collected to analyze socioeconomic characteristics of limited resource small farmers in Southern United States. Factors contributing to differences in rural and regional economic development were evaluated.

Graduate Assistant Department of Economics, Virginia State University, Petersburg, Virginia, September 1980 to May 1982.

Directly responsible for the assembling, coding, and analyses of a United States Agency for International Development sponsored project on farm management in Ghana. An econometric model was used to analyze the impact of allocative and worker (education and experience) effects on agricultural productivity in the Atebubu District, Ghana.

Assisted research director in developing a model for assessing student's progress and improvements in teaching methods. Data on students academic performance, socioeconomic background, and faculty teaching methods were collected for the assessment.

Taught, tutored and graded undergraduate examinations in economics and statistics.

Project Analyst National Youth Council of Ghana 1978 to 1980.

Directly responsible for the review and implementation of youth projects in Ghana by using Benefit-Cost Analysis. All youth farms in Ghana were reviewed and assessed to ascertain their viability. Impact analyses of credit and management were evaluated in relation to productivity. A comprehensive financial arrangement was proposed and implemented through the Agricultural Development Bank.

PROFESSIONAL AFFILIATIONS

Atlantic Economic Society
American Economic Association
American Agricultural Economics Association
Southern Agricultural Economics Association

PUBLICATIONS, PRESENTATIONS AND CONFERENCES

"Selected Topics." Discussant at the Tenth Virginia Association of Economists, Fredricksburg, Virginia, April 2-3, 1992.

"An Analysis of the Cash Flow Problems Associated with Disadvantaged Business Enterprises." Presented at the Thirty-Second Atlantic Economic Society Conference, Washington, D.C., October, 1991.

"Comparative Analysis of the Management Attributes in Minority-Owned and Women-Owned Businesses." Presented at the Atlantic Economic Society sessions at AEA (ASSA) Annual Conference, New Orleans, January, 1992.

"The Importance and Magnitude of Agricultural Maintenance Research in the United States." Journal of Production Agriculture Jan-March 1990.

"The Effects of Education and Experience on Agricultural Production in the Atebubu District of Ghana." A paper presented at the International Development Scholars Forum, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, May 1985.

"Allocative and Worker Effects in Agricultural Production: A Case Study of Atebubu District in Ghana." An unpublished Masters thesis, Virginia State University, Petersburg, Virginia, May 1982.
"The Importance and Magnitude of Agricultural Maintenance Research in the United States." An unpublished PhD dissertation, Virginia Polytechnic Institute and State University, October 1987.

"Economic Needs of African Nations/Languages and Cultural Diversity of African Nations." A paper presented at Virginia's African Trade Conference, Williamsburg, Virginia, November, 1990.

Participant, United States Agency for International Development Outreach Conference, Miami, Florida, March, 1991.

Participant, Washington Briefing Program "NATO at the Crossroads" by the Atlantic Council of the United States, June 1991.

Participant, "National Foreign Policy Conference: National Minority and Women's Organizations" by the United States Department of State, Washington, D.C., August, 1989.

WORK IN PROGRESS

"The Impacts and lag structure of agricultural research in the United States."

"The Effects of Weather and Changes in Governments on Forecasting Output and Futures Market Prices of Cocoa: A Case Study of Ghana."

"A Comprehensive Analysis of Food Retailing in Ghana."

PROPOSALS

"The Impact of Agricultural Research on Agricultural Productivity in the United States." Funded by the United States Department of Agriculture.

"The Impact of Land Tenure, Land Title, and Land Transaction on Agricultural Productivity in the Gambia." Submitted to USAID.

"Alternative Strategies for Attracting and Encouraging Students to Major in Economics." Submitted to the Pew Foundation, May 1991.

"Needs Assessment of Minority Businesses Having Contracts with Virginia Department of Transportation." Funded by the Virginia Department of Transportation, May 1988.

"Management Training and Entrepreneurship for Rural Development in Ghana." A concept proposal submitted to the Pew Foundation.

"The Establishment of a Commonwealth Center of Excellence." Submitted to Virginia State Council for Higher Education.

UNIVERSITY AND OTHER ACTIVITIES

Academic Associate, The Atlantic Council of the United States, Washington, DC, June 1991.

Member, United States Congressional Task Force on the Caribbean Initiative, 1989.

Member, Transportation Research Center Committee, Norfolk State University, Fall 1991.

Member, Center for Innovative Technology Advisory Board, Virginia Business Development Center, Virginia State University, Summer 1991 - Present.

Chairperson, Resource Committee, International Studies Task Force, Norfolk State University, Fall 1991.

Member, Social Science Research Committee, School of Social Sciences, Norfolk State University, Summer 1989.

Team Member, Computer Literacy Program, School of Social Sciences, Norfolk State University, Fall 1988.

Member, The Mayor's Task Force on Drug Abuse, City of Norfolk, Virginia, Fall 1990.

Campus Leadership Award, Ethnic Minority Program, Virginia Polytechnic Institute and State University, 1986-1987.

Co-Chairperson, Presidential Council, International Organizations, Virginia Polytechnic Institute and State University, 1985-1986.

President African Students Association Virginia Polytechnic and State University, 1985-1986.

President International Students Organization, Virginia State University, 1981-1982.

President Tema Secondary School Association, University of Ghana, Legon, 1977-1978.

VITAE

RAYMOND T. BRASTOW

911 Martin Street
Charlottesville, VA 22901

(804) 395-2370 (office)
(804) 295-1066 (home)

EDUCATION:

Ph.D., Economics, University of Washington, Seattle, WA,
December 1987. Fields: econometrics, labor economics,
microeconomic theory, and monetary theory.

M.A., Economics, University of Washington, Seattle, WA, June
1976.

B.A., Economics, University of Washington, Seattle, WA, June
1974.

PROFESSIONAL EXPERIENCE:

Assistant Professor
September 1987 - 1992

Dept. of Econ. & Finance
Longwood College
Farmville, VA

Associate Professor
September 1992 - present

Department Chair
January 1990 - present

Visiting Assistant Professor
September 1985 - June 1987

Department of Economics
Whitman College
Walla Walla, WA

Visiting Assistant Professor
September 1984 - June 1985

Department of Economics
University of Puget Sound
Tacoma, WA

Instructor
September 1982 - June 1984

Department of Economics
Western Washington Univ.
Bellingham, WA

Teaching Assistant and
Instructor
September 1976 - June 1982

Department of Economics
University of Washington
Seattle, WA

RESEARCH:

Publications:

"Wealth Effects of the Drug Price Competition and Patent Term Restoration Act of 1984" (with David Rystrom). The American Economist, Fall 1988.

"The Effect of Unit Fees on the Consumption of Quality: A Reappraisal of the Alchian-Allen Proposition" (with William Kaempfer). Economic Inquiry, April 1985.

Presentations:

"Intraworker Output Variability in Professional Sports: Implications for Compensation and the Estimation of Salary Discrimination." Presented at the Atlantic Economics Society Meetings, Washington, DC, October 1991 and the Western Social Science Association Meetings, Denver, CO, April 1992.

"Discrimination in the NBA: Evidence From the Draft." Presented at the Western Economic Association Meetings, Los Angeles, CA, July 1988.

"The Effect of Unit Fees on the Consumption of Quality." Presented at the Western Economic Association Meetings, Seattle, WA, July 1983.

"Economic Impact of Pervious Surface Requirements." Report written for and submitted to the Kirkland (WA) Department of Community Development in December 1979. Presentation made in January 1980 to the Citizen's Review Committee for the Kirkland Land Use Plan.

Dissertation:

"Congress and Regulation: The Case of the Food and Drug Administration." This research examines the degree of applicability of theories of regulation and bureaucracy to the development of the Food and Drug Administration. University of Washington, December 1987.

Work in Progress:

"Discrimination in the NBA: Evidence From the Draft." July 1988, revised June 1990.

"A Modified Theory of Customer Discrimination." July 1990.

TEACHING EXPERIENCE:

Longwood College

Quantitative Methods
Money and Banking
Managerial Economics
Public Economics
Principles of Microeconomics
Principles of Macroeconomics

Whitman College

Labor Economics
Monetary Theory
Intermediate Macroeconomic Theory
Intermediate Microeconomic Theory
Principles of Economics

University of Puget Sound

Intermediate Microeconomic Theory
Econometrics
Introduction to Microeconomics

Western Washington University

Introduction to Microeconomics
Introduction to Macroeconomics

University of Washington

Labor in the Economy
Introduction to Microeconomic Theory
Principles of Economics
General Economics

SELECTED SERVICE ACTIVITIES:

Longwood College

Chair, Department of Economics and Finance
Appointed by College President to Committee on Faculty
Salary Raise Policy
Elected by faculty of the School of Business and
Economics to the College Council (Faculty Senate)
Elected by faculty of the School of Business and
Economics to the Dean Search Committee
Elected by faculty of the School of Business and
Economics to chair faculty meetings
Black History Month Coordinating Committee
School of Business and Economics Curriculum Committee
Panel Discussant and Presenter during Women's History
Month

Whitman College

Participated in bi-weekly Round Table discussions on
international issues with students and faculty
Hosted weekly Student Life group in home

VITA

Berry, Robert Edward
Assistant Professor of Economics and Finance
Undergraduate Faculty
Appointed 1988

1. Academic Degrees

Dissertation Stage Ph.D	University of Virginia	Economics
MA	University of Virginia	1988 Economics
MBA	University of Texas	1981 Finance
BA	University of Texas	1972 Economics

2. Professional Experience

1988-Present	Longwood College, School of Business and Economics, Assistant Professor, Economics and Finance
1983-1988	University of Richmond, Robins School of Business, Visiting Assistant Professor, Economics
1980-1983	University of Virginia, Department of Economics, Instructor, Economics
1982	Sweet Briar College, Department of Economics, Visiting Lecture, Economics
1979-1980	University of Tennessee-Chattanooga, School of Business, Assistant Professor, Economics
1979	St. Edwards University, School of Business, Instructor, Finance
1978-1979	University of Texas, Department of Finance, Assistant Instructor, Finance
1977	Austin Community College, Instructor, Economics
1977	Park College, Instructor, Economics
1976	St. Edwards University, School of Arts & Science, Instructor, Economics

3. Faculty and Administrative Load

Fall Semester 1991

Econ 211	Principles of Economics-Macro	3 Credit Hours
Econ 212	Principles of Economics-Micro	9 Credit Hours

Spring Semester 1992

Econ 211	Principles of Economics-Macro	6 Credit Hours
Buad 495	Special Topics: International Finance and Economics	3 Credit Hours

Other Collegiate Assignments, 1991-1992

Member	Womens Studies Committee
Member	Steering Committee, SCHEV Funds of Excellence Grant - Student Culture
Member	School of Business and Economics, Rules and Regulations Committee

Robert E Berry - 1

Advisor for 25 students

4. Current Professional and Academic Association Memberships

American Economic Association
Financial Management Association *
Richmond Area Business Economics *

5. Current Professional Assignments and Activities

Completing dissertation, "Two-Tier Foreign Exchange Markets: A Theoretical and Empirical Study"

6. Publications

"A Test of the International Term Structure of Interest Rates: The United States-Canadian Experience, 1973-80" in Basar and Pau, eds., Dynamic Modelling and Control of National Economics, 1984, co-author.

"An Empirical Examination of Current Inflation and Deficit Spending," Journal of Post Keynesian Economics, Fall 1981, co-author.

"Reply," Journal of Post Keynesian Economics, Fall 1982, co-author.

7. Papers Presented

"Belgium's Two-Tier Foreign Exchange Market," paper presented at the Eastern Finance Association Meeting, Williamsburg, Virginia, April 1985.

"Canadian Interest Rates: Independent of the U.S.?", paper presented at the IFAC/IFORS conference on The Modelling and Control of National Economies, Washington, June 1983, co-author.

"Two-Tier Foreign Exchange Markets: A Solution to the LDC Debt Problem?", paper presented at the Southwestern Economics Association meeting, Houston, March 1983.

"Imported Inflation: The Mexican Experience," paper presented at the 1982 North American Economic Studies Association meeting, New York, December 1982, co-author.

"Imported Inflation: The Canadian Experience," paper presented at the Eastern Finance Association meeting, Jacksonville, Florida, April 1982, co-author.

8. Research and Artistic Achievement

Longwood Global Revision Steering Committee Grant to develop a course in International Finance, Spring Semester 1992

Sue Olinger Shaw
 Associate Professor of Economics
 Undergraduate Faculty
 Appointed 1986

1. Academic Degrees

1. Ph. D.	Harvard University	1967	Economics
2. A.M.	Harvard University	1963	Economics
3. B.A.	Mary Washington College of the University of Virginia	1961	Economics

2. Professional Experience

1986-present	Longwood College	Associate Professor of Economics
1979-1985	North Carolina State University	Visiting Lecturer and Assistant Professor of Economics
1975-present	Self-Employed	Labor Arbitrator
1973, 1976-1977	Furman University	Lecturer in Economics and Visiting Assistant Professor of Economics
1974-1976	Clemson University	Visiting Assistant Professor of Economics
1971-1974	Erskine College	Chairman, Dept. of Economics and Associate Professor of Economics
1971-1978	Lawrence H. Shaw Economic Analysis	Senior Economist and Consultant
1969-1971	The University of Akron	Director, Bureau of Business and Economic Research and Ass't. Prof. of Marketing
1967-1969	Middle Tennessee —State University	Assistant Professor of Economics

1967-1968	Vanderbilt University	Visiting Lecturer in Economics
1964-1966	Government of Greece, Center for Planning and Economic Research	Project Director and
1962	U.S. Government, Office of Management and Budget	Fiscal Economist
1961	U.S. Government, Department of Labor	Labor Economist

3. Faculty and Administrative Load

Summer Session 1991

Economics 212	Principles of Microeconomics	3 credit hours
Economics 312	Managerial Economics	3 credit hours

Fall Semester 1991

Economics 212	Principles of Microeconomics	3 credit hours
Economics 312	Managerial Economics (two sections)	6 credit hours
Management 466	Industrial Relations	3 credit hours

Spring Semester 1992

Economics 312	Magagerial Economics (two sections)	6 credit hours
Management 466	Industrial Relations	3 credit hours

Other Collegiate Assignments, 1991-1992

Member of College Senior Honors Committee
 Member of College Policy Review Subcommittee of Gender & Minority
 Steering Committee
 Member of College Evening Programs Committee
 Member of Departmental Promotion and Tenure Committee
 Member of Dean's Advisory Committee
 Member of School Assessment Committee
 Member of Student Awards Committee
 School Evening Programs Student Advisor
 Departmental Transfer Student Advocate
 Member Departmental Committee on Review of Economics Courses

4. Current Professional and Academic Association Memberships

American Arbitration Association
American Economic Association
Society of Professionals in Dispute Resolution
Industrial Relations Research Association
Society of Federal Labor Relations Professionals*
National Business Education Association

5. Current Professional Assignments and Activities (non-teaching)

Labor Arbitrator, panels of American Arbitration Association and
Federal Mediation and Conciliation Service

President, Hampton Roads Chapter of Society of Federal Labor
Relations Professionals

Chair, Industrial Relations Seminar Advisory Board (N.C. State
University Annual Industrial Relations Seminar Series)

6. Publications

Editor, Akron Business and Economic Review, University of
Akron; 1970-1971

Manpower Needs and Resources in Greenville/Pickens S.C.,
June-July 1973, Lawrence H. Shaw Economic Analysis; 1973

Labor Log, Lawrence H. Shaw Economic Analysis; 1974-1977

"Where Do the Carolinas Stand?," paper presented at First
Annual Industrial Relations Seminar, Clemson University,
1976

"Citizens Should Pay for City Living or Move," article in
The Greenville News, Greenville, South Carolina, October 2, 1975

"Consumers' Television," article in The Greenville News,
Greenville, South Carolina; April 8, 1976

"Who Gains from Subsidies?," article in The Greenville News,
Greenville, South Carolina; May 6, 1976

"Discharge for Smoking Marijuana in the Plant: Guilt by Association,"
Summary of Labor Arbitration Awards 270; 1981

"Vacancy for Position of Post-Secondary Uniserv Director,"
Arbitration in the Schools 137; 1981

"Why Future Teachers Need a Knowledge of Economics," Business Education Forum, November 1987

"Discharge for Fighting," Summary of Labor Arbitration Awards 353; 1988

Arbitration Case Report in Commerce Clearing House, Labor Arbitration Awards, October 18, 1988

"How Much Economics are High School Students Really Learning?" article co-authored with Frances Hamlett, VBEA Journal, Spring 1989

Arbitration Case Report in Federal Labor-Management and Employee Relations Consultant, September 28, 1990

Arbitration Case Report in Federal Labor-Management and Employee Relations Consultant, November 23, 1990

"How Much Economics Do College Economics Students Know? And How Much Do They Learn?" article co-authored with Frances Hamlett, The Virginia Business Education Journal, Spring 1991

7. Papers Presented

none

8. Research and Artistic Achievement

A study of the achievement of high school students in economics classes. 1988.

A study of the achievement of college students in economics classes. 1990.

A study of the success of Longwood College SOBE core curriculum classes in preparing college students for the ETS business test. In progress.

VITA

Farmer, Berkwood M.
Dean, School of Business and Economics
Appointed 1991

1. Academic Degrees

Ph.D.	North Carolina State University	1970	Economics
M.S.	North Carolina State University	1963	Agricultural Economics
B.S.	North Carolina State University	1960	Agricultural Economics

2. Professional Experience

Present	Longwood College, Dean, School of Business and Economics
1974-1981	Commonwealth of Virginia, Executive Director Rural Virginia Development Foundation; Chief Economist and Director of Planning and Development, Department of Agriculture and Consumer Services
1971-1974	University of Richmond, Assistant Professor of Economics and Associate Dean
1968-1971	U.S. Military Academy, West Point, N.Y., Assistant Professor of Economics and Political Science, Department of Social Sciences
1965-1968	U.S. Army, Highest rank obtained, Major.

3. Other Collegiate Assignments

Member	Budget Committee
Member	Academics Affairs Committee
Member	Longwood College Council

4. Current Professional and Academic Association Memberships

American Marketing Association *
Southern Industrial Development Council *
Virginia Association of Economists

5. Current Professional Assignments and Activities

Board of Directors, Fidelity Federal Savings Bank, Richmond, Virginia. Also, serves on the Bank's Executive Board, Audit Committee and Chairman of Strategic Planning Committee.

6. Publications

Farmer, Berkwood M. and Patti Lynn, 1987. Agriculture: A Vital Industry for Rural Virginia. Virginia Review, Vol. 65, No. 3, Chester, Virginia.

Farmer, Berkwood M., 1987. Virginia's Tobacco Industry and Its Impact on Virginia's Economy. Tobacco International, Vol. 189, No. 7, New York, N.Y.

Deaton, Brady J., Thomas G. Johnson, Berkwood M. Farmer and Patricia A. Schwartz. December 1984. Rural Development Policy in Virginia: The Process of Creating the Rural Virginia Development Foundation. Virginia Department of Agriculture and Consumer Services, Richmond, Virginia, in cooperation with Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

Farmer, B. M., et. al., 1978. Capacity Building Needs of Rural Areas in Virginia. Virginia Department of Agriculture and Consumer Services, Richmond, Virginia.

Farmer, B. M., 1970. Human inputs and emerging technologies, Chapter 4. In G.S. Tolley (ed.), Study of U.S. Agricultural Adjustment. API Series 48, Agricultural Policy Institute, Department of Economics, North Carolina State University at Raleigh.

Tolley, G. S., and B. M. Farmer. 1964. Factor market efficiency for agriculture. In American Economic Review 34 (3); 107-119.

Farmer, B. M. and G. S. Tolley, 1964. Consolidation, management levels and changing production techniques: interrelations in recent North Carolina agricultural adjustments with 10 year potentials. A. E. Information Series No. 114, Department of Agricultural Economics, North Carolina State University at Raleigh.

Tolley, G. S., B. M. Farmer and W. E. Johnson. 1964. Farm people face the future, pp. 25-35. In Rural American Looks to the Future. API Series 10, Agricultural Policy Institute, Department of Agricultural Economics, North Carolina State University at Raleigh in cooperation with the Center for Agricultural and Economic Development, Iowa State University.

Tolley, G. S. and B. M. Farmer. Farm labor adjustments to changing technology, Chapter 3, pp. 41-52, In C. E. Bishop (ed.), Farm Labor in the United States, Columbia University Press, New York.

7. Papers Presented

Numerous presentations to business and professional groups in Virginia in the areas of economics, finance, marketing, agriculture, environment, and land use planning.

8. Awards

Wall Street Journal Student Achievement (Outstanding Graduate in Department of Economics) - 1960, North Carolina State University.

Bronze Star for Valor, 1967, Vietnam.

Army Commendation Medal for Leadership, 1971, U.S. Military Academy, West Point, New York.

Golden Candlestick Leadership Award, American Marketing Association, Richmond Chapter, 1982.

APPENDIX D

Library Journal Holdings in Economics

Longwood Library Economics Journal Holdings
-date of initial holding-

American Economic Review - 1925-
Brookings Papers - 1970-
Challenge - 1973-
Global Trade - 1985-
American Journal of Economics and Sociology - 1989-
Business Economics (Nat'l Assoc. Business Economists) - 1971-
Economic Development & Cultural Change - 1986-
Economic Geography - 1925-
Economic History Review - 1977-
Economic Perspective - Fed. Chicago - 1989-
Economic Review - Fed. KC - 1974-
The Economist - 1978-
Federal Reserve Bulletin - 1976-
Finance & Development - 1973-
Financial Analysts Journal - 1976-
Financial Executive - 1976-
Financial Management - 1985-
Financial World - 1977-
Futures - 1983-
Industrial & Labor Relations Review - 1985-
Industrial Management - 1985-
Industrial Relations - 1985-
Industry Week - 1985-
International Labor Review - 1935-
Journal of Economic Education - 1985-
Journal of Economic Issues - 1985-
Journal of Economic Literature - 1966-
Journal of Economic Perspectives - 1987-
Journal of Economics & Business - 1972-
Journal of Finance - 1975-
Financial & Quantitative Analysis - 1975-
Journal of Money, Credit & Banking - 1975-
Journal of Political Economy - 1980-
Journal of Risk & Insurance - 1989-
Monthly Labor Review - 1936-
National Productivity Review - 1985-
National Underwriters - Last 2 years
OECD Observer - 1985-
Public Personnel Management - 1986-
Public Productivity & Management Review - 1983-
Quarterly Journal of Economics - 1985-
Fed. NY - Quarterly Review - 1991-
Quarterly Review Economics & Business - 1975-
Review of Economic Statistics - 1985-
Review of Black Political Economy - 1988-
Southern Economic Journal - 1947-
Virginia Business - 1986-
Virginian Business Education Journal - 1979-

Virginia Economic Indicator - 1975-1989
(continued by) Economic Indicator - -1991
History of Political Economy - 1987-
Survey of Current Business - 1976-
Explorations in Economic History - 1971-
Business Review - Fed. Philadelphia - 1977-
Canadian Journal of Economics - 1986-
Cato Journal - 1983-
International Monetary Fund Staff Papers - 1977-

APPENDIX E
Student Questionnaire

PROSPECTIVE ECONOMICS MAJOR QUESTIONNAIRE
School of Business and Economics

This brief questionnaire will be used as part of the decision making process to determine whether Longwood College will establish a Bachelor's degree in economics. Please take a few minutes to answer the following questions.

1. What is your current major? _____
2. What is your class (circle one)
Freshman Sophomore Junior Senior
3. If Longwood College offered a major (Bachelor of Science) in economics, separate from the business major, would you have (check one):
_____ Decided to major in economics
_____ Strongly considered majoring in economics
_____ Given some consideration to majoring in economics
_____ Decided not to major in economics
4. Which of the following factors do you think are important to students when they choose a major? Rank any that apply from most important to least: (1 as most important to 8 being least important)
_____ Availability of classes
_____ Student interest in subject matter
_____ Qualities of faculty members who teach in the major
_____ Employment opportunities
_____ Preparation for graduate school
_____ Parental pressure
_____ Information from students in the major
_____ Other (Please explain) _____

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
 PROPOSAL FOR PROGRAM TO BE INITIATED IN 1992-1994 BIENNIIUM

FORM 1

COVER SHEET

1. Name of institution Longwood College	
2. Title of proposed program Liberal Studies	
3. Degree title BA/BS in Liberal Studies	4. CIP number 24.0101
5. Term and year of initiation	6. Term and year of first graduates
7. For community colleges: Date of approval by local board	8. Date of approval by Board of Visitors or State Board for CC
9. If cooperative or joint program, name of other institution(s) None	
10. Location of program within institution (please complete for every level, as appropriate.) If any of these organizational units would be new, please so indicate. Department(s) of _____ Division(s) of _____ School(s) of Liberal Arts and Sciences College(s) of _____ Campus (or off-campus site) _____	
11. Name, title, and SCATS numbers of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff about the proposal Dr. Ellery Sedgwick, Chair, English/Modern Language/Philosophy Department 804 395 2155	

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Description of Proposed Program	Page
1. The program, including instructional goals; entrance, continuation and exit requirements; number of credits required for the degree; and other relevant information	1
2. Majors, concentrations, or specialty tracks within the program	8
3. The semester-by-semester curriculum for each track or concentration. New courses must be identified as such.	8
4. If this is a proposed restructuring of an existing program, explain how the curriculum for the new degree title will differ from the one leading to the existing degree or certificate	13
5. The plan to assess student learning and performance in any undergraduate program	13
6. Faculty who will be teaching in the program, their specializations and degrees. Identify those reassigned from other programs and describe the effect of the reassignments on the programs losing them. If faculty have not yet been identified, describe the qualifications of the individuals to be selected	16
7. The plan and timetable for programmatic accreditation, if appropriate.	16
8. Clinical facilities, industries, agencies and the like with which agreements maybe or have been sought, including the anticipated number of students each could serve. (Copies of the agreements must be submitted with the statement of readiness.)	16
9. The composition of advisory committee(s) for this program, if any	17
10. The ways in which this program relates to the institution's mission and other programs at the institution.	17
11. In the case of a cooperative or joint program, describe the extent of the collaboration, including resources available at each institution, resource allocation, and program administration. (A cooperative program requires separate proposals submitted by each institution; a join proposal requires a single proposal signed by all participating institutions.)	18
12. The ways in which this program will change the affirmative-action profile of the institution	18
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LIBERAL STUDIES DEGREE PROPOSAL
LONGWOOD COLLEGE
FARMVILLE, VA 23909
JULY, 1992

1. THE PROGRAM, INCLUDING INSTRUCTIONAL GOALS; ENTRANCE, CONTINUATION AND EXIT REQUIREMENTS; NUMBER OF CREDITS REQUIRED FOR THE DEGREE; AND OTHER RELEVANT INFORMATION.

The Program:

The Liberal Studies major at Longwood College is a program of study in Mathematics, Natural Sciences, Social Sciences, and Humanities. The purpose of this program is to develop intellectually disciplined, informed, and creative individuals who can make reasoned judgments on important contemporary issues and provide civic and professional leadership.

This major, because it is cross-disciplinary in nature, will be housed in the office of the Dean of the School of Liberal Arts and Sciences rather than in a particular department. The dean will appoint a permanent Liberal Studies Committee which will be responsible for the program and the degree. Responsibilities of the committee include:

- A. Administering the program as defined by the dean. The committee will meet at least once every semester to coordinate courses, program requirements, discuss issues related to the major, etc. Faculty teaching in the program as well as student representatives will be invited to meet with the faculty committee at each of its meetings;
- B. Providing faculty training for implementing and maintaining the liberal studies curriculum;
- C. Coordinating advising, providing for students in the program and developing a student handbook; and
- D. Administering the assessment program.

Instructional Goals:

The program requires students to identify, analyze, and make informed judgments using their knowledge of the following fields:

- A. Math and computer science to interpret statistical data.
- B. Social issues such as problems involving population, energy, pollution, resource recycling, consumer affairs, and economics.
- C. Major forces that have shaped America's development: political, historical, sociological, geographical.
- D. The writings of contemporary authors.
- E. The English language and particularly writing skills.
- F. Moral reasoning to resolve ethical problems.

In Mathematics, the courses included in this major were specifically chosen to supply the skills and knowledge needed to interpret and analyze statistics and other mathematical data encountered in contemporary issues. The course in finite mathematics provides an introduction to probability, calculus, and the mathematics of finance. The applied statistics course requires the use of computer applications to such areas as probability distributions and conducting hypothesis tests. The course in probability and statistics provides greater depth to the study of probability to help students describe, compare, explore, and interpret sets of data and to help them develop inferential judgments from these data sets. Finally, the course on mathematical thinking and problem solving provides for the application of these acquired skills and knowledge to issues encountered in everyday life. Some of the assignments in these courses would become part of students' portfolios for student and program assessment.

The Natural Science courses included in this major were chosen to provide the broad base necessary to comply with the basic premise of the major. Many contemporary issues are environmental problems rooted not only in the varied disciplines of science and mathematics, but also in fields such as politics, history, geography, sociology and American culture. The course in general botany provides an introduction to the structure and function of the plant kingdom, including the biology, life cycles, economics, and ecology of representative plant life. The general zoology course provides information concerning the animal kingdom with emphasis on the biology, anatomy, life cycles, economics, and ecology of representative phyla. The course in physical science is a survey of basic physics needed for the study of earth science. The final course on man and the environment would integrate not only the required science courses, but also the four areas of the major by having students select problems, research the problem from the above mentioned fields and write and present papers in seminar format. These papers would become part of students' portfolios for student and program assessment.

In the Social Sciences, courses focus on the modern world, its political structure, historical evolution, and major problems, particularly concerning the relation of humanity to the environment. The course in American government and politics ensures an understanding of our basic political system, including institutions, processes, groups, public behavior, and issues which shape contemporary society in this country. The cultural geography course includes a global study of the interaction between people and the land, including settlement patterns, economics, religions, and population characteristics. The history course introduces students to America since World War I, with emphasis on major forces that have shaped its

development, including our politics, economics, culture, and relationship to the environment. Some of the assignments in these courses would become part of students' portfolios for student and program assessment.

In the Humanities also, courses were chosen to focus on issues and problems in the modern world, as well as on the effective use of language. The introduction to contemporary moral issues leads students to use philosophical ways of thinking to identify, analyze, and resolve moral problems involving such topics as population, civic liberties, pollution, and sexual ethics. The course in American literature since 1920 gives another view of contemporary culture and looks at modern social, cultural, and moral issues through the perspectives of literacy works by diverse authors, including ethnic minorities and women. Since the effective communication of ideas is crucial to civic and professional leadership, courses in the Humanities also focus on developing students' abilities to speak and write prose that is grammatically correct, syntactically fluent, clear, and forceful. These courses teach writing at an advanced level, including the analysis of sentence structure, selection of usage, and the adaptation of rhetorical strategy to different audience and writing situations. Some assignments in these courses would become part of students' portfolios for student and program assessment.

In addition to the substantive course requirements in Mathematics, Natural Sciences, Social Sciences, and Humanities, this program requires students to pursue a single field in further depth:

Concentration A. The liberal studies major provides an excellent background for students seeking licensure to teach elementary school since, unlike the single discipline options, it offers substantial coursework in the major fields taught in the elementary schools, particularly in mathematics and science. Students who wish to use the liberal studies major as preparation for teaching in the elementary schools would elect to take the same elementary education endorsement taken by prospective elementary school teachers in other arts or sciences majors.

Concentration B. The liberal studies major also provides an excellent background for those who do not seek a teaching license. These students would select a minor of 18-24 hours in a discipline in the School of Liberal Arts and Sciences or in economics. The addition of the 18-24 hours to the liberal studies major will provide preparation for graduate school in a variety of disciplines as well as preparation for many career opportunities.

This program helps fulfill the mission of Longwood College in a new and significant sense, since it offers a program of breadth and depth, distinguished by academic excellence, that will enable students to exercise leadership in the contemporary world.

PROPOSED COURSE OF STUDY

I. GENERAL EDUCATION AND LONGWOOD SEMINAR: 34 HOURS

The purpose of the general education program is the development of disciplined, informed, and creative minds. The program is defined by 10 goals. Students may choose among the core courses listed for each goal. Each of the courses listed under each goal has been specifically designed to address that goal. Courses used by the student to satisfy general education requirements may not be used to satisfy major program requirements.

II. DEGREE REQUIREMENTS

A. B.S.: 3 hours of Mathematics, 3 hours of Social Science, and 4 hours of Natural Science are included in the major requirements below.

B. B.A.: 6 hours of Humanities are included in the major requirements below. 3 hours of a modern language at the 202 level will be substituted for either Math 181 or Math 271 for students seeking elementary school licensure.

III. MAJOR REQUIREMENTS: 54 HOURS

MATHEMATICS:	12 HOURS	
MATH 181:	FINITE MATHEMATICS	3
MATH 271:	APPLIED STATISTICS	3
(MOLA 202:	for BA/Elementary school licensure students only, MOLA 202 will be substituted for either MATH 181 or MATH 271)	
MATH 313:	PROBABILITY AND STATISTICS	3
MATH 321:	MATHEMATICAL THINKING AND PROBLEM SOLVING	3

NATURAL SCIENCES:	15 HOURS	
BIOL 102:	GENERAL BOTANY	4
BIOL 103:	GENERAL ZOOLOGY	4
EASC 101:	PHYSICAL SCIENCE	4
EASC 364:	MAN AND THE ENVIRONMENT	3

NOTE: CHEM 101 OR EASC 102 RECOMMENDED FOR GOAL 5 OF GENERAL EDUCATION:
 CHEM 101: GENERAL CHEMISTRY
 EASC 102: EARTH SCIENCE

SOCIAL SCIENCES:	12 HOURS	
POSC 150:	AMERICAN GOVERNMENT AND POLITICS	3
GEOG 241:	CULTURAL GEOGRAPHY	3
HIST 305:	MODERN AMERICA	3
SOCL	ELECTIVE AT THE 300/400 LEVEL	3*

*STUDENTS SEEKING ELEMENTARY SCHOOL LICENSURE WILL BE REQUIRED TO TAKE SOCL 320: SOCIOLOGY OF EDUCATION

HUMANITIES:	15 HOURS	
PHIL 201: INTRO TO CONTEMPORARY MORAL ISSUES		3
ENGL 333: MODERN AMERICAN LITERATURE		3
ENGL 382: TRADITIONAL/MODERN GRAMMAR		3
ENGL 483: WRITING: THEORY AND PRACTICE		3
OTHER : HUMANITIES ELECTIVE AT THE 300/400 LEVEL		3*

*STUDENTS SEEKING ELEMENTARY SCHOOL LICENSURE
WILL BE REQUIRED TO TAKE ENGL 380 OR 321:
CHILDREN'S OR ADOLESCENT LITERATURE

IV. CONCENTRATION A: N,K-8 ENDORSEMENT		40 HOURS
EDUC 260: INTRO TO TEACHING PROFESSION		1
EDUC 245: HUMAN GROWTH AND DEVELOPMENT		3
EDUC 225: LANGUAGE ARTS IN THE ELEM. SCHOOL		3
EDUC 325: DEVELOPMENTAL TEACHING OF READING		3
EDUC 429: DIAGNOSTIC TEACHING OF READING		3
EDUC 453: PRINCIPLES OF ELEMENTARY EDUCATION		3
EDUC 265 OR 305: PRACTICUM I: PRIMARY LEVEL		3
EDUC 370: PRACTICUM II: MIDDLE SCHOOL LEVEL		3
EDUC 400: DIRECTED TEACHING: ELEMENTARY SCHOOL	10:	
PRIMARY		(5)
MIDDLE		(5)
EDUC 480 MEASUREMENT AND EVALUATION		1
EDUC 484: MEDIA AND COMPUTER TECHNOLOGY		2
EDUC 488: EDUCATION SEMINAR		1
EDUC 490: CLASSROOM MANAGEMENT		2
EDUC 491: SURVEY OF EXCEPTIONAL CHILDREN		2
ELECTIVES		0 HOURS
SATISFACTORY COMPLETION OF A PORTFOLIO		0 HOURS
TOTAL TO GRADUATE UNDER CONCENTRATION A WITH A B.S. OR B.A. DEGREE:		128 HOURS

CONCENTRATION B:		18-24 HOURS
MINOR IN ANY ARTS AND SCIENCES DISCIPLINE AS DEFINED IN THE CATALOG: at least 6 hours must be on the 300/400 level for the B.S degree and at least 9 hours must be on the 300/400 level for the B.A. degree.		
ELECTIVES		14-20 HOURS
SATISFACTORY COMPLETION OF A PORTFOLIO		0 HOURS
TOTAL TO GRADUATE UNDER CONCENTRATION B WITH A B.S. OR B.A. DEGREE:		126 HOURS

Entrance, Continuation, and Exit Requirements

Entrance: The liberal studies major would be open to all students at Longwood College.

Continuation: To continue in the major, students would have to meet the academic requirements as stated in the catalog at the time they entered the College.

Exit Requirements: Students must exit with an overall minimum grade point average of 2.0 (on a 4-point scale) in the major and an overall minimum grade point average of 2.0 for all their degree requirements. For elementary school licensure, students must have a minimum overall grade point average of 2.5.

Number of Credits Required for the Degree:

- A. For students receiving a B.S. or B.A. degree with the elementary education teaching endorsement, a minimum of 128 hours is required.
- B. For the B.S. or B.A. degree with a minor, the number of credits required is 126.

Other Relevant Information

One major issue discussed by the liberal studies degree proposal committee from the outset was the balance between academic depth and breadth of exposure to a number of disciplines. In addressing this issue, members read much of the current educational reform literature on interdisciplinary programs. Members also talked with Ernest Boyer, a leading national proponent of educational reform, both at the college and school level, and with practicing teachers and administrators.

The committee concluded that a strong liberal studies program would include coursework beyond General Education in four major arts and sciences areas: mathematics, the natural sciences, the social sciences, and the humanities. The committee believed that students completing such a program should have sufficient understanding of all of these fields to be able to make reasoned and informed judgments on contemporary issues as citizens and as leaders.

The committee also concluded that preparation for prospective elementary school teachers should include substantive coursework in the areas in which elementary teachers are expected to offer instruction: mathematics, natural sciences, the social sciences, and the humanities.

The portion of the current proposal recommended for prospective elementary school teachers offers a substantial increase in coursework in the four basic teaching areas over the requirements

of a single disciplinary major in which elementary education students are currently enrolled. The following table compares the number of hours required in each area taken by students in the liberal studies major with the hours taken by current majors. Since the B.S. in Psychology has the largest concentration of students seeking elementary licensure (80-85 percent) and the B.A. in English is second (5-10 percent), these degrees have been used for comparison. Numbers do not include general education courses but do include degree requirements:

	Liberal Studies Proposal		B.S. Psychology	B.A. English
	BS	BA		
Mathematics	12	9	3	0
Natural Sciences	15	15	4	0
Social Sciences	12	12	3	0
English/Humanities	15	18	0	33
Totals:	54	54	10	33

Members of the committee, aware of widespread publicity about the weakness of American students in mathematics and the sciences, and of criticism of the teaching of these disciplines in our schools, have considered additional preparation in these fields a major priority. As the table indicates, the greatest gains resulting from this proposal would be in mathematics and science.

The option of a minor in a single discipline for those not seeking licensure would provide considerable depth in one field. This would be particularly true if the student and advisor built on courses in the liberal studies major. For instance, if a student chose a minor in mathematics (22 hours), this would require a total of 34 hours in that discipline compared to a total for majors of 40 hours. If a student chose a minor in English (21 hours), this would require a total of at least 30 hours in that discipline compared to a total for majors of 33 hours; for Earth Science the total would be 24 hours for the minor and at least 6 hours in the major for a final total of at least 30 hours. In addition, focusing the use of the 14-20 hours of electives in a single discipline would permit a student to double minor in at least two disciplinary fields or possibly double major.

According to SACS guidelines, at least 25 percent of all coursework must be at the upper level. The liberal studies major requires 27 upper level hours plus a minimum of 6 upper level hours in either elementary education or in the minor. Students would take a minimum of 33 hours upper level hours, which exceeds 25 percent of the required coursework (126 or 128 hours).

Students seeking elementary school licensing would enroll in the restructured elementary education program, which was approved by SCHEV and the State Board of Education.

2. Majors, concentrations, or speciality tracks within the program.

Major:

The major would be "Liberal Studies."

Concentrations:

There would be two concentrations:

- A. N,K-8 Elementary Education
- B. Minor in liberal arts/science or economics

Students would select one of two concentrations.

Speciality tracks within the program

None

3. The semester-by-semester curriculum for each track or concentration. New courses must be identified as such.

Semester-by-semester curriculum

I. Concentration A: N,K-8 Elementary Education/B.S. Degree

Freshmen Year:

Fall	Credits	Spring	Credits
Goal 1: Engl 100	3	Goal 1: Engl 101	3
Goal 2:	4	Goal 4:	3
Goal 6:	3	Goal 8:	3
Goal 9:	2	BIOL 102:	4
GEOG 241:	3	POSC 150:	3
LSEM 100:	1		
Total:	16	Total:	16

Sophomore Year:

Goal 3:	3	Goal 5: (CHEM 101 or EASC 102)	4
Goal 7:	3	BIOL 103:	4
EASC 101:	4	EDUC 265:	3
MATH 181:	3	EDUC 225:	3
EDUC 245:	3	EDUC 325:	3
EDUC 260:	1		
Total:	17	Total:	17

Junior Year:

Goal 10:	1	EASC 364:	3
MATH 271:	3	MATH 313:	3
HIST 305:	3	PHIL 201:	3
ENGL 333:	3	ENGL 382:	3
ENGL 380 or 381:	3	EDUC 370:	3
Goal 9:	1		
Total:	14	Total:	15

Senior Year:

ENGL 483:	3	EDUC 400:	10
EDUC 453:	3	EDUC 480:	1
SOCL 320	3	EDUC 484:	2
EDUC 429:	3	EDUC 488:	1
MATH 321:	3	EDUC 490:	2
		EDUC 491:	2
Total:	15	Total:	18

Final Total: 128

Exit requirement: Minimum overall grade point average of 2.5 and satisfactory completion of a portfolio.

II. Concentration A: N,K-8 Elementary Education/B.A. Degree

Freshmen Year:

Goal 1:	3	Goal 1:	3
Goal 2:	4	Goal 4:	3
Goal 6:	3	Goal 8:	3
Goal 9:	2	BIOL 102:	4
GEOG 241:	3	POSC 150:	3
LSEM 100:	1		
Total:	16	Total:	16

Sophomore Year:

Goal 3:	3	Goal 5:	4
		(CHEM 101 or EASC 102)	
EASC 101:	4	BIOL 103:	4
MOLA 202:	3	EDUC 265:	3
EDUC 245:	3	EDUC 225:	3
EDUC 260:	1	EDUC 325:	3
Goal 7:	3		
Total:	17	Total:	17

Junior Year:

Goal 10:	1	EASC 364:	3
MATH 181 or 271:	3	MATH 313:	3
HIST 305:	3	PHIL 201:	3
ENGL 333:	3	ENGL 382:	3
ENGL 380 or 381:	3	EDUC 370:	3
Goal 9:	1		
Total:	14	Total:	15

Senior Year:

Engl 483:	3	EDUC 400:	10
EDUC 453:	3	EDUC 480:	1
SOCL 320:	3	EDUC 484:	2
EDUC 429:	3	EDUC 488:	1
MATH 321:	3	EDUC 490:	2
		EDUC 491:	1
Total:	15	Total:	18

Final Total: 128

Exit Requirement: Minimum overall grade point average of 2.5 and satisfactory completion of a portfolio.

III. Concentration B: Minor/B.S. Degree

Freshmen Year:

Goal 1:	3	Goal 1:	3
Goal 2:	4	Goal 4:	3
Goal 6:	3	Goal 8:	3
Goal 9:	2	BIOL 102:	4
POSC 150:	3	GEOG 241:	3
LSEM 100:	1		
Total:	16	Total:	16

Sophomore Year:

Goal 3:	3	Goal 5:	4
		(CHEM 101 or EASC 102)	
Goal 7:	3	BIOL 103:	4
EASC 101:	4	MATH 271:	3
MATH 181:	3	Minor:	3
Goal 9:	1	Minor:	3
Total:	14	Total:	17

Junior Year:

Goal 10:	1	EASC 364:	3
HIST 305	3	MATH 313:	3
ENGL 333:	3	PHIL 201:	3
ENGL 382:	3	Humanities elective	
Minor:	3	at 300/400 level	3
Minor:	3	Minor:300/400 level	3
Total:	16	Total:	15

Senior Year:

ENGL 483:	3	Minor:300/400 level	3
SOCL elective at		Minor/Elective:	3
300/400 level:	3	Minor/Elective:	3
MATH 321:	3	Elective:	3
Elective:	3	Elective:	3
Elective:	3	Elective:	2
Total:	15	Total:	17

Final Total: 126

Exit Requirement: Minimum overall grade point average of 2.0 and satisfactory completion of a portfolio.

IV. Concentration B: Minor/B.A. Degree

Freshmen Year:

Goal 1:	3	Goal 1:	3
Goal 2:	4	Goal 4:	3
Goal 6:	3	Goal 8:	3
Goal 9:	2	BIOL 102:	4
POSC 150:	3	GEOG 241:	3
LSEM 100:	1		
Total:	16	Total:	16

Sophomore Year:

Goal 3:	3	Goal 5:	4
		(CHEM 101 or EASC 102)	
Goal 7:	3	BIOL 103:	4
EASC 101:	4	MATH 271:	3
MATH 181:	3	Goal 9:	1
MOLA 202:	3	Minor:	3
Total:	16	Total:	15

Junior Year:

Goal 10:	1	EASC 364:	3
HIST 305:	3	MATH 313:	3
ENGL 333:	3	PHIL 201:	3
Minor:	3	Minor:	3
Minor:	3	Minor:300/400 level	3
Elective:	3		
Total:	16	Total:	15

Senior Year:

ENGL 483:	3	SOCL elective at	
MATH 321:	3	300/400 level	3
ENGL 382:	3	Humanities elective	
Minor: 300/400 level	3	at 300/400 level	3
Minor/Elective:	3	Minor/Elective:	3
Elective:	2	Elective:	3
		Elective:	3
Total:	17	Total:	15

Final Total: 126

Exit Requirement: Minimum overall grade point average of 2.0 and satisfactory completion of a portfolio.

New courses must be identified as such

There are no new courses in the liberal studies proposal. All courses are being offered by the faculty of the College. Curricula would be revised in some courses to emphasize connections between courses.

4. If this is a proposed restructuring of an existing program, explain how the curriculum for the new degree title will differ from the one leading to the existing degree or certificate.

This proposal is not a restructuring of an existing program. It is a new proposal.

5. The plan to assess student learning and performance in any undergraduate program.

The liberal studies major will be offered through the office of the Dean of the School of Liberal Arts and Sciences. The program will be administered by a permanent faculty committee appointed by the dean. It will be a four-year degree program built on a solid foundation in general education and a broad base of preparation in the liberal arts and sciences. The program will be completed by fulfillment of the requirements for professional studies or the completion of a minor in any arts and science discipline, including economics.

The program has been designed to develop intellectually disciplined, informed, and creative individuals to make reasoned judgments on important contemporary issues and provide civic and professional leadership. It should enable students to become what Ernest Boyer has said we need, "Well-informed, inquisitive, open-minded people who are both productive and reflective, seeking answers to life's most important questions--men and women who not only pursue their own personal interests but who are also prepared to fulfill their social and civic obligations." (College: The Undergraduate Experience in America, 1989, page 7.)

This program contributes substance to what Martin Trow advocates as being essential although hard to measure, "The growth and refinement of a student's sensibilities, the development of mind, personal integrity, and moral autonomy." (Higher Education and Moral Development. Proceedings of the 1974 ETS Conference.)

Instructional Goals

The program requires students to identify, analyze, and make informed judgments using their knowledge of the following fields:

1. Math and computer science to interpret statistical data.
2. Topics such as problems involving population, energy, pollution, resource recycling, consumer affairs, and economics.

3. Major forces that have shaped America's development:
political, historical, sociological, geographical.
4. The writings of contemporary authors.
5. The English language and particularly writing skills.
6. Moral reasoning to resolve ethical problems.

Assessing Student Learning and Performance:

Faculty:

1. The faculty committee appointed by the dean will invite all faculty involved in the program to participate in a workshop prior to the start of the first semester. The workshop will help faculty to implement the program, achieve the goals, and assess student learning. Another major function of the workshop will be to develop interdisciplinary connections between courses.
2. Faculty in the program will be encouraged to attend state, regional, and national conferences concerning interdisciplinary and cross-disciplinary programs.
3. During the third year of the program, professors from at least three other institutions of higher education which have similar undergraduate programs will be invited to campus to assess our program for strengths and weaknesses. Their written recommendations will be studied by the arts and sciences faculty for possible implementation.

Students:

1. Students in each course will be asked to complete the Longwood College Student Evaluation of Instruction form, which includes questions concerning the overall rating of the professor and of the course, effort the student put into the course, increase in the student's knowledge of the subject, etc.
2. Students in the program will also be asked to complete a questionnaire concerning the program each year:
 - A. How the goals of the program relate to the program and its courses;
 - B. The effectiveness of faculty teaching in the program;
 - C. The effectiveness of teaching and assessment techniques used by their professors to help students achieve the goals/objectives in each course;
 - D. Weaknesses in the program; and
 - E. Recommendations for strengthening the program.
3. A random-sampling of alumni will receive a survey during the first and third years after they graduate. A survey similar to #2 will be used so results can be compared as to what they thought as undergraduate students and what they thought after graduation.

4. A random sampling of employers will be surveyed every two years. They will be asked to evaluate graduates from the liberal studies program concerning their knowledge and skills. A survey similar to #2 will be used so results can be compared to students, graduates of the program, and employers.

5. In order to make certain that the program maintains a cohesive, integrated nature, clearly designed to prepare students to make informed decisions about their lives and issues in the contemporary world, the assessment of student learning and performance will rely heavily on portfolios. This will provide a systematic means of monitoring progress and collecting evidence of what students are learning, how goals are being accomplished, and ways in which the program needs modification. The portfolio affords an excellent opportunity to provide continuous evaluation of the instructional goals. It also presupposes an emphasis on intellectual inquiry, individual reflection, organizational skills, and writing skills as students are made responsible for the on-going process of reviewing their own personal and academic growth. It provides an ideal framework for assessing the value-added component of the student's education, while simultaneously giving evidence that the program has resulted in integration, rather than in fragmentation. Another advantage of the portfolio is that it gives tangible documentation of competencies and metacognitive skills. The actual construction of the portfolio will itself require students to be decision makers. It seems to be the best way to assure continuity and coherence when dealing with a cross-discipline approach, especially so since the evaluation process will be the responsibility of a liberal studies faculty committee. The faculty committee appointed by the dean will be responsible for establishing criteria and for determining whether or not individual portfolios satisfactorily meet those criteria.

The following kinds of information will be appropriate for inclusion in a portfolio:

1. Contemporary Issue: By the end of the sophomore year, each student will select for study a contemporary issue or issues approved by the faculty committee.
2. Evidence must be collected from several courses required in the degree program that the student has thought through a contemporary problem requiring complex thinking and analytical decision making. Evidence may include:
 - A. Critical incident reports
 - B. Significant class papers and projects
 - C. Analysis of key publications, lectures, programs, etc.
 - D. Case studies
 - E. Self improvement goals
 - F. Audio and/or video tapes
 - G. Reports on field work
 - H. Reaction or position papers

3. Evidence must also be collected from outside the classroom that the student has continued to think through this contemporary problem. Evidence may include:

- A. Copies of original works, such as published articles
- B. Program related awards, certificates, commendations
- C. Written reports of civic activities.

4. Tentative organization of the portfolio:

- A. Identification: Title of contemporary issue.
- B. Explanation: Rationale for selecting this issue.
- C. Analysis: Must include documentation from each of the six goals.
- D. Judgment(s): Must include reasoning and documentation as to how final conclusions, recommendations, etc. were reached.

6. Faculty who will be teaching in the program, their specializations and degrees. Identify those reassigned from other programs and describe the effect of the reassignments on the programs losing them. If faculty have not yet been identified, describe the qualifications of the individuals to be selected.

The faculty teaching the various courses in the liberal studies major will be the same faculty presently teaching these courses.

No faculty will be reassigned.

7. The plan and timetable for programmatic accreditation, if appropriate.

The liberal studies degree proposal does not require any programmatic accreditation. It will be accredited as the College comes up for SACS review.

8. Clinical facilities, industries, agencies and the like with which agreements may be or have been sought, including the anticipated number of students each could serve.

No clinical and industry facilities are needed.

Division superintendents in this geographic area have been asked for their opinions concerning the liberal studies proposal and the preparation of elementary teachers. See Appendix I for their letters of support.

Freshmen, sophomore, and junior students in the School of Liberal Arts and Sciences and in the School of Education and Human Resources were surveyed concerning their interest in an arts and sciences major. Of 152 students surveyed, 33 (22 percent) indicated a desire to take this major if it were offered. There were 161 responses from the 152 students as some students indicated more than one choice. See Appendix II for a summary of the results of this survey.

It is anticipated that approximately 30 students per year will select the major for a total of approximately 100 by the fourth year of the program.

9. The composition of advisory committee(s) for this program, if any.

None.

10. The ways in which this program relates to the institution's mission and other programs at the institution.

The College Mission Statement states that "The primary educational objective of Longwood College is to provide a baccalaureate and a graduate degree curriculum distinguished by academic excellence...Longwood is oriented both to the liberal arts and to professional and preprofessional programs. Its strong commitment to the liberal arts is reflected in its sponsorship of degree programs in the humanities, fine arts, social sciences, natural sciences, and mathematics." Clearly the liberal studies major supports this college commitment to the liberal arts and for the first time extends this commitment to a cross-disciplinary program.

The following is stated in the Strategic Plan, Goal A: "Educational Programs: Assist students to broaden their knowledge and enhance their abilities to reason and think critically, to write and speak effectively, and to become proficient in quantitative skills through both general education and major programs." One of the objectives under this goal is to "encourage interdisciplinary cooperation in curriculum development and instructional practices."

The newly revised College-wide, student development goals flow from the Mission Statement and the Strategic Plan, and focus the energy of the College community on six College-wide goals. They are as follows:

Intellectual Goals:

1. Mastery of a Broad Body of Knowledge
2. Mastery of a Specialized Body of Knowledge

Personal Goals:

1. A Sense of Personal Direction
2. A Balanced and Healthy Lifestyle

Social Goals:

1. Interpersonal Effectiveness
2. Responsible Citizenship

The 10 goals of the General Education Program flow from, and elaborate on, the first of the intellectual Goals dealing with a mastery of a broad body of knowledge. The goals of the Major programs flow from, and elaborate on, the second of the Intellectual Goals dealing with mastery of a specialized body of knowledge. The Personal and Social Goals elaborate on the assertion in the Mission Statement that Longwood is "dedicated to the total education of each student and seeks to provide an atmosphere supportive of individual development.

The goals of the liberal studies major relate to the goal of mastery of a specialized body of knowledge, in four disciplines (mathematics, natural sciences, social sciences, and the humanities) and also support the goal of mastery of a broad body of knowledge. The major will also, indirectly, support the Personal Goal of a sense of personal direction and the Social Goals of interpersonal effectiveness and responsible citizenship.

11. In the case of a cooperative or joint program, describe the extent of the collaboration, including resources available at each institution, resource allocation, and program administration.

This is not a cooperative or joint program with other colleges.

12. The ways in which this program will change the affirmative-action profile of the institution.

According to the Strategic Plan: I: Statement of Institutional Purpose:

"As a state-assisted institution of higher education, Longwood College is committed to the principles of equal opportunity and affirmative action."

The liberal studies program will strengthen the College's commitment to equal opportunity and affirmative action by giving all incoming students an opportunity to select, for the first time, a cross-disciplinary major. This major will be of benefit to all students, including minority students, who are recruited by the College to its elementary education program and to its liberal arts and sciences programs. It will be of particular benefit to students who want to teach on the elementary level and want a cross-disciplinary education. It will benefit other students who will have the opportunity to earn a cross-disciplinary degree as well as to do an in-depth study in one or two of the specific arts and sciences disciplines.

APPENDIX I

Bedford County Public Schools

310 South Bridge Street • P.O. Box 748 • Bedford, Virginia 24523-0748

School Board Office Phones: Bedford 703/586-1045
Lynchburg 804/525-3420
Roanoke 703/947-2442

May 25, 1992

Dr. Robert Gibbons, Chair
Department of Education, Special Education and Social Work
Longwood College
201 High Street
Farmville, VA 23909

Dear Dr. Gibbons:

I have reviewed the proposal for undergraduate students majoring in elementary education. The proposal is sound and on target; therefore, I will be happy to endorse your application.

Best wishes,



John A. Kent
Superintendent

JAK/swf



BRUNSWICK COUNTY PUBLIC SCHOOLS

219 NORTH MAIN STREET

POST OFFICE BOX 309 • LAWRENCEVILLE, VIRGINIA 23868

TELEPHONE 804/848-3138 FAX 804/848-4001

May.27, 1992

J. GRADY MARTIN
DIVISION SUPERINTENDENT

DALE W. BAIRD
ASSISTANT SUPERINTENDENT

NOAH V. ROGERS
ASSISTANT SUPERINTENDENT

Dr. Robert Gibbons, Chair
Department of Education, Special
Education and Social Work
Longwood College
201 High Street
Farmville, Virginia 23909

Dear Dr. Gibbons:

The cross disciplinary degree program as outlined by Longwood College appears to be a well-planned proposal for potential elementary teachers. Over the past several years, the certification for upper elementary teachers has included more academic classes for certification in the 4-8 field. This program fits into that area of certification.

The Brunswick County School System supports your proposal to the Longwood Board and the Council of Higher Education.

In return, I hope Longwood College will not forget us "fringe area" school systems as you expand your student teaching program. Brunswick County would like to be included in your area of service.

Sincerely,

J. Grady Martin
Division Superintendent

JGM/mww

cc: William E. Schall, Ed.D., Dean

Halifax County & South Boston City Public Schools

Dr. Kenneth E. Walker, Superintendent of Schools

134 South Main Street • P. O. Box 1849

Halifax, Virginia 24558

(804) 476-2171

Fax (804) 476-1858

June 11, 1992

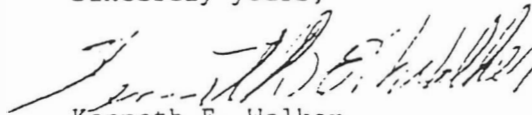
Dr. Robert Gibbons
Chairman
Department of Education,
Special Education, and Social Work
Longwood College
201 High Street
Farmville, VA 23909

Dear Dr. Gibbons:

I strongly support your proposal for a cross-disciplinary degree program as outlined in a letter from Dr. William E. Schall on May 22, 1992. My staff and I believe that this program will be especially beneficial for students who intend to teach on the elementary-school level.

If I can provide further assistance in this matter, please let me know.

Sincerely yours,



Kenneth E. Walker
Superintendent of Schools

KEW/rlc

LUNENBURG COUNTY BOARD OF EDUCATION

P. O. Box X
Victoria, Virginia 23974

Richard D. Greig, Ed. D.
Superintendent

June 1, 1992

Phone 804-696-2116
Fax 804-696-1322

Dr. Robert Gibbons, Chair
Department of Education
Special Education and Social Work
Longwood College
201 High Street
Farmville, VA 23909

Dear Dr. Bob:

Please accept this letter of support for the Longwood project which is being submitted to the State Council of Higher Education. A project to develop a cross disciplinary degree program in Arts and Sciences seems like a step in the right direction. One of the issues that often raises itself with elementary teachers--who are not successful--is their lack of general knowledge and background. This program would guarantee that this would be addressed, at least, on a prima facie basis.

If I may support this issue any more strongly, please let me do so, but consider this to be an unfettered letter of support.

Yours truly,



Richard D. Greig, Ed.D.
Division Superintendent

RDG:lmb
Doc.952-92

"A Great Place To Learn"

PITTSYLVANIA COUNTY SCHOOLS

John R. Reece
Division Superintendent

P. O. Box 232 • 39 Bank Street S.E. • Chatham, VA 24531

May 26, 1992

Dr. Robert Gibbons, Chairman
Department of Education,
Special Education & Social Work
Longwood College
201 High Street
Farmville, VA 23909

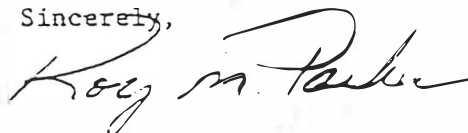
Dear Dr. Gibbons:

A letter from Dean Schall, addressed to Mr. Reece, our Superintendent of Schools, has been forwarded to me.

I am writing to support your proposed degree program, which involves a cross disciplinary involvement of the learner for elementary education preparation.

Thank you for requesting a response from the people in the field, who are greatly involved in the need for changes in teacher preparation.

Sincerely,



Roy M. Parker
Personnel

RMP/jfh



6717 Smith Station Road • Spotsylvania, Virginia 22553 • 703-898-6032

May 29, 1992

Dr. Robert Gibbons, Chair
Department of Education
Special Education and Social Work
Longwood College
201 High Street
Farmville, Virginia 23909

Dear Dr. Gibbons:

Dr. Alan Farley, Superintendent, forwarded your letter of May 22, 1992 to me. It is indeed a pleasure to add my endorsement to your proposed major for elementary teachers. The course work outlined is very broad-based and will ensure that future teachers have the content knowledge in all disciplines as well as the skills in pedagogy.

Math and science have been particular areas of concern for most elementary teachers. In fact, we are having to re-train staff members in those two disciplines in order for them to be able to teach effectively. In addition, Spotsylvania County is moving toward a more integrated approach at the elementary level and a strong background for future teachers will assist them in seeing the connections of the subject areas.

Again, you are taking a very positive step for future elementary teachers -- one which has my full support. I will look forward to having graduates from Longwood teaching in the elementary schools in Spotsylvania County.

Sincerely yours,

A handwritten signature in cursive script, which appears to read 'Bonnie S. Wescott', is written over a horizontal line.

Bonnie S. Wescott
Director of Elementary Education

BSW:cab

APPENDIX II

LONGWOOD

May 17, 1992

Farmville, Virginia 23901

To: N,K-8 Students

From: Dr. Gibbons, Chair

It is important that you complete the form at the bottom of this sheet and return it to your College supervisor immediately. Your help is greatly appreciated.

The College is proposing an arts and sciences major for N,K-8 elementary education students. This proposal consists of 12 hours of math, 15 hours of science, 12 hours of social sciences, and 15 hours of English and philosophy: 54 credits total plus General Education and 40 credits in elementary education.

Although the arts and sciences major will not be available until after you graduate, I would like to know which major you would probably select if all of the ones listed below had been available to you.

1. What is your major? _____

2. If you were a first-year student enrolling in the elementary education program at Longwood, which major listed below would you probably select? (Please read #3 before answering):

Anthropology	<u>1</u>	Art	<u>6</u>	Biology	<u>1</u>
Sociology	<u>15</u>	Music	<u>0</u>	Chemistry	<u>0</u>
English	<u>19</u>	Ph. Ed.	<u>1</u>	Physics	<u>0</u>
Modern Language	<u>12</u>	Economics	<u>0</u>	Psychology	<u>51</u>
Math	<u>17</u>	History	<u>15</u>	Arts/Sciences	<u>33</u>
Computer Science	<u>1</u>	Pol. Sc.	<u>2</u>	Theatre	<u>2</u>
				TOTAL:	<u>161</u>

3. Please note above that Computer Science is a major, starting in the fall of 1992. The major in Economics is being proposed, as is the Arts/Sciences major. All of the majors and proposed majors listed above are appropriate liberal arts and/or sciences majors for elementary education students.

4. Comments?

Many thanks for your help.



Item #9

Approval of the Sexual Assault Statement

BACKGROUND: The final recommendations of the Governor's Task Force on Substance Abuse and Sexual Assault on College Campuses were distributed in December 1991. The recommendations are grouped according to subject matter: implementation, education, enforcement, and treatment. Longwood staff members and students have moved forward to carry out the recommendations and to enhance existing policies, programs, and procedures to adhere to the recommendations in ways that will improve the quality of life on campus. It is important that members of the Board of Visitors review the College's initiatives and efforts. A summary of the plan is attached. A portion of this review includes revision and approval of the present Statement on Acquaintance Rape approved by the Board in April 1989.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation for revisions to the College's Statement on Sexual Assault, which was previously the Statement on Acquaintance Rape.

RATIONALE: Proposed changes in the policy outline more clearly the options for victims and the College's prohibition of all forms of sexual assault. The policy encourages victims to seek medical assistance and counseling and to report incidents. The proposed draft has been reviewed by the Attorney General's Office, the Vice President for Student Affairs, the Dean of Students, the Director of Student Services, the Campus Police, Student Judicial Board members, and others involved in our response to the Governor's Task Force recommendations.

Statement on Sexual Assault

Longwood College will not tolerate sexual assault in any form, including acquaintance assault. Sexual assault is any sexual activity undertaken without consent, when the victim is incapable of giving consent (such as when the victim is physically or mentally incapacitated by alcohol or other drugs), or when forced by use of threats, intimidation, physical restraint or physical violence. Sexual assault is a crime as well as a violation of the College's Code of Student Conduct.

Sexual assault survivors are advised to seek medical assistance and counseling support as soon as possible following the incident. Survivors are encouraged to report the assault to police or college authorities. A sexual assault survivor has several options for adjudication. In addition to disciplinary action taken under the College's Code of Student Conduct, a student charged with sexual assault can be prosecuted under Virginia criminal and civil statutes. The filing of criminal or civil charges does not preclude action by the College.

The College's Code of Student Conduct prohibits rape and other types of sexual assault in the sections that refer to sexual assault, violence to persons, threats of violence, and disorderly and lewd conduct. When a person alleges that there is probable cause to believe that the College's regulations prohibiting sexual assault have been violated, the College will investigate the allegation. Disciplinary action, including suspension or dismissal from the College, may result.

This statement is a revision of the Longwood College Statement on Acquaintance Rape adopted by the Board of Visitors on April 17, 1989.
Revised July 1992

SUMMARY REVIEW OF COMPLIANCE
WITH RECOMMENDATIONS OF THE
GOVERNOR'S TASK FORCE ON SUBSTANCE ABUSE AND SEXUAL ASSAULT

Implementation

Advisory Committee--President Dorrill appointed an Advisory Committee to evaluate College policies and programs relevant to compliance with the Task Force recommendations, to guide College prevention initiatives, and to promote an awareness of and support for substance abuse and sexual assault education, enforcement and treatment efforts. The committee includes faculty, staff, students (to be nominated by SGA in the fall) and community members (regional ABC agent).

Board of Visitors--Reports on the recommendations were made to the Academic and Student Affairs Committee of the Board of Visitors in January and April. Reports will be made to the Academic and Student Affairs Committee and the full Board of Visitors in July.

Coordination--The Director of Student Services will coordinate College efforts in response to task force recommendations. We have reviewed the report to evaluate the College's compliance with each recommendation. A team from Longwood attended a regional meeting sponsored by the State Council of Higher Education (SCHEV) to begin to develop an action plan for the implementation of the recommendations. A preliminary report was submitted to SCHEV.

Future Plans--Over the summer, departments and staff members with responsibilities for the areas addressed in the Task Force report will begin to plan College initiatives in these areas. In order to promote the strategic and effective use of resources, we intend to concentrate in the areas of (1) clarification of self-esteem and identity issues (e.g., what values students have with respect to alcohol use, how alcohol or sexual abuse has influenced their families), (2) skill-building (e.g., assertive communication, how to help a friend who has a problem, intervention strategies for servers of alcohol), and (3) community/environmental support (e.g., alternative activities, support groups, campus safety programs).

Education

Orientation--There are sessions on substance abuse and sexual assault in the fall orientation programs for all new students. These topics will also be addressed in several units of the Longwood Seminar (e.g., Responsible Citizenship, Wellness). A brief session on relevant policies and programs is included in new faculty orientation.

Peer Education--Our Peer Helper program, providing early intervention and educational programs, is active and effective. We are also working on plans for training students to be peer substance abuse prevention specialists within student organizations. Residence hall staff members receive training in assessment, intervention, referral and policy enforcement with respect to substance abuse and sexual assault.

Fraternalities and Sororities--The Greek Affairs Coordinator meets regularly with representatives from national organizations, and, over the summer, we will be drafting a letter about the Task Force recommendations to national organizations with chapters on our campus. Our fraternities and sororities are active in service and educational activities with respect to substance abuse and sexual assault. The 1992 Greek New Member Academy included a workshop and discussion on the application of fraternal values to college life. The Interfraternity Council (IFC), Panhellenic Council, national organizations and individual chapters have all sponsored educational programs on these topics for the Greek and general campus communities this year. This spring, IFC and Panhellenic were recognized with a Longwood Leadership and Involvement Award for their outstanding efforts in Substance Abuse Education and Prevention.

Faculty, staff and alumni provide assistance to the chapters on our campus. Longwood's location and fairly recent move to coeducation hinder the effectiveness of alumni/ae councils. We have been somewhat successful in establishing advisory councils which include alumni/ae, faculty and staff, and local community members.

Staff and Student Development--Faculty, students and staff members have attended several statewide conferences and meetings on substance abuse and sexual assault. This semester, we sent teams to the Governor's Youth Risk Prevention Dissemination Conference, the Sexual Assault Conference, the Virginia College Personnel Association Conference, and the SCHEV regional response meeting about the Task Force recommendations. As in recent years, students attended the Virginia Intervention Education Weekend (VIEW) in May and will attend the Alternatives Conference sponsored by the ABC Board in October.

Enforcement

Policies and response--Information about policies, laws, sanctions and resources is distributed to students through the Handbook and a brochures on alcohol and other drugs. We also

publish a booklet to assist victims of sexual assault and their "points of contact." We will review these materials as well as our policies when the reports of the Secretary of Education's various working groups are released. The College needs to review the distribution of information to faculty and staff. disciplinary procedures include all the elements of due process outlined in the Task Force report. The Standards of Conduct explicitly prohibit sexual assault and violations of federal, state and local laws regarding alcohol and other drugs, and hearing boards do adjudicate alleged violations of these policies (cases may also be addressed by criminal prosecution or civil action). The Standards of Conduct and other policies are printed in the Handbook distributed to every student. A pamphlet describing Longwood's alcohol and drug policies, relevant federal, state and local laws, health risks of substance use, and education and treatment resources is distributed to all students in compliance with the federal Drug Free Schools and Communities Act.

A revised version of the College's Statement on Sexual Assault (currently "Statement on Acquaintance Assault") is submitted to the Board of Visitors for approval. The proposed changes outline more clearly the options for victims and the College's prohibition of all forms of sexual assault. The policy also encourages victims to seek medical assistance and counseling and to report incidents. The proposed draft has been reviewed by the Attorney General's Office, the Vice President for Student Affairs, the Dean of Students, the Director of Student Services, the Campus Police, student Judicial Board members, and others involved in our response to the Governor's Task Force recommendations.

Treatment

Resources--Professional health services are available to students with substance abuse problems and to survivors of sexual assault through the Counseling Center and Student Health. Crisis intervention and consultation are also provided by staff in emergency situations, and the College works closely with the local hospital, particularly the emergency room staff. An alcohol support group and a support group for adult children of alcoholics meet weekly on campus. Staff members pursue professional development opportunities in the areas of substance abuse and sexual assault prevention and treatment.

Referral--When necessary, students are referred to local services or to health care providers in Richmond, Lynchburg, Charlottesville, Roanoke, or other areas near the student's home.

OFFICE OF THE VICE PRESIDENT FOR
INSTITUTIONAL ADVANCEMENT

The fundraising year has had two distinct parts. The report at the February Board of Visitors meeting was dismal. The attitude of all constituents was described as a "general malaise". For the first half of the year the average gift size was approximately one half of the previous year. The total number of donors for the first six months was approximately 900 behind the same period one year earlier.

As was reported, the staff had had a series of meetings and had met with the Annual Fund Committee to develop new strategies. The style was to be more aggressive in mail and phone solicitation and the pledge reminder system was to be strengthened.

The results have been positive. The overall number of donors increased by more than 500 in the second half of the year and the average gift size increased by approximately 50% in the same period.

The phone solicitation program reached more alumni in the Spring campaign than in the previous three Spring contact periods. Segmented mail pieces were designed to support the phone campaign. The segmented mail and phone appeals were successful; however, these gifts tended to be designated for a specific cause.

The "double dip" approach was used for Jarman Society members in three categories: \$100; \$200; and \$400. Each donor at that level was encouraged to increase their giving to the next level: \$153; \$250; and \$500 respectively. The response rate in

this category was slightly less than 16%. The average response to a double solicitation is usually in the 7-8% range.

While working diligently to regain some ground in these difficult economic times, the staff continued its reorganization. After a position was released in April, a new Director of the Annual Fund was employed as Paula Clay, former Director, moved into the Data Service area. These moves have improved our capability for segmentation of constituents. Planning has been undertaken to utilize this new talent base in the year ahead.

There continues to be significant interest in the area of planned gifts. More time will be devoted to this potential in the coming year.

The operation of the Foundation continues to improve. The accounting support system is functioning well. The Foundation is now processing 1,500 checks annually and handling more than 6,000 account transactions. The Foundation has completed a successful search for new investment counsel and has engaged CFB Advisory and Commonwealth Investment Counsel to manage the portfolio.

The Committees of the Foundation are handling more activities. The Nominating Committee proposed and implemented a new structure that has enhanced the nominating process. The Property, Scholarship and Budget Committees have operated efficiently.

The fund raising support units are in place to improve the College's results. The biggest factor in future success will be dedicated volunteers willing to speak and solicit for Longwood.

LONGWOOD COLLEGE

TOTAL GIVING

07-01-91 to 06-30-92

SOURCE	# OF DONORS	ANNUAL GIVING	SPECIAL GIFTS	DEFERRED GIFTS	BEQUESTS	GRANTS	NON-MONETARY	TOTAL
ALUMNI	3750	\$185,520.77	\$15,907.47	\$0.00	\$ 69,419.65	\$ 0.00	\$ 2,355.00	\$273,202.89
ALUMNI, NON-DEG	269	10,034.00	0.00	0.00	0.00	0.00	0.00	10,034.00
PARENTS	701	27,735.00	50.00	0.00	0.00	0.00	0.00	27,785.00
FACULTY	70	14,906.75	0.00	0.00	51,566.57	0.00	45.26	66,518.58
STAFF	21	7,423.00	50.00	0.00	0.00	0.00	0.00	7,473.00
FRIENDS	111	32,978.10	4,070.00	0.00	26,854.35	0.00	68,940.11	132,842.56
SPOUSE OF ALUMNI	4	1,000.00	26,000.00	0.00	0.00	0.00	1,939.50	28,939.50
STUDENTS	7	440.00	0.00	0.00	0.00	0.00	0.00	440.00
ASSOCIATIONS	6	2,382.25	0.00	0.00	0.00	0.00	0.00	2,382.25
CORPORATIONS	175	53,616.00	29,000.00	0.00	0.00	0.00	5,750.81	88,366.81
FOUNDATIONS	6	37,100.00	17,223.00	0.00	0.00	27,500.00	50,225.00	132,048.00
PERSNL/FAMLY/FNDTNS	1	2,000.00	0.00	0.00	0.00	0.00	0.00	2,000.00
GOVERNMENT	2	25.00	25,455.00	0.00	0.00	0.00	0.00	25,480.00
OTHER	7	10,013.65	0.00	0.00	0.00	0.00	0.00	10,013.65
TOTAL	5130	\$385,174.52	\$117,755.47	\$0.00	\$147,840.57	\$27,500.00	\$129,255.68	\$807,526.24
TOTAL UNRESTRICTED GIFTS:		\$156,934.48						
TOTAL ENDOWMENT GIFTS:		\$364,454.47						

LONGWOOD COLLEGE

TOTAL GIVING

07-01-90 to 06-30-91

SOURCE	# OF DONORS	ANNUAL GIVING	SPECIAL GIFTS	DEFERRED GIFTS	BEQUESTS	GRANTS	NON-MONETARY	TOTAL
ALUMNI	3954	\$191,830.52	\$60,828.66	\$0.00	\$325,600.28	\$ 0.00	\$ 612.77	\$578,872.23
ALUMNI, NON-DEG	341	12,976.00	1,000.00	0.00	0.00	0.00	0.00	13,976.00
PARENTS	674	32,753.75	0.00	0.00	0.00	0.00	0.00	32,753.75
FACULTY	77	13,225.77	309.50	0.00	0.00	0.00	275.00	13,810.27
STAFF	43	8,047.00	50.00	0.00	0.00	0.00	19.67	8,116.67
FRIENDS	169	65,344.94	15,666.67	0.00	1,000.00	0.00	46,968.50	128,980.11
SPOUSE OF ALUMNI	2	2,000.00	50,000.00	0.00	0.00	0.00	0.00	52,000.00
STUDENTS	15	170.00	220.00	0.00	0.00	0.00	0.00	390.00
ASSOCIATIONS	2	670.00	0.00	0.00	0.00	0.00	0.00	670.00
CORPORATIONS	187	61,789.00	8,000.00	0.00	0.00	0.00	13,010.44	82,799.44
FOUNDATIONS	6	5,300.00	0.00	0.00	0.00	81,499.00	1,087.72	87,886.72
PERSNL/FAMLY/FNDTNS	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GOVERNMENT	1	0.00	25,455.00	0.00	0.00	0.00	0.00	25,455.00
OTHER	10	12,109.86	0.00	0.00	0.00	0.00	0.00	12,109.86
TOTAL	5481	\$406,216.84	\$161,529.83	\$0.00	\$326,600.28	\$81,499.00	\$61,974.10	\$1,037,820.05

TOTAL UNRESTRICTED GIFTS: \$221,125.19

TOTAL ENDOWMENT GIFTS: \$625,250.36

RESOLUTION**ADOPTION OF MANAGEMENT PRINCIPLES AND GUIDELINES****FOR RELATIONSHIP WITH COLLEGE-RELATED FOUNDATIONS**

WHEREAS, private support is essential to the mission and goals of the College; and

WHEREAS, the Longwood College Foundation ("the Foundation"), while not an agency of the College, is by Charter organized and operated to benefit the College; and

WHEREAS, the College has a vital interest in the Foundation, especially when it solicits funds for the College, when it manages and invests its assets for the College's benefit, and when it promotes or sponsors programs in support of College activities; and

WHEREAS, the Board of Visitors recognizes the benefit of the Foundation being operated in accordance with sound and generally accepted principles of management and in a manner consistent with the College's purpose, mission, policies and procedures;

NOW, THEREFORE BE IT RESOLVED, that the accompanying Management Principles for the Relationship between Longwood College and the Longwood College Foundation and Guidelines for the Longwood College Foundation be, and hereby are, approved.

MANAGEMENT PRINCIPLES FOR THE
RELATIONSHIP BETWEEN LONGWOOD COLLEGE
AND THE LONGWOOD COLLEGE FOUNDATION

The Longwood College Foundation ("the Foundation") was chartered to benefit Longwood College ("the College") and the College's schools and departments. The Board of Visitors will be advised of the purpose of the Foundation and the scope of its activities, including grants and fund raising, even though the Board's policy is not to control the activities and functions of the Foundation. The Board of Visitors will review Foundation activities at least annually to assure that the Foundation's operations are consistent with the College's purpose, mission, policies, and procedures.

Any courses, seminars, workshops or other similar instruction offered by the Foundation will clearly disclose its independence from the College. Any use of the College's name in conjunction with the course or program will identify only the Foundation as the official offeror of the program.

Transactions between the College and the Foundation will meet the normal tests for business transactions, including proper documentation and approvals. The College will not borrow funds from the Foundation without first obtaining the approval of the respective Boards, and complying with the requirements of state law, nor will the College lend money to the Foundation.

Any transfer of any portion of the College's endowment to the Foundation for investment or management must comply with the fiduciary requirements of the respective Boards, and all applicable requirements of law. The College will, in the event of such transfer, designate and control acceptable types of investment, and receive at least quarterly reports from the Foundation on such investments.

The Foundation will provide assurance that its financial activities are carried out and reported in accordance with generally accepted business and accounting practices. Special attention should be given to avoiding direct or indirect conflicts of interest between the College and the Foundation, and those with whom the Foundation does business.

GUIDELINES

FOR THE LONGWOOD COLLEGE FOUNDATION

I. STRUCTURAL GUIDELINES

- A. The Longwood College Foundation ("the Foundation") is an organization that has been created to benefit the College. The Foundation has as its purpose the following:
1. To facilitate fund-raising programs and contributions from private sources for the exclusive benefit of the College;
 2. To manage and invest private gifts and/or property for the exclusive benefit of the College; and
 3. To promote, sponsor, and complement educational, scientific, research, charitable, or cultural activities for the exclusive benefit of the College.
- B. The Foundation, to operate under the name of, and for the benefit of, the College, shall:
1. Submit for review and approval by the Board of Visitors its articles of incorporation and all amendments thereto to assure compatibility of missions.
 2. Select three members of the Board of Visitors and/or senior administrators of the College designated by the Board of Visitors from the areas supported by the Foundation, to serve on the Foundation's governing board as an ex officio member.
 3. In the case of dissolution of the Foundation, all of the remaining assets of the corporation shall be conveyed to the Board of Visitors of Longwood College or its successor, said corporation or its successor shall qualify as an exempt organization under the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue law).

4. Provide at least semi-annual reports to the Board of Visitors on investments of all transferred portions of the College endowment, any private gifts received, and any other resources held and/or managed.

II. GUIDELINES FOR CONTRACTUAL RELATIONSHIPS WITH THE COLLEGE

- A. The Foundation should execute a formal agreement specifying the responsibilities of the Foundation, acknowledging coordination of fund-raising activities, and including other provisions of general application as may be specified by the Board of Visitors.
- B. This formal agreement shall provide, at minimum, for the following:
 1. The Foundation will coordinate in advance with the Board of Visitors all fund-raising activities undertaken in the name of the Foundation.
 2. The Foundation will provide the Board of Visitors with an advance copy of any amendments, additions or deletions to its articles of incorporation or by-laws.
 3. The Board of Visitors shall recognize its obligation to its partnership with the Foundation and establish annual communication vehicles to insure that members of the Foundation are informed about the directions and objectives of the College.
 4. The Board of Visitors and the Foundation acknowledge the independent status of the Foundation and agree that the College and the State are not liable, and will not be held out by the Foundation as liable, for any of the Foundation's contracts, torts, or other acts or omissions, or those of the Foundation's trustees, directors, officers, members, staff or activity participants.
 5. All correspondence, solicitations, activities and advertisements of the Foundation will be clearly identified as being affiliated with the Foundation and not the College.

6. The Foundation will not offer a post-secondary course, seminar, workshop or similar instruction, whether or not for credit, using the name of the College. Any publicity concerning such a course must make clear that it is not being offered by the College or any of its academic departments.
7. Funds or gifts for which the intent of the donor is clear that they should be deposited with the College will be so deposited. All other funds or gifts payable to The Visitors of Longwood College, or Longwood College, may, at the College's discretion, be deposited with the Foundation for management and investment in accordance with approved guidelines.
8. Any transfer of endowments by the College to the Foundation, or by the Foundation to the College, for management or investment, will be formalized in a memorandum of agreement to assure, among other things, that any restrictions governing the future disposition of funds are observed.
9. The College will obtain approval from the Board of the Foundation, the College's Board of Visitors, and the State prior to borrowing any funds from the Foundation.
10. The College may recover its costs, with approval of the Foundation Board, incurred for personnel, use of facilities, or other services provided to the Foundation.
11. The College is obligated to comply with the Virginia Public Procurement Act. Even though not required to comply with that Act for Foundation purchases with no College funds, the Foundation may deem it advisable and appropriate to employ competitive practices in purchasing goods and services. If the College has agreed in writing to reimburse the Foundation for goods or services acquired on behalf of the College, the Foundation must comply with State procurement requirements.

III. FINANCIAL REPORTING GUIDELINES AND AUDIT REQUIREMENT

- A. The Foundation will forward to the Board of Visitors, on an annual basis, a financial report audited by an

independent certified public accountant. This report shall include a description of all expenditures by program, and an identification of all investments, including real estate.

- B. The following items shall supplement the annual financial report to the Board of Visitors:
1. Notice of any litigation or threat of litigation brought against the Foundation, its officers or directors.
 2. Notice of any proposed major capital expenditure of more than \$25,000.
 3. A copy of each IRS form 990, and 990T if applicable, as filed.
 4. A detailed list of any compensation, prize or award paid to any College employee or member of the employee's immediate family, whether in the form of money or property, or consisting of the use of money or property.
 5. A detailed list of all private firms responsible for managing or investing the Foundation's assets and the fee, if any, charged by each. On an annual basis, the Foundation will provide a copy of its investment guidelines as approved by the Board of Directors.
 6. Notice of any audit or review by any tax authorities, or any action taken or threatened by such authorities that would adversely affect the tax-exempt status of the Foundation.

DRAFT

ITEM #1

**BUSINESS AFFAIRS
INFORMATION ITEM**

REVIEW 1990-91 AUDITOR OF PUBLIC ACCOUNTS AUDIT

Each year staff from the Office of the Auditor of Public Accounts conduct an audit of the College's financial statements and systems. The audit was conducted during the Spring of 1992 but, the results were not officially released until recently. A copy of the audit report has been mailed to you directly from the APA office. The audit report is unqualified and contains no "major findings" which, if present, would not have permitted the College to obtain the management standards for 1991-92. (Please bring your copy of the audit with you for discussion at the Board meeting).

**ITEM #1
(INFORMATION)
1991-92
ANNUAL REPORT OF INTERNAL AUDITOR**

The external audit of the College by the Auditor of Public Accounts has been completed for fiscal year 1991. An exit conference was held with management on June 15, to discuss the management points raised during the audit. Discussions with representatives from the APA indicated there were no major concerns disclosed during their audit. There were some repeat comments this year for the data center on security packages and completion of the disaster recovery program. The opinion on the financial statements should be unqualified. Any comments raised during the audit should not have an impact on the College's meeting the management standards for the State of Virginia. The tone of the letter and the report this year will be much more straight forward (blunt) than in the past. This is the result of a change in writing style initiated by the APA and will not be unique to the College.

Receipt of the final report and financial statements should be this month (July) and will be distributed directly to all members of the Board of Visitors.

Work on the NASA grants is essentially complete. Accounts numbered 5-22012 and 5-22013 have been monitored and balanced, and they should be closed (purged) from the accounting system at the end of this fiscal year. I have worked with staff in the science department on the new supplement on this grant in explaining the accounts needed and how to monitor, understand, and reconcile the information given by the College's accounting system. I feel that the situation is understood and the current supplement should be handled smoothly.

The situation with the investigation into the misapplication of funds with the business department has been referred to the Virginia State Police. They have completed their investigation and forwarded reports to the Attorney General and the local Commonwealth's Attorney. We have not heard of any action being taken on the situation, and I do not anticipate any taking place.

I missed a significant period of time from work this year due to my hospitalization for surgery. The amount of time was extended as the problem was a re-occurring one and no chances were taken that may cause a problem again.

A quality Assurance Review was completed this year, and copies have been forwarded directly to members of the Board by the Department of the State Internal Auditor. Discussions should be held directly with the president.

My resignation was submitted this year, and I will be leaving the College at the end of this fiscal year.

As far as operations of the College for the past year, I cannot express an opinion, however, nothing has been brought to my attention that would indicate the College is not operating in compliance with policies and procedures and that internal controls are not adequate to provide adequate assurance.

July 2, 1992

Joseph H. Fuller, Jr.
Internal Auditor

A handwritten signature in cursive script, appearing to read "Joseph H. Fuller, Jr.", written in dark ink.

ITEM #2

ACADEMIC AFFAIRS
ACTION ITEM

APPROVE UNFUNDED SCHOLARSHIPS FOR INTERNATIONAL STUDENTS
IN EXCHANGE PROGRAMS

BACKGROUND: For the past several years, the College has been working on the development of exchange programs with foreign institutions. That effort has reached the point where it soon may be possible for students from these institutions to attend Longwood College. The College would like to keep costs for these students to a minimum and only charge them in-state tuition. This practice is allowable under the Code of Virginia Section 23-7.2 but requires Board of Visitors approval. Section 23-31 of the Code of Virginia allows an institution to award unfunded scholarships to visiting foreign exchange students as long as the number of such awards in any fiscal year does not exceed one quarter of one percent of the total institutional headcount enrollment.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that the College be given authorization to charge in-state tuition to an exchange student from an international institution with which Longwood has an official exchange agreement.

ITEM #3

BUSINESS AFFAIRS
ACTION ITEM

REQUEST FOR ALLOCATION FROM AUXILIARY RESERVE FUND

BACKGROUND: The College maintains an auxiliary reserve fund to cover costs associated with renovations, major repairs and equipment needed in auxiliary buildings and operations. The auxiliary reserve fund has been developed over time by purposely budgeting revenues to exceed expenses in the auxiliary enterprise operations of the College.

Each year the College reviews its major repair and equipment requirements in the auxiliary buildings and determines the most critical needs. A request to fund these needs is then presented to the Board for approval.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that funds be allocated from auxiliary reserves to fund the projects listed on the attached.

RATIONALE: The auxiliary reserve fund balance is expected to total about \$1,200,000 as of June 30, 1992. The amount budgeted to increase the reserve fund during FY93 is \$420,000 bringing the total fund balance to \$1,620,000 as of June 30, 1993. If this request is approved, the auxiliary reserve fund balance as of June 30, 1993 should be approximately \$1,020,850.

**PROPOSED FY93 AUXILIARY
RESERVE PROJECTS**

1.	Campus Gateway Entrance	\$ 166,000
2.	Phase II Baseball Field	\$ 125,000
3.	Auxiliary Maintenance Projects*	\$ 200,000
4.	Equipment	\$ 82,150
5.	Access for Disabled (Ramps and Curb Cuts)	\$ 26,000
		<hr/>
	TOTAL	\$ 599,150

*Includes \$15,000 to re-surface tennis courts @ Lancer Hall

Item #4

Renaming Lankford Student Union Rooms

BACKGROUND: During the past several years, both students and student affairs staff members have worked together to create and implement a community center in the Lankford Student Union, a center with a well-considered plan for the community life of the College. Many enhancements to Lankford have occurred: rearrangement of meeting rooms and offices, Lancer Cafe initiatives including the Pizza Hut Connection and the outside deck, center for commuter student services and programs, student information center including telephone information, remodeling of the post office (this summer), and location of three staff offices - student activities, Greek affairs, and commuter students. This spring, Lankford was painted to produce a warm and welcome look for the College's "living room." Now, students and staff members would like to rename the rooms in Lankford so that the building has a touch of class and warmth and so that there is a connection and relationship to the local area. The Longwood Student Government Association endorsed the proposed names. The College Council also approved the proposed names.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation for renaming the rooms in the Lankford Student Union.

Lankford Student Union Rooms

<u>Present Name</u>	<u>Proposed New Name</u>
Conference Room I	Amelia Room
Conference Room II	Charlotte Room
Conference Room III	Nottoway Room
Red Room	Appomattox Room
White Room	Buckingham Room
Green Room	Cumberland Room
Gold Room	Commonwealth Ballroom
Intramural Athletic Association (IAA) Room	Leadership Resource Center
Television Lounge	Farmville Room

RATIONALE: The Lankford Student Union Program supports Longwood's educational mission, particularly the "total education of its students." Students have been eager to have the Lankford Student Union serve as a unifying force in the life of the College; they want Lankford to be more than a building. Thus, students would like to rename the rooms in Lankford so that there is relationship to Southside Virginia. In these ways, Lankford becomes a community center for Longwood - for all members of the College family.

ITEM #5

**BUSINESS AFFAIRS
INFORMATION ITEM**

UPDATE ON CAMPUS CONSTRUCTION

With the completion of the new residence hall, major construction activity on the campus is winding down. The renovation of Grainger, which is nearing completion, is the largest project under construction at this time. Our summer projects, the renovations of our post office and the new smoker are progressing on schedule. Work on the baseball field is progressing steadily now that we are experiencing longer dry spells.

Attached are summary sheets for each construction project. They are organized into three categories: Projects Under Construction (Pages 2-11), Projects Completed (Pages 12-15) and Projects on Hold (Pages 16-21).

Attachments

PROJECTS UNDER CONSTRUCTION

BEDFORD VENTILATION IMPROVEMENTS

PROJECT INSPECTOR: Kim Arritt

PROJECT CODE: 214-14454

ARCHITECT/ENGINEER: Smithey & Boynton

P.O. NUMBER: A002265

CONTRACTOR: WACO, Inc.

P.O. NUMBER: A008143

PROJECT BUDGET: \$277,000.00

BUDGET CODE: 7-70118

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	MAR 31, 1989	MAR 31, 1989
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	JUN 27, 1989	JUL 24, 1989
Approval of Working Drawings and Specifications	NOV 16, 1989	MAR 11, 1991
Advertise for Bids	NOV 26, 1989	MAR 15, 1991
Bid Opening	DEC 12, 1989	APR 17, 1991
Contract Award	MAY 01, 1991	MAY 13, 1991
Start of Construction	MAY 13, 1991	MAY 14, 1991
Completion of Construction	AUG 31, 1991	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 99%

Project Status: Punch list items are still not complete by contractor.

*****Last Update: July 8, 1992*****

GRAINGER - INTERIOR RENOVATIONS

PROJECT INSPECTOR: Kim Arritt **PROJECT CODE:** 214-14012
ARCHITECT/ENGINEER: The Benham Group **P.O. NUMBER:** A000516
CONTRACTOR: J. W. Daniel & Co., Inc. **P.O. NUMBER:** A020032
PROJECT BUDGET: \$2,189,800.00 **BUDGET CODE:** 7-70119

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	APR 14, 1989	APR 14, 1989
Approval of Schematic Drawings	N/A	N/A
Approval of Preliminary Drawings and Specifications	OCT 11, 1989	OCT 25, 1989
Approval of Working Drawings and Specifications	MAR 23, 1990	MAR 15, 1991
Advertise for Bids	JUN 21, 1991	JUN 21, 1991
Bid Opening	JUL 31, 1991	JUL 31, 1991
Contract Award	AUG 12, 1991	AUG 07, 1991
Start of Construction	AUG 19, 1991	SEP 03, 1991
Completion of Construction	SEP 02, 1992	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 75%

Project Status: The project is under construction and is expected to be completed by Fall Break, October 16, 1992.

*****Last Update: July 8, 1992*****

LANCASTER CLOCK TOWER

PROJECT INSPECTOR: Kim Arritt

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: Andrews, Large & Whidden, Inc.

P.O. NUMBER: A020039

PROJECT BUDGET: \$17,000.00

BUDGET CODE: 7-70123

CONSTRUCTION SCHEDULE

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Start of Construction

MAR 24, 1992

MAR 24, 1992

Completion of Construction

MAY 29, 1992

Project Status: Additional materials were recently received to complete this project by August 21, 1992.

*****Last Update: July 8, 1992*****

NEW LIBRARY - SIDEWALKS

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: Andrews, Large & Whidden, Inc. P.O. NUMBER:

PROJECT BUDGET: \$2,000.00

BUDGET CODE: 7-70123

CONSTRUCTION SCHEDULE

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Start of Construction AUG 03, 1992

Completion of Construction AUG 15, 1992

Project Status:

*****Last Update: July 8, 1992*****

LONGWOOD HOUSE - EXTERIOR REPAIRS

PROJECT INSPECTOR: Kim Arritt PROJECT CODE: TBA
ARCHITECT/ENGINEER: Maitland & Kuntz P.O. NUMBER: A005589
CONTRACTOR: Andrews, Large & Whidden, Inc. P.O. NUMBER: A020040
PROJECT BUDGET: \$50,000.00 BUDGET CODE: 3-50116

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

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 90%

Project Status: Unfavorable weather conditions have caused delays in this project, but completion is expected in mid-July.

*****Last Update: July 8, 1992*****

PHASE II OF MALL PROJECT & RENOVATION OF NEW SMOKER

PROJECT INSPECTOR: Kim Arritt

ARCHITECT/ENGINEER: Glave, Newman, Anderson P.O. NUMBER: A024923

CONTRACTOR: J. E. Jamerson & Sons, Inc. P.O. NUMBER: A024511

PROJECT BUDGET: \$314,659.00 BUDGET CODE: 3-50138

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	SEP 19, 1991	SEP 19, 1991
Approval of Working Drawings and Specifications	FEB 21, 1992	FEB 21, 1992
Advertise for Bids	MAR 01, 1992	FEB 26, 1992
Bid Opening	APR 01, 1992	MAR 25, 1992
Contract Award	APR 08, 1992	APR 06, 1992
Start of Construction	MAY 11, 1992	MAY 11, 1992
Completion of Construction	AUG 21, 1992	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 40%

Project Status: This project is on schedule.

*****Last Update: July 8, 1992*****

POST OFFICE EXPANSION

PROJECT INSPECTOR: Kim Arritt

ARCHITECT/ENGINEER: Edgerton Associates P.O. NUMBER: A004884

CONTRACTOR: Andrews, Large & Whidden, Inc. P.O. NUMBER: A024517

PROJECT BUDGET: \$130,000.00 BUDGET CODE: 3-50140

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	AUG 22, 1991	AUG 22, 1991
Approval of Working Drawings and Specifications	JAN 31, 1992	JAN 31, 1992
Advertise for Bids	FEB 16, 1992	FEB 16, 1992
Bid Opening	MAR 18, 1992	MAR 18, 1992
Contract Award	APR 17, 1992	APR 20, 1992
Start of Construction	MAY 11, 1992	MAY 11, 1992
Completion of Construction	AUG 21, 1992	

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 50%

Project Status: This project is on schedule.

*****Last Update: July 8, 1992*****

NEW STUDENT HOUSING

PROJECT INSPECTOR: Alan Cook **PROJECT CODE:** 214-13374
ARCHITECT/ENGINEER: Hanbury, Evans, Newill, **P.O. NUMBER:** A001823
Vlattas & Company
CONTRACTOR: Frazier Construction Co. **P.O. NUMBER:** A008105
PROJECT BUDGET: \$5,000,000.00 **BUDGET CODE:** 7-70007

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	MAR 15, 1989	MAR 15, 1989
Approval of Schematic Drawings	OCT 11, 1989	SEP 29, 1989
Approval of Preliminary Drawings and Specifications	DEC 23, 1989	JUN 07, 1990
Approval of Working Drawings and Specifications	JAN 25, 1990	DEC 26, 1990
Advertise for Bids	JAN 28, 1990	JAN 04, 1991
Bid Opening	FEB 07, 1991	FEB 08, 1991
Contract Award	FEB 25, 1991	FEB 27, 1991
Start of Construction	MAR 11, 1991	MAR 15, 1991
Completion of Construction	JUN 30, 1992	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 99%

Project Status: Contractor is completing punch list items. Will schedule a final inspection once these items are complete.

*****Last Update: July 8, 1992*****

BASEBALL FIELD IMPROVEMENTS

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: Higgins Associates P.O. NUMBER: A004887

CONTRACTOR: Andrews, Large & Whidden, Inc. P.O. NUMBER: A023927

PROJECT BUDGET: \$217,450.00 BUDGET CODE: 3-50137

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	AUG 22, 1991	AUG 22, 1991
Approval of Working Drawings and Specifications	OCT 04, 1991	NOV 29, 1991
Advertise for Bids	DEC 22, 1991	DEC 22, 1991
Bid Opening	JAN 23, 1992	JAN 23, 1992
Contract Award	JAN 27, 1992	JAN 27, 1992
Start of Construction	FEB 10, 1992	FEB 27, 1992
Completion of Construction	JUL 27, 1992	

Drawings/Specifications - Percent Complete: 100%
Construction - Percent Complete: 75%

Project Status: The dugouts are built, the retaining wall is complete, and the sprinkler system is being installed. The fence contractor is scheduled to begin July 16, 1992.

*****Last Update: July 8, 1992*****

PROJECTS COMPLETED

FRENCH POOL REPAIRS

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: Camal Co., Inc.

P.O. NUMBER: A023926

PROJECT BUDGET: \$50,000.00

BUDGET CODE: 3-50139

CONSTRUCTION SCHEDULE

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Architect/Engineer Selection

N/A

N/A

Approval of Working Drawings
and Specifications

N/A

N/A

Advertise for Bids

JAN 19, 1992

JAN 19, 1992

Bid Opening

FEB 12, 1992

FEB 12, 1992

Contract Award

FEB 19, 1992

FEB 20, 1992

Start of Construction

FEB 24, 1992

MAR 04, 1992

Completion of Construction

JUN 02, 1992

MAY 22, 1992

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 100%

Project Status: This project is complete.

*****Last Update: July 8, 1992*****

BAR-B-QUE GRILLS - CURRY/FRAZER

PROJECT INSPECTOR: Melvin Moore

PROJECT CODE:

ARCHITECT/ENGINEER: N/A

P.O. NUMBER: N/A

CONTRACTOR: Longwood College

P.O. NUMBER: N/A

PROJECT BUDGET: \$1,000.00

BUDGET CODE: 3-30010
or 3-30040

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Architect/Engineer Selection

Approval of Working Drawings
and Specifications

Advertise for Bids

Bid Opening

Contract Award

Start of Construction

APR 29, 1991

JUN 06, 1991

Completion of Construction

MAY 13, 1992

APR 28, 1992

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 100%

Project Status: This project is complete.

*****Last Update: July 8, 1992*****

PROJECTS ON HOLD

COLONNADE RESTORATION

PROJECT INSPECTOR: Kim Arritt

ARCHITECT/ENGINEER: Edgerton & Associates P.O. NUMBER: A004884

CONTRACTOR: TBA P.O. NUMBER: TBA

PROJECT BUDGET: TBA BUDGET CODE: 7-70123

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	JUN 03, 1991	JUN 03, 1991
Approval of Working Drawings and Specifications		
Advertise for Bids		
Bid Opening		
Contract Award		
Start of Construction		
Completion of Construction		

Drawings/Specifications - Percent Complete: 50%

Construction - Percent Complete: 0%

Project Status: This project is on hold until July 1, 1992. Awaiting Maintenance Reserve funding.

*****Last Update: July 8, 1992*****

CENTRAL STORES WAREHOUSE

PROJECT INSPECTOR: Kim Arritt

PROJECT CODE: CSW-90

ARCHITECT/ENGINEER: Longwood College

P.O. NUMBER: N/A

CONTRACTOR: TBA

P.O. NUMBER: TBA

PROJECT BUDGET: TBA

BUDGET CODE: TBA

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Architect/Engineer Selection

N/A

N/A

Approval of Working Drawings
and Specifications

Advertise for Bids

Bid Opening

Contract Award

Start of Construction

Completion of Construction

Drawings/Specifications - Percent Complete: 0%

Construction - Percent Complete: 0%

Project Status: Awaiting Board approval.

*****Last Update: July 8, 1992*****

**CAMPUS ENTRANCE IMPROVEMENTS
(GATEWAY)**

PROJECT INSPECTOR: Melvin Moore

ARCHITECT/ENGINEER: Higgins Associates

P.O. NUMBER: A004887

CONTRACTOR: TBA

P.O. NUMBER: TBA

PROJECT BUDGET: \$100,000.00

BUDGET CODE: 3-50142

CONSTRUCTION SCHEDULE

<u>SCHEDULE FOR COMPLETION</u>	<u>PLANNED</u>	<u>ACTUAL</u>
Architect/Engineer Selection	AUG 22, 1991	AUG 22, 1991
Approval of Preliminary Drawings and Specifications	JAN 27, 1992	JAN 28, 1992
Approval of Working Drawings and Specifications	JUN 15, 1992	JUN 15, 1992
Advertise for Bids		
Bid Opening		
Contract Award		
Start Construction		
Completion of Construction		

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 0%

Project Status: Although funding for this project has been reduced by \$100,000, the working drawings and specifications are complete in anticipation of the future availability of funds.

*****Last Update: July 8, 1992*****

HANDICAPPED ACCESS - WYGAL

PROJECT INSPECTOR: Melvin Moore

PROJECT CODE: 214-13650

ARCHITECT/ENGINEER: Maitland & Kuntz

P.O. NUMBER: A001687

CONTRACTOR: TBA

P.O. NUMBER: TBA

PROJECT BUDGET: \$32,120.00

BUDGET CODE: 7-70110

SCHEDULE FOR COMPLETION

PLANNED

ACTUAL

Architect/Engineer Selection

Approval of Working Drawings and Specifications

NOV 10, 1989

JAN 26, 1990

Advertise for Bids

DEC 28, 1989

Bid Opening

JAN 23, 1990

Contract Award

FEB 01, 1990

Start of Construction

MAR 05, 1990

Completion of Construction

MAY 17, 1990

Drawings/Specifications - Percent Complete: 100%

Construction - Percent Complete: 0%

Project Status: Drawings and specifications are complete. Project is on hold due to funding cuts.

*****Last Update: July 8, 1992*****

**ADDITION TO BEDFORD
FINE ARTS CENTER**

PROJECT INSPECTOR: Melvin Moore	PROJECT CODE: 214-15061
ARCHITECT/ENGINEER: Smithey & Boynton	P.O. NUMBER: A001801
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	AUG 01, 1989	AUG 24, 1989
Approval of Schematic Drawings	OCT 06, 1989	
Approval of Preliminary Drawings and Specifications	DEC 06, 1989	
Approval of Working Drawings and Specifications	APR 10, 1990	
Advertise for Bids	APR 21, 1990	
Bid Opening	JUN 11, 1990	
Contract Award	JUN 21, 1990	
Start of Construction	JUL 02, 1990	
Completion of Construction	MAY 03, 1991	

Drawings/Specifications - Percent Complete: 10%
Construction - Percent Complete: 0%

Project Status: Schematic drawings and specifications were approved by the Art and Architectural Review Board on April 6, 1990. These plans are now under review by the Fine Arts Center Advisory Committee. The project remains on hold pending recommendations from the Advisory Committee.

*****Last Update: July 8, 1992*****

ITEM # 6
ACTION ITEM
ACADEMIC AFFAIRS
New Faculty Hires

Background

The Board of Visitors is required by the Governor's Consolidated Salary Authorization for Faculty Positions to approve appointments to the faculty.

Action Requested

The Board of Visitors is requested to approve the President's recommendation for new appointments to the faculty as listed on the attached list.

Edward O. Adusei, Assistant Professor of Economics, for the 1992-93 academic year, beginning August 15, 1992. This is a tenure track position. Dr. Adusei fills the vacancy created by the resignation of Dr. Jay Dee Martin.

Dr. Adusei received the B.A. from the University of Ghana, the M.S. from Virginia State University, and the Ph.D. from Virginia Polytechnic Institute and State University. He comes to Longwood from an Assistant Professorship at Norfolk State University. He spent six years in economic research while completing his education. Dr. Adusei has spoken at professional conferences.

Audrey S. Berryman, Instructor of Education, for the 1992-93 academic year only, beginning August 15, 1992. This is a new one-year position conversion from part-time to full-time.

Ms. Berryman holds the B.S. and M.S.Ed. from Longwood College. She also has an Endorsement in Administration (K-7) from Longwood. She is an excellent former teacher, a former Chapter I teacher and a reading specialist.

David M. Carkenord, Assistant Professor of Psychology, for the 1992-93 academic year, effective August 15, 1992. This is a tenure track position. Dr. Carkenord fills the position reassigned to Psychology after Dr. Robert Woodburn's retirement from Speech and Theatre.

Dr. Carkenord holds the B.A. from Clemson University, the M.A. and Ph.D. from Bowling Green State University. He comes to Longwood from Georgia Southern University where he was an assistant professor of psychology. He also served as Teaching Fellow and Teaching Assistant at Bowling Green State University. He has served as a business consultant, research consultant and marketing research analyst for private industry.

Bonnie Diehl, Assistant Professor of Biology for the 1992-93 academic year beginning August 15, 1992. This is a tenure track position. Dr. Diehl fills the vacancy created by the retirement of Dr. Richard Heinemann.

Dr. Diehl holds the B.S. from Carroll College, the M.S. from the University of Massachusetts and the Ph.D. from the University of Michigan. She comes to Longwood from the University of Richmond and the Medical College of Virginia where she was a Lecturer. She served as a biochemistry teaching assistant at the University of Massachusetts from September 1983 - December 1984. She is a scientist/researcher/teacher in the field of genetics and molecular biology. She has published a number of articles and presented abstracts on her work at professional meetings throughout the United States.

Maud J. Eno, Instructor of Mathematics, for the 1992-93 academic year only beginning August 15, 1992. Ms. Eno fills the vacancy created by the retirement of Dr. Jean Noone.

Ms. Eno holds the B.A. in Mathematics from Gettysburg College. She is a doctoral candidate at the University of Virginia where she has served as a teaching assistant since 1987.

John J. Herring, Instructor of Physical Education, for the 1992-93 academic year only beginning, August 15, 1993. Mr. Herring fills the vacancy created by the retirement of Dr. Eleanor Bobbitt.

Mr. Herring holds the B.S. and M.Ed. from Frostburg State University. He comes to Longwood from a teaching/research assistant position in adapted physical education at the University of Virginia where he is completing his doctoral degree. He has served as an instructor in college sports at colleges in Virginia, Maryland, and Texas.

Stephen Keith, Assistant Professor of Education, for the 1992-93 year only, beginning August 15, 1992. This is a new position converted from part-time to full-time.

Dr. Keith holds the B.S. from Kent State University, the M.Ed. and Ph.D. from the University of Virginia. He is an experienced educator who has served as Director of Curriculum and Instruction, Assistant Principal (elementary), Supervisor of Special Education, and Speech and Hearing Coordinator in Prince Edward County Public Schools. Dr. Keith was a speech/language pathologist for Buckingham County Schools.

Charles E. Kinzer, Instructor of Music, for the 1992-93 academic year only, beginning August 15, 1992. Mr. Kinzer fills the vacancy created by the retirement of Dr. Paul Hesselink.

Mr. Kinzer holds the B.M. from Auburn University, the M.M. from the University of Alabama and is a doctoral student at Louisiana State University. He has served as a part-time instructor, teaching assistant and private instructor while pursuing his education. A number of his articles have been published in professional publications. Mr. Kinzer is an accomplished musician who has performed in a variety of bands and orchestras for dance and concert engagements.

Daniel G. Mossler, Assistant Professor of Psychology, for the 1992-93 academic year only, beginning August 15, 1992. Dr. Mossler fills the vacancy created by the resignation of Dr. Dale Grubb.

Dr. Mossler holds the B.A. from the University of Texas and the M.A. and Ph.D. from the University of Virginia. A specialist in the field of developmental psychology, Dr. Mossler is a former member of the Longwood psychology faculty (1983-85). Presently he is self-employed as an antiques dealer.

Linda R. Tennison, Instructor of Psychology, for the 1992-93 academic year beginning August 15, 1992. This is a tenure track position. She fills the vacancy created by the retirement of Dr. Phyllis Wacker.

Ms. Tennison holds the B.A. and M.S. in Psychology from Western Washington University. She is pursuing her doctoral degree at Washington State University. She comes to Longwood from Washington State University where she served as an instructor. Ms. Tennison has the training and expertise to manage the animal lab and the laboratory courses that go with the lab. She has written a number of research articles and presented papers at national conferences.

Ruben Silvestry, Instructor of Spanish, for the 1992-93 academic year only, effective August 15, 1992. Mr. Silvestry fills the vacancy created by the retirement of Dr. Maria Milan-Silveira.

Mr. Silvestry holds the B.A. from the University of Puerto Rico and the M.A. from San Diego State University. Presently, he is a doctoral candidate at the University of Texas at Austin. He comes to Longwood from Kenyon College where he was a visiting instructor of Spanish. He is fluent in Spanish, English and Portuguese.

Rodney Lee Williams, Instructor of Dance, for the 1992-93 academic year only beginning August 15, 1992. He is filling in for Dr. Nelson Neal who is on a one year sabbatical.

Mr. Williams holds a B.A. from the College of William and Mary and a Professional Teaching Certificate from Virginia Union University. He participated in two invited residencies at the American Dance Festival (Duke University) and the John F. Kennedy Center for the Performing Arts (Washington, DC). He has been a dance instructor for the past eleven years. Mr. Williams has served as a choreographer and dancer for numerous dance performances.

ITEM # 6

INFORMATION

ACADEMIC AFFAIRS

Administrative/Faculty Resignations

Administrative

Dr. Sandra Feagan, Executive Director of Longwood Continuing Education Center, Halifax/South Boston, effective August 15, 1992.

Mr. Thomas H. Fletcher, Director of Athletics, Lecturer, effective July 1, 1992.

Mr. Don A. Williams, Jr., Men's Assistant Basketball Coach, effective June 19, 1992.

Faculty

Dr. Dale Grubb, Assistant Professor of Psychology, effective May 15, 1992.

Ms. JoAnne Y. Carver, Instructor of Education, effective May 15, 1992.

ITEM # 7

ACTION ITEM

ACADEMIC AFFAIRS

Proposal for Consolidation of Graduate and Continuing Studies

Background

The Board of Visitors discussed in April, 1991, an experimental consolidation of the Graduate Office and the Office of Continuing Studies. The consolidation was proposed for reasons of cost reduction and efficiency, since much of the College's off-campus programming involves graduate courses.

At Vice President Stuart's request, The Executive Committee of College Council reviewed this proposed consolidation. It notified the Council on April 9, 1992, that it had reviewed the concept of merging the offices of Graduate and Continuing Studies on a continuing basis and "agreed that the decision would be justifiable." The Longwood staff involved in the two offices also support the consolidation.

An organizational chart for the proposed consolidation is attached.

Action Requested

The Board of Visitors is requested to approve the President's recommendations that:

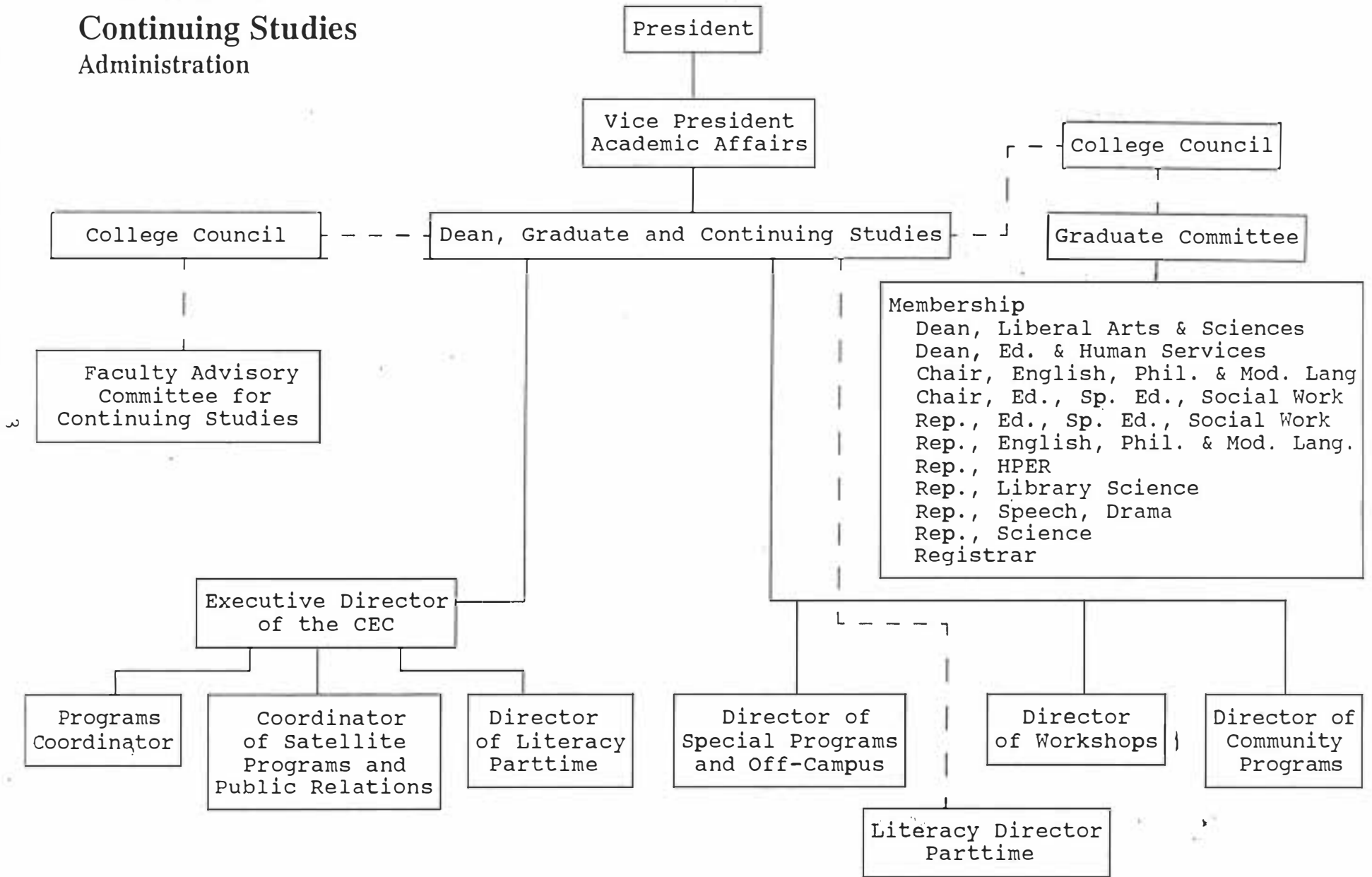
1. the Offices of Graduate and Continuing Studies be consolidated, and
2. the title "Dean of Graduate and Continuing Studies" replace "Dean of Continuing Studies" and "Director of Graduate Studies."

Rationale

The consolidation was proposed as a two-year experiment, but the first year's experience has provided ample evidence that this consolidation provides an effective structure for Longwood's graduate and continuing studies operations. Administrative and clerical costs have been reduced significantly; it would cost at least \$25,000 in direct and indirect support to re-establish a separate Graduate Office.

In addition, the consolidation provides better administration and service for faculty and students. It is convenient for off-campus students, many of whom are adult graduate students, to have a single office providing information and advising. The number of admitted graduate students increased 11% this year to 458. The combined office has efficiently handled a record number of students taking credit and non-credit courses. In the summer of 1991, there were 2,962 participants in courses and conferences. In the summer of 1992, 4,105 are expected.

Graduate and Continuing Studies Administration



ITEM # 8

ACTION ITEM

ACADEMIC AFFAIRS

Proposal for New Majors

Background

Development of new programs at Longwood has been restricted but not halted by the budget reductions experienced in the past two years. Although the College is unable to initiate programs such as the Masters in Sociology until new resources are available, faculty have developed two program proposals which can be initiated with existing resources.

Action Requested

The Board of Visitors is requested to approve the President's recommendation to establish new baccalaureate majors in Economics and Liberal Studies.

Rationale

A. Economics Major

The proposal for an Economics major builds upon an existing concentration in the School of Business and Economics. As total courses required for the Business major are capped at 50% of graduation hours, the Economics faculty is able to offer additional courses in Economics which would support the major. Development of the Economics major meets the objective of the Strategic Plan to "encourage curricular offerings which are designed to prepare students for the special skills and knowledge required to adapt to the world of the future." The proposal has been approved by the Curriculum Committee, the Academic Affairs Committee, and College Council.

B. Liberal Studies Major

Following the state-mandated restructuring of the Education major, all Longwood students seeking elementary certification are required to have a major in the Arts and Sciences. In seeking a broad-based Liberal Studies program which would meet state and College standards for quality, a joint Education/Arts and Sciences faculty Committee designed a multi-disciplinary major to provide Longwood students with breadth and depth in science, mathematics, English, and social sciences. This breadth is espe-

cially appropriate to elementary certification students. This proposal has been approved by the School of Liberal Arts and Sciences Curriculum Committee, The Academic Affairs Committee, and the College Council.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
FULL PROPOSAL FOR PROGRAM TO BE INITIATED IN THE 1994-1996 BIENNIUM

COVER SHEET

1. Name of institution Longwood College	
2. Title of proposed program Economics Major	
3. Degree title B.A./B.S. in Economics	4. CIP number 45.0601
5. Term and year of initiation Fall, 1994	6. Term and year of first graduates Spring 1996
7. For community colleges: date of approval by local board	8. Date of approval by Board of Visitors or State Board for CC
9. If collaborative program, name of other institution(s)	
10. Location of program within institution (please complete for every level, as appropriate). If any of these organizational units would be new, please so indicate and attach a revised organizational chart. Department(s) of <u>Economics and Finance</u> Division(s) of _____ School(s) or College(s) of <u>Business and Economics</u> Campus (or off-campus site) _____	
11. Name, title, and SCATS number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff about the proposal. Raymond T. Brastow, Associate Professor of Economics 395-2370	

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DESCRIPTION OF PROPOSED PROGRAM

1. Program, Goals, and Requirements

The proposed program is a Bachelor of Science degree in Economics. It will provide coverage of economic theory at the introductory and advanced levels. An appropriate selection of upper level elective courses will also be provided. The major is designed to develop student understanding of economic principles and applications of those principles across a broad range of economic and social issues.

The study of economics fosters both analytical and creative skills. Analytical skills will be developed through the use of economic principles and techniques, thereby increasing student understanding of economic events and enabling them to predict the consequences of changes within an economic system. Students will learn to analyze a variety of economic, business, and social problems. Creative skills will be developed by learning how to frame questions, how and when to apply tools of analysis, how to collect pertinent data, and how to explain results. Students majoring in economics at Longwood will develop analytical skills, quantitative aptitudes, and the ability to communicate orally and in writing.

Specifically, the economics curriculum at Longwood College will enable graduates to develop problem solving skills through analytical training, be familiar with sources of primary and secondary data for economic and business problems, be able to analyze the data using a variety of quantitative skills, and to

communicate effectively.

Students who major in economics would be prepared for entry-level employment in a variety of businesses, financial institutions, public advocacy groups, and in government. Course work will allow students to develop skills in forecasting and other quantitative techniques which are valued by many businesses and government agencies. An economics major is also excellent preparation for graduate study in economics, business administration, public administration, and law.

The instructional goals of this program are to: provide Longwood students with the opportunity to master economic principles at the introductory and advanced levels; provide Longwood students with the opportunity to use those tools in the development of analytical and creative skills for use in business and government employment; prepare Longwood students to analyze important social issues in an increasingly interdependent world in which economics is a driving force behind massive political, economic, environmental, and social changes; and provide students with practical skills in data collection and analysis.

In addition to Longwood College graduation requirements, the proposed degree in economics will require completion of:

1. an approved statistics course (this requirement may be met by taking Math 171 to satisfy Goal 4 of Longwood's General Education requirements),
2. Principles of Microeconomics (Economics 217) and Principles of Macroeconomics (Economics 218).

3. Intermediate Microeconomics (Economics 317) and Intermediate Macroeconomics (Economics 318),
4. Senior Seminar (Economics 410) to be taken in the student's last year,
5. 21 additional credits of 300 or 400 level economics electives.

With introductory and intermediate courses and the seminar, the total requirement in economics is 36 credits, 30 at the 300 or 400 level.

2. Major and Concentrations

The major for this degree program is economics. In addition to supporting those students who seek to major in economics, the proposed program will allow Longwood to offer more assistance to students who seek teacher certification in social studies or economics. Thus, it will complement the recently announced Center for Economic Education which will open at Longwood in 1992. The Center will assist Southside Virginia middle and high school teachers and administrators in the development and delivery of economic concepts.

Curriculum:

Required: Economics 217	Principles of Microeconomics
Economics 218	Principles of Macroeconomics
Economics 317	Intermediate Microeconomics
Economics 318	Intermediate Macroeconomics
Economics 410	Senior Seminar

Electives (must choose at least seven):

Economics 310 Comparative Economic Systems
Economics 311 Money and Banking
Economics 312 Managerial Economics
Economics 313 Public Economics
Economics 315 Economic History
Economics 414 Quantitative Analysis
Management 466 Industrial Relations
* Economics 412 International Economics
* Economics 413 Discrimination and Poverty
* Economics 415 Environmental Economics
* Economics 416 Labor Market Analysis
* Economics 417 Economic and Business Forecasting
* Economics 418 Public Finance

* Proposed new courses

Description of new courses:

Economics 412 International Economics

Economic analysis of issues in international trade and finance. The course will cover balance of payments equilibrium, protectionist policies such as tariffs and quotas, international financial flows, and international business issues.

Economics 413 Discrimination and Poverty

Study of data on the extent of poverty in the United States and on income and employment differences between racial groups and men and women. These data are analyzed in relation to economic theories of labor markets and discrimination.

Economics 415 Environmental Economics

Application of economic analysis to problems of environmental quality, energy use, and natural resource depletion. Topics include current environmental concerns such as air and water quality and ozone depletion, energy policy options and their environmental consequences, and alternatives

for dealing with the scarcity of natural resources.

Economics 416 Labor Market Analysis

Analysis of topics in labor markets including unemployment, wage determination, wage and salary differentials across occupations, labor force participation, and the economic effect of education on income and employment.

Economics 417 Economic and Business Forecasting

Forecasting techniques are developed and used in several applications. Emphasis is on practical applications in the forecasting of a businesses sales and of business cycle fluctuations in output and employment in an economy.

Economics 418 Public Finance

Public sector finance with emphasis on taxing and expenditure at the federal, state and local levels of government. The course will include analysis of expenditures on such public goods as education and public health.

Semester-by-semester curriculum:

Note: Students who are committed to majoring in economics may begin the introductory sequence (Economics 217 and 218) in their first year. Those who are undecided may take the General Education survey course (Econ 111) and begin the introductory sequence in the second semester or as sophomores.

First Year

Math 121 or Math 267	3/4 cr	Math 171 (stat)	3 cr
General Education		General Education	
english	3 cr	english	3 cr
Goal 8 (Econ 111)	3 cr	PE	2 cr
other	<u>6/7 cr</u>	other	<u>6/7 cr</u>
	15 to 17 cr		17 or 18 cr

Second Year

Econ 217	3 cr	Econ 218	3 cr
General Education		Electives	<u>12 cr</u>
literature	3 cr		15 cr
PE	1 cr		
other	3/4 cr		
Electives	<u>6 cr</u>		
	16 or 17 cr		

Third Year

Econ 317	3 cr	Econ 318	3 cr
Econ electives	3 cr	Econ electives	6 cr
Electives	<u>9 cr</u>	Electives	<u>8 cr</u>
	15 cr		17 cr

Fourth Year

Econ electives	6 cr	Econ 410	3 cr
General Education		Econ electives	6 cr
ethics	1 cr	Electives	<u>6 cr</u>
Electives	<u>9 cr</u>		15 cr
	16 cr		

The structure of the proposed Longwood economics curriculum is supported by conclusions presented in Siegfried, et al., "The Status and Prospects of the Economics Major," Journal of Economic Education, 1991, Vol. 22, No. 3, 197-224. This article is an in-depth study of the economics major and was part of a 1991 project of the Association of American Colleges to investigate majors in twelve disciplines that form the core of traditional college and university curricula. It calls for foundation, elective, and capstone courses that closely correspond to the requirements of the proposed major.

3. Restructuring of an Existing Program

The proposed program represents a broadening of the currently offered economics minor and the economics concentration in the Bachelor of Science in Business Administration program at Longwood. The economics concentration in the business degree requires 24 credits of economics, less than the 30 generally acknowledged to be the minimum acceptable for an economics major (Siegfried, et al., 1991). Additionally, the BSBA economics concentration requires students to take the business lower and upper core requirements which total 39 credits in courses other than economics. These requirements effectively screen out many students who are interested in economics but not in a general business education. Development of the proposed major will not replace, but will strengthen the concentration and minor options currently available by broadening the curriculum and offering students in those programs more elective options.

The BSBA economics concentration will be strengthened and given a more quantitative focus than is currently the case. Development of the curriculum to support the major, notably International Economics, Public Finance, and Forecasting, will enable those who concentrate in economics in the business program to have much better preparation for jobs as business or government economists.

The proposed economics program will be administered by the Department of Economics and Finance of the School of Business and Economics. During the 1992-93 academic year, the School of

Business and Economics will analyze its organizational structure. As part of that examination, the administrative requirements of the finance concentration will be defined and a determination made as to its administrative compatibility with the proposed economics program.

4. **Assessment**

The assessment plan for the proposed major in economics will include integration of the specific goals of the major throughout the curriculum (see pages 3 and 4 in section 1) , development of objectives for each of the five required courses that are consistent with the overall goals of the major, a senior project to be undertaken in the Senior Seminar (Economics 410) which will be evaluated by an assessment committee composed of economics faculty members, administration of the Economics Major Field Exam given by Educational Testing Service (or an equivalent exam) to all senior majors, senior exit interviews, and surveys of alumni.

Much of this plan represents a continuation of the existing plan to assess the economics contribution to the BSBA program. Specific assessable objectives have been written for the introductory courses (Economics 217 and 218) and Managerial Economics (Economics 312). Questions are currently being developed in each of those courses to be included on the final examination for each section offered. These questions are designed to measure student performance relative to the objectives of each course and they represent valuable feedback on the efficacy of those courses

in meeting the stated goals and objectives of the program. This approach will be continued with the development of an economics major. In addition to the courses mentioned above, departmentally determined common questions will comprise all or some of the final exam in each section of the intermediate theory courses (Economics 317 and 318).

The remaining required course is the Senior Seminar (Economics 410). That course is designed as a capstone experience in which students will demonstrate development of analytical and quantitative skills through the study of one or more topics to be determined annually by economics faculty members. Topics will focus on social and business policy issues which students are likely to encounter upon graduation. Each student will be required to conduct a senior research project which will emphasize both economic analysis and data examination. The project will be evaluated by the course instructor for grade and by an assessment committee of economics faculty members to appraise students' progress in achieving the educational goals and objectives of the program.

5. Faculty

Professors Adusei, Berry, Brastow, and Shaw of the Department of Economics and Finance will be the primary faculty in the proposed program. Their vitae, along with that of Dr. Berkwood Farmer, Dean of the School of Business and Economics who will teach one course per year, are included in Appendix C. This program will

require each faculty member to contribute to the teaching of introductory and intermediate theory courses and to contribute to the upper level electives that allow students to apply economic principles to a breadth of subjects.

Any faculty member with an earned Ph. D. in economics would be qualified to teach the introductory or intermediate theory courses. With four tenure track instructors (plus Dr. Farmer), it will be possible to offer upper level applied courses in most fields of economics. Generally, elective course offerings will parallel the fields of specialization of current faculty members. Those fields of specialization do not overlap. Current faculty members Adusei, Brastow, Farmer, and Shaw all have earned a Ph. D. in economics. Professor Berry is a Ph.D. candidate and completion of his doctorate is necessary for his continued employment in the program.

6. Accreditation

Programmatic accreditation is not relevant to this degree program. The existing concentration in the BSBA major will be evaluated in any future accreditation of that program, but the proposed major will have no bearing on those requirements.

7. Clinical Facilities, Industries, and Agencies

No agreements with clinical facilities, industries, or other agencies have been sought at this time. Internships with businesses and government agencies in Virginia will be pursued upon approval of the proposed major.

8. **Advisory Committee**

No advisory committee has been formed for the proposed program. The School of Business and Economics at Longwood has started the process of forming an advisory council, and the economics program will seek input from that group.

9. **Institutional Mission**

The development and offering of an economics major will greatly enhance the implementation of the College's Strategic Plan and the realization of its goals, especially those related to educational programs and public service. The study of economics is essential to understand the sweeping changes that will occur in the increasingly interdependent world of the future that students will inhabit.

An economics major is an integral part of the curriculum of an institution whose Strategic Plan declares that it is "committed to the liberal arts ... [as] reflected in ... its sponsorship of degree programs in the ... social sciences." Economics is a fundamental social science and an established element of a liberal arts education.

Among the objectives for its educational programs, the College's Strategic Plan commits to "encourage curricular offerings which are designed to prepare students for the special skills and knowledge required to adapt to the world of the future." It is difficult to imagine an undergraduate curriculum more suited to that preparation than economics. The foundation of the economics

major develops both analytical and creative skills, and its applied courses develop knowledge of fundamental forces behind the trends that will shape the world of the future.

The establishment of an economics major is an indispensable element of the Strategic Plan's goal to "enlarge and strengthen the College's international dimension." The rapid changes in international markets, American competitiveness in those markets, the reasons for Japanese pursuit of positions in American markets, the challenge of a re-unified Germany and a unified Western Europe, the threats and the opportunities created by the transformation the Soviet and Eastern European economies all require economic analysis to give students the ability to understand and to respond to the changing international scene.

Another objective that the Strategic Plan sets for the College is "support for interdisciplinary proposals developed by the faculty." The curriculum developed for the proposed major will support two such programs, the International Studies minor and the College's new Women's Studies program. Proposed courses in international economics, labor market analysis, and discrimination will allow students to study economic aspects of the issues that are developed in those programs. Comprehension of international relations and of the status of women requires the study of the role of economic forces in shaping these issues.

An economics major will also be a valuable tool for the College in pursuing its goal to "provide services which respond to the needs of Southside Virginia and the State." Establishment of

a major will allow the College to emphasize and encourage research on the region's economy and its needs for development. The major will provide mutual support for resource exchange with the College's newly-established Center for Economic Education. Both students and faculty will have additional stimulus for scholarly and service activity when supported by a full program of course offerings and recognition of the validity of a specialized focus.

10. Cooperative or Joint Program

The proposed economics major will not be a cooperative or joint program. Longwood College has a reciprocity agreement with neighboring Hampden-Sydney College and which allows Longwood students to take courses there. If the proposed major is approved, it will be possible for economics students at each institution to broaden the assortment of electives available by taking advantage of the agreement.

JUSTIFICATION OF THE PROPOSED PROGRAM

1. Student Demand

In order to assess demand for an economics major by current Longwood College students, a survey was administered to the students enrolled in sections of introductory economics courses (Economics 217 or 218) in May of 1992. A copy of the survey form is included in Appendix E.

The survey asked students to give background information about themselves (major and class in college) and to rank those factors which are most important to students in choosing a major. The tables below present responses by the 153 surveyed students to the question, "If Longwood College offered a major (Bachelor of Science) in economics, separate from the business major, would you have (check one):"

	<u>Responses</u>
Decided to major in economics	4
Strongly considered majoring in economics	14
Given some consideration to majoring in economics	42
Decided not to major in economics	93

	<u>Percent</u>
Decided to major in economics	2.6
Strongly considered majoring in economics	9.2
Given some consideration to majoring in economics	27.4
Decided not to major in economics	60.8

The survey group of 153 was largely comprised of business majors (125 or 81.7%) for whom the introductory economics courses are required. The remaining 28 students were dispersed over 14

majors with undeclared status, political science, and elementary education each being listed by four students.

The survey results demonstrate that demand does exist for an economics major at Longwood. If, for example, only 29 percent (4 of 14) of those who would "strongly consider" and one twentieth (2 of 42) of those who would have "given some thought" had chosen to major in economics, a total of 10 majors would have come from this sample. Given these conservative estimates, an economics major headcount of 40 across four graduating classes would come solely from the group that takes introductory economics. Given the above responses it is likely that other potential economics majors take the General Education economics course (Economics 111) rather than the introductory sequence. Sections of that course were not surveyed.

Additional evidence of student demand comes from the Longwood College Admissions Office. Over the three year period from 1990 to 1992, an average of over 35 students per year expressed interest in economics.

This student demand exists in the absence of recruiting activity or a marketing strategy for an economics major. In anticipation of program approval for the fall of 1994, a recruiting plan for the proposed major will be developed. It will include close coordination with the Admissions Office to involve the economics faculty in personal contact of all admissions candidates who express an interest in studying economics at Longwood. Additionally, marketing of the program will be carried out through

the Center for Economic Education, which will be in contact with high school economics and social studies instructors throughout the Southside region. Finally, information about the major will be aggressively transmitted to community colleges in an effort to attract transfer students.

Nationally, those who graduate with a bachelors degree in economics account for about 2 percent of all college graduates (Siegfried, et al., 1991). The data presented above suggest that with the development of a successful marketing plan, achieving 2 percent of Longwood's roughly 2800 undergraduates (56 majors) is a realistic goal of the proposed program.

The Summary of Projected Enrollments in New Programs form is attached in Appendix A.

2. Other Economics Programs in Virginia

Twelve of fourteen public four-year colleges and universities in Virginia currently offer a bachelor's degree in economics. Only Longwood College and Clinch Valley College do not. (The fifteenth public institution, Virginia Military Institute, offers a combined business and economics degree.) Additionally, thirteen private colleges and universities in Virginia offer a bachelor's degree in economics. The fact that an undergraduate economics degree program is so standard in Virginia's public and private institutions indicates that it is viewed as an integral part of an institution's curriculum and mission. It is interesting to note that many of these programs exist in proximity to each other, for instance

Christopher Newport College, The College of William and Mary, Norfolk State University, Old Dominion University, and several private institutions in or near the Tidewater area.

The public institutions most similar to Longwood College in historical mission are James Madison University and Radford University. While larger than Longwood, each demonstrates that a successful economics program can be developed. Data supplied by SCHEV staff indicates that for the five year period from 1987 to 1991, James Madison averaged 34.2 graduates in two economics degree programs--business and arts and sciences--and Radford averaged 14.2 graduates. Each institution supports a sound economics program that maintains healthy enrollments in the face of active social science and business competition for majors.

3. Employment Opportunities of Program Graduates

According to the National Center for Education Statistics (cited in Siegfried, et al., 1991) approximately 32,000 students across the United States receive a bachelor's degree in economics annually. Over the 10 year period from 1975-76 to 1985-86, the number of graduating economics majors grew at an annual rate of 3.5 percent. Surveys of graduates indicate that more than half enter the labor force directly upon graduation and go into a variety of occupations in a diverse set of industries, government agencies, and not-for-profit organizations. Few describe their employment as an economist. Of those who continue their education, roughly half pursue a masters in business administration, most of the rest

enroll in law school, and less than three percent enroll in economics Ph.D. programs. Thus, recent national data demonstrate that the economics bachelors degree serves as excellent preparation for employment upon graduation or for pursuit of graduate education in business, public administration, or law.

While placement of economics graduates from Virginia colleges is reportedly affected by the current recession, it has apparently been consistently successful over the past several years.

4. Discontinued Longwood Economics Program

An economics major existed at Longwood College until 1980. That program was significantly different from the one proposed in this document. The proposed program includes intermediate theory courses, the backbone of an economics major, and a much wider array of electives. These courses will allow students to develop analytical skills and use them in a variety of social and economic applications. Additionally, the faculty resources available to deliver and market that program appear to have been limited. Longwood College catalogs from 1976 to 1980 indicate that there were never more than two full-time tenure track economists on the staff. The proposed major will be staffed by four full-time tenure track economists. Finally, the newly formed Center for Economic Education will provide an invaluable resource to complement the proposed program that was not available to the previous economics degree program at Longwood.

5. **Summary of Justifications:**

Below is a summary of justifications for the proposed program.

- A. Student demand for an economics major, as assessed by a 1992 survey of a sample of Longwood students and by information from the Longwood admissions office, is currently more than adequate to justify its initiation. Future development of a marketing plan for the major will enhance the program's enrollments above those expected initially.
- B. An economics major is an integral part of the offerings of most public and private institutions of higher education in Virginia. An economics major addresses important elements of Longwood College's Strategic Plan and Virginia's Report of the Commission on the University of the Twenty-First Century. Comparable institutions in Virginia report successful economics major degree programs.
- C. Employer demand for economics graduates has been consistently strong nationally and in the State of Virginia. Comparable institutions in Virginia report successful placement of students who major in economics.
- D. There are significant differences between the proposed program and the economics major that was discontinued at Longwood College in 1980.

PROGRAM RESOURCE NEEDS

1. Minimal Resource Requirements

Resource requirements for the proposed program are minimal. Longwood College currently has sufficient administrative and economics faculty positions to offer a major.

The existing economics minor and concentration are administered by the Department of Economics and Finance of the School of Business and Economics. Any slight increase in secretarial and administrative work created by the major will be handled by the existing resources of the School of Business and Economics. Initially, the only increases in work load will come from assessment and reporting requirements that are unique to a major. The Department of Economics and Finance currently administers all routine responsibilities required of departments and those functions associated with faculty members. While departmental reorganization may shift administrative loads among departments of the School of Business and economics, the number of faculty members and departments will not change. Creation of the proposed economics major will not add to those requirements.

With existing faculty resources, two of the elective courses are offered each semester, three others are offered once per year, and an additional course is offered on a biannual rotation. The six new courses can be offered on a biannual rotation by offering more existing electives biannually and reducing the number of sections of the General Education course (Economics 111) as its

demand falls with the phasing out of the elementary education major.

A survey of existing library holdings of journals and books in economics suggests that little increase will be required to provide support for the proposed new courses. The College currently subscribes to over 50 economics periodicals, most of which are academic journals. (A listing of economics periodicals is included in Appendix D.) An increase in the library journal and book acquisition budget for economics of \$500 per year should allow for subscription to sufficient additional journals in fields of economics covered by the proposed new electives and for adequate expansion of economics book holdings.

Longwood College currently has adequate student computer facilities. There are two student micro computer labs in Hiner Hall, the building which houses the School of Business and Economics, both of which are connected to a network which furnishes instructional software. The proposed major may necessitate small expenditures for course-specific or research-related software and data bases, but those costs should not exceed \$500 per year.

There are no new space, renovation, or construction requirements of the proposed major.

In summary, resource requirements for the proposed major are minimal. Faculty, library, and administrative resources that support the existing concentration and minor programs are largely sufficient for the proposed major. The Resource Needs form is included in Appendix B.

APPENDIX A

Summary of Projected Enrollment for New Program

State Council of Higher Education for Virginia
Summary of Projected Enrollments in New Programs

Institution: Longwood College
 Name of respondent: Ralph Brown, Jr.
 Title: Dir. of Institutional Research Phone # (804) 395-2208
 Program title: Economics
 CIP code: 45.0601 Degree level: BS
 Initiation date: Fall 1994 Steady-state target year: 1997-98

Instructions:

- Target year refers to the date the institution anticipates steady-state enrollment will be achieved.
- Provide a fall headcount and an annual FTE. Round the FTE to the nearest whole number.
- Students reported as substitute are new to the program but not to the institution. This category should include only those who are anticipated via redistribution or migration from existing degree programs.
- Students identified as incremental are new to the institution. They should reflect anticipated new enrollments that are not from redistribution of existing students to the proposed program.

Part 1: Projected enrollment:

	<u>1994-95</u>		<u>1995-96</u>		<u>Target Year</u>	
	<u>HDCT</u>	<u>FTEs</u>	<u>HDCT</u>	<u>FTEs</u>	<u>1997-1998</u>	
					<u>HDCT</u>	<u>FTEs</u>
Incremental	<u>10</u>	<u>11</u>	<u>18</u>	<u>19</u>		
Substitute	<u>6</u>	<u>6</u>	<u>11</u>	<u>12</u>		
Total	<u>16</u>	<u>17</u>	<u>29</u>	<u>31</u>	<u>48</u>	<u>52</u>

Part 2: Please check the student level(s) included in the figures above.

Undergraduate

Lower occupational/technical
 Lower bachelor's
 Upper bachelor's

Graduate

First year
 Advanced
 First professional

APPENDIX B
Resource Needs Form

State Council of Higher Education for Virginia
Projected Resource Needs for New Programs

Institution: LONGWOOD COLLEGE Program title: _____ CIP code: _____

Name and title of person completing form: Benjamin H. Johnson Telephone: (804) 395-2280

Instructions:

- Complete Part A to provide general budget information.
- Complete Part B to describe the planning, initiation and operating costs of running the program. Costs for 1993-1994 are those for program planning and costs prior to initiation of the program. Most one-time costs should be in this year. Costs designated for 1994-1995 and beyond include program operating costs and any one-time costs for those years.
- Personnel should be projected in terms of FTE, rather than headcount.
- Calculate a 0% inflationary increase per year.
- Attach a narrative which describes the need for each item.
- The chief academic officer's office and the budget office at your institution should be contacted for assistance in completion of this form.
- "Ongoing" costs are those the program carries forward from year to year. "Reallocated" costs are those that exist in the institution's base budget and are being moved to support this program. "Additional" costs are those new to the institution. In general, the total of the costs in one year should be carried forward as the ongoing costs for the next year.

Part A. General budget information:

- (1) If the program is approved, will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- (2) If the program is approved, will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- (3) Will a capital outlay request in support of this program be forthcoming? (If yes, attach Form 5.) Yes _____ No X
- (4) Is each type of space for the proposed program within projected guidelines? N/A Yes _____ No _____
- 5) Will there be any operating budget requests for this program which would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X

APPENDIX C
Faculty Vitae

Edward O. Adusei

Department of Economics and Finance
Longwood College, Farmville, Va. 23909
(804) 395-2042

EDUCATION

Ph.D. Agricultural Economics Virginia Polytechnic Institute and
State University, Blacksburg,
Virginia, February, 1988

M.S. Economics Virginia State University, Petersburg, Virginia
May, 1982

B.A. Economics University of Ghana, Legon, Ghana, December 1978

EXPERIENCE

Assistant Professor Department of Economics and Finance, Longwood
College, August 1992 - Present.

Teaching survey of economics, money and banking, and intermediate
macro and microeconomics. Research areas include Distributed lags
of Agricultural Research, Needs Assessment of Small and Medium size
businesses, and Transportation.

Assistant Professor Department of Political Science & Economics,
Norfolk State University, August 1988 - June 1992.

Taught macro and microeconomics, business statistics, labor
economics, and computer literacy. Conducted research in the areas
Agricultural Research Evaluation, Transportation, and Needs
Assessment of Small Business Enterprises.

Research Fellow Virginia Business Development Center, Virginia
State University, Petersburg, Virginia, September 1988 - Present.

Directly responsible for the collection and analyses of primary
data obtained from small and medium size businesses in Virginia.
The needs of business owners with respect to management, finances,
marketing, and training are assessed.

Major contribution is in the revision of the School of Business
curricula to include the integration of entrepreneurship and
international business courses; improving existing, and creating
new linkages between Virginia State University and the business
community, and government agencies; and developing modules for
entrepreneurship and business seminars, workshops, and short
courses.

Research Fellow Virginia Department of World Trade, Norfolk, Virginia, Summer, 1989.

Responsible for developing "reader-friendly" manuals to be used by Virginia's businesses to increase export of goods and services. An analyses of equipments and materials imported through United States Agency for International Development grants and loans, the World Bank, and other agencies are evaluated.

Assistant Research Associate Bureau of Economic Research and Development, Virginia State University, November 1987 - August 1988.

Directly responsible for analyzing socioeconomic and input/output data on farm management in the Njoro Division of Kenya. An econometric model was formulated to analyze the impact of credit and human capital on agricultural productivity. The socioeconomic characteristics of the study area in relation to agricultural development was evaluated. This was a United State Agency for International Development sponsored project.

Wrote proposals for funding from United States Agency for International Development, private foundations, state agencies, and other funding agencies.

Graduate Research Assistant Department of Agricultural Economics, Virginia Polytechnic Institute and State University, January 1984 to October 1987.

Developed a profit function model to evaluate Agricultural Social Science Research in the United States. A survey was designed to obtain data from 2500 agricultural scientists in the United States on research related activities devoted to various commodities. Secondary data were used to capture the lag structure of research on agricultural productivity. The importance of maintenance research was the main focus of attention. Statistical Analysis System (SAS) was used to analyze the primary and secondary data.

Research Assistant United States Department of Agriculture: CSRS/RR-1, Department of Economics Virginia State University, Petersburg, Virginia, June 1982 to July 1983.

Principal assistant to research associate responsible for assembling, coding and analysis of data using SPSS (Statistical Package for Social Science) and TSP (Time Series Processor) computer languages. Secondary data from the United States censuses were collected to analyze socioeconomic characteristics of limited resource small farmers in Southern United States. Factors contributing to differences in rural and regional economic development were evaluated.

Graduate Assistant Department of Economics, Virginia State University, Petersburg, Virginia, September 1980 to May 1982.

Directly responsible for the assembling, coding, and analyses of a United States Agency for International Development sponsored project on farm management in Ghana. An econometric model was used to analyze the impact of allocative and worker (education and experience) effects on agricultural productivity in the Atebubu District, Ghana.

Assisted research director in developing a model for assessing student's progress and improvements in teaching methods. Data on students academic performance, socioeconomic background, and faculty teaching methods were collected for the assessment.

Taught, tutored and graded undergraduate examinations in economics and statistics.

Project Analyst National Youth Council of Ghana 1978 to 1980.

Directly responsible for the review and implementation of youth projects in Ghana by using Benefit-Cost Analysis. All youth farms in Ghana were reviewed and assessed to ascertain their viability. Impact analyses of credit and management were evaluated in relation to productivity. A comprehensive financial arrangement was proposed and implemented through the Agricultural Development Bank.

PROFESSIONAL AFFILIATIONS

Atlantic Economic Society
American Economic Association
American Agricultural Economics Association
Southern Agricultural Economics Association

PUBLICATIONS, PRESENTATIONS AND CONFERENCES

"Selected Topics." Discussant at the Tenth Virginia Association of Economists, Fredricksburg, Virginia, April 2-3, 1992.

"An Analysis of the Cash Flow Problems Associated with Disadvantaged Business Enterprises." Presented at the Thirty-Second Atlantic Economic Society Conference, Washington, D.C., October, 1991.

"Comparative Analysis of the Management Attributes in Minority-Owned and Women-Owned Businesses." Presented at the Atlantic Economic Society sessions at AEA (ASSA) Annual Conference, New Orleans, January, 1992.

"The Importance and Magnitude of Agricultural Maintenance Research in the United States." Journal of Production Agriculture Jan-March 1990.

"The Effects of Education and Experience on Agricultural Production in the Atebubu District of Ghana." A paper presented at the International Development Scholars Forum, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, May 1985.

"Allocative and Worker Effects in Agricultural Production: A Case Study of Atebubu District in Ghana." An unpublished Masters thesis, Virginia State University, Petersburg, Virginia, May 1982.
"The Importance and Magnitude of Agricultural Maintenance Research in the United States." An unpublished PhD dissertation, Virginia Polytechnic Institute and State University, October 1987.

"Economic Needs of African Nations/Languages and Cultural Diversity of African Nations." A paper presented at Virginia's African Trade Conference, Williamsburg, Virginia, November, 1990.

Participant, United States Agency for International Development Outreach Conference, Miami, Florida, March, 1991.

Participant, Washington Briefing Program "NATO at the Crossroads" by the Atlantic Council of the United States, June 1991.

Participant, "National Foreign Policy Conference: National Minority and Women's Organizations" by the United States Department of State, Washington, D.C., August, 1989.

WORK IN PROGRESS

"The Impacts and lag structure of agricultural research in the United States."

"The Effects of Weather and Changes in Governments on Forecasting Output and Futures Market Prices of Cocoa: A Case Study of Ghana."

"A Comprehensive Analysis of Food Retailing in Ghana."

PROPOSALS

"The Impact of Agricultural Research on Agricultural Productivity in the United States." Funded by the United States Department of Agriculture.

"The Impact of Land Tenure, Land Title, and Land Transaction on Agricultural Productivity in the Gambia." Submitted to USAID.

"Alternative Strategies for Attracting and Encouraging Students to Major in Economics." Submitted to the Pew Foundation, May 1991.

"Needs Assessment of Minority Businesses Having Contracts with Virginia Department of Transportation." Funded by the Virginia Department of Transportation, May 1988.

"Management Training and Entrepreneurship for Rural Development in Ghana." A concept proposal submitted to the Pew Foundation.

"The Establishment of a Commonwealth Center of Excellence." Submitted to Virginia State Council for Higher Education.

UNIVERSITY AND OTHER ACTIVITIES

Academic Associate, The Atlantic Council of the United States, Washington, DC, June 1991.

Member, United States Congressional Task Force on the Caribbean Initiative, 1989.

Member, Transportation Research Center Committee, Norfolk State University, Fall 1991.

Member, Center for Innovative Technology Advisory Board, Virginia Business Development Center, Virginia State University, Summer 1991 - Present.

Chairperson, Resource Committee, International Studies Task Force, Norfolk State University, Fall 1991.

Member, Social Science Research Committee, School of Social Sciences, Norfolk State University, Summer 1989.

Team Member, Computer Literacy Program, School of Social Sciences, Norfolk State University, Fall 1988.

Member, The Mayor's Task Force on Drug Abuse, City of Norfolk, Virginia, Fall 1990.

Campus Leadership Award, Ethnic Minority Program, Virginia Polytechnic Institute and State University, 1986-1987.

Co-Chairperson, Presidential Council, International Organizations, Virginia Polytechnic Institute and State University, 1985-1986.

President African Students Association Virginia Polytechnic and State University, 1985-1986.

President International Students Organization, Virginia State University, 1981-1982.

President Tema Secondary School Association, University of Ghana, Legon, 1977-1978.

VITAE

RAYMOND T. BRASTOW

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Charlottesville, VA 22901

(804) 395-2370 (office)
(804) 295-1066 (home)

EDUCATION:

Ph.D., Economics, University of Washington, Seattle, WA,
December 1987. Fields: econometrics, labor economics,
microeconomic theory, and monetary theory.

M.A., Economics, University of Washington, Seattle, WA, June
1976.

B.A., Economics, University of Washington, Seattle, WA, June
1974.

PROFESSIONAL EXPERIENCE:

Assistant Professor
September 1987 - 1992

Dept. of Econ. & Finance
Longwood College
Farmville, VA

Associate Professor
September 1992 - present

Department Chair
January 1990 - present

Visiting Assistant Professor
September 1985 - June 1987

Department of Economics
Whitman College
Walla Walla, WA

Visiting Assistant Professor
September 1984 - June 1985

Department of Economics
University of Puget Sound
Tacoma, WA

Instructor
September 1982 - June 1984

Department of Economics
Western Washington Univ.
Bellingham, WA

Teaching Assistant and
Instructor
September 1976 - June 1982

Department of Economics
University of Washington
Seattle, WA

RESEARCH:

Publications:

"Wealth Effects of the Drug Price Competition and Patent Term Restoration Act of 1984" (with David Rystrom). The American Economist, Fall 1988.

"The Effect of Unit Fees on the Consumption of Quality: A Reappraisal of the Alchian-Allen Proposition" (with William Kaempfer). Economic Inquiry, April 1985.

Presentations:

"Intraworker Output Variability in Professional Sports: Implications for Compensation and the Estimation of Salary Discrimination." Presented at the Atlantic Economics Society Meetings, Washington, DC, October 1991 and the Western Social Science Association Meetings, Denver, CO, April 1992.

"Discrimination in the NBA: Evidence From the Draft." Presented at the Western Economic Association Meetings, Los Angeles, CA, July 1988.

"The Effect of Unit Fees on the Consumption of Quality." Presented at the Western Economic Association Meetings, Seattle, WA, July 1983.

"Economic Impact of Pervious Surface Requirements." Report written for and submitted to the Kirkland (WA) Department of Community Development in December 1979. Presentation made in January 1980 to the Citizen's Review Committee for the Kirkland Land Use Plan.

Dissertation:

"Congress and Regulation: The Case of the Food and Drug Administration." This research examines the degree of applicability of theories of regulation and bureaucracy to the development of the Food and Drug Administration. University of Washington, December 1987.

Work in Progress:

"Discrimination in the NBA: Evidence From the Draft." July 1988, revised June 1990.

"A Modified Theory of Customer Discrimination." July 1990.

TEACHING EXPERIENCE:

Longwood College

Quantitative Methods
Money and Banking
Managerial Economics
Public Economics
Principles of Microeconomics
Principles of Macroeconomics

Whitman College

Labor Economics
Monetary Theory
Intermediate Macroeconomic Theory
Intermediate Microeconomic Theory
Principles of Economics

University of Puget Sound

Intermediate Microeconomic Theory
Econometrics
Introduction to Microeconomics

Western Washington University

Introduction to Microeconomics
Introduction to Macroeconomics

University of Washington

Labor in the Economy
Introduction to Microeconomic Theory
Principles of Economics
General Economics

SELECTED SERVICE ACTIVITIES:

Longwood College

Chair, Department of Economics and Finance
Appointed by College President to Committee on Faculty Salary Raise Policy
Elected by faculty of the School of Business and Economics to the College Council (Faculty Senate)
Elected by faculty of the School of Business and Economics to the Dean Search Committee
Elected by faculty of the School of Business and Economics to chair faculty meetings
Black History Month Coordinating Committee
School of Business and Economics Curriculum Committee
Panel Discussant and Presenter during Women's History Month

Whitman College

Participated in bi-weekly Round Table discussions on international issues with students and faculty
Hosted weekly Student Life group in home

Berry, Robert Edward
 Assistant Professor of Economics and Finance
 Undergraduate Faculty
 Appointed 1988

1. Academic Degrees

Dissertation Stage Ph.D	University of Virginia	Economics
MA	University of Virginia	1988 Economics
MBA	University of Texas	1981 Finance
BA	University of Texas	1972 Economics

2. Professional Experience

1988-Present	Longwood College, School of Business and Economics, Assistant Professor, Economics and Finance
1983-1988	University of Richmond, Robins School of Business, Visiting Assistant Professor, Economics
1980-1983	University of Virginia, Department of Economics, Instructor, Economics
1982	Sweet Briar College, Department of Economics, Visiting Lecture, Economics
1979-1980	University of Tennessee-Chattanooga, School of Business, Assistant Professor, Economics
1979	St. Edwards University, School of Business, Instructor, Finance
1978-1979	University of Texas, Department of Finance, Assistant Instructor, Finance
1977	Austin Community College, Instructor, Economics
1977	Park College, Instructor, Economics
1976	St. Edwards University, School of Arts & Science, Instructor, Economics

3. Faculty and Administrative Load

Fall Semester 1991

Econ 211	Principles of Economics-Macro	3 Credit Hours
Econ 212	Principles of Economics-Micro	9 Credit Hours

Spring Semester 1992

Econ 211	Principles of Economics-Macro	6 Credit Hours
Buad 495	Special Topics: International Finance and Economics	3 Credit Hours

Other Collegiate Assignments, 1991-1992

Member	Womens Studies Committee
Member	Steering Committee, SCHEV Funds of Excellence Grant - Student Culture
Member	School of Business and Economics, Rules and Regulations Committee

Robert E Berry - 1

4. Current Professional and Academic Association Memberships

American Economic Association
Financial Management Association *
Richmond Area Business Economics *

5. Current Professional Assignments and Activities

Completing dissertation, "Two-Tier Foreign Exchange Markets: A Theoretical and Empirical Study"

6. Publications

"A Test of the International Term Structure of Interest Rates: The United States-Canadian Experience, 1973-80" in Basar and Pau, eds., Dynamic Modelling and Control of National Economics, 1984, co-author.

"An Empirical Examination of Current Inflation and Deficit Spending," Journal of Post Keynesian Economics, Fall 1981, co-author.

"Reply," Journal of Post Keynesian Economics, Fall 1982, co-author.

7. Papers Presented

"Belgium's Two-Tier Foreign Exchange Market," paper presented at the Eastern Finance Association Meeting, Williamsburg, Virginia, April 1985.

"Canadian Interest Rates: Independent of the U.S.?", paper presented at the IFAC/IFORS conference on The Modelling and Control of National Economies, Washington, June 1983, co-author.

"Two-Tier Foreign Exchange Markets: A Solution to the LDC Debt Problem?", paper presented at the Southwestern Economics Association meeting, Houston, March 1983.

"Imported Inflation: The Mexican Experience," paper presented at the 1982 North American Economic Studies Association meeting, New York, December 1982, co-author.

"Imported Inflation: The Canadian Experience," paper presented at the Eastern Finance Association meeting, Jacksonville, Florida, April 1982, co-author.

8. Research and Artistic Achievement

Longwood Global Revision Steering Committee Grant to develop a course in International Finance, Spring Semester 1992

Sue Olinger Shaw
 Associate Professor of Economics
 Undergraduate Faculty
 Appointed 1986

1. Academic Degrees

- | | | | |
|-----------|--|------|-----------|
| 1. Ph. D. | Harvard University | 1967 | Economics |
| 2. A.M. | Harvard University | 1963 | Economics |
| 3. B.A. | Mary Washington College of
the University of Virginia | 1961 | Economics |

2. Professional Experience

- | | | |
|-----------------|---------------------------------------|---|
| 1986-present | Longwood College | Associate Professor
of Economics |
| 1979-1985 | North Carolina State
University | Visiting Lecturer
and Assistant
Professor of Economics |
| 1975-present | Self-Employed | Labor Arbitrator |
| 1973, 1976-1977 | Furman University | Lecturer in Economics
and Visiting
Assistant Professor
of Economics |
| 1974-1976 | Clemson University | Visiting Assistant
Professor of
Economics |
| 1971-1974 | Erskine College | Chairman, Dept. of
Economics and
Associate Professor
of Economics |
| 1971-1978 | Lawrence H. Shaw
Economic Analysis | Senior Economist
and Consultant |
| 1969-1971 | The University of
Akron | Director, Bureau of
Business and
Economic Research and
Ass't. Prof. of Marketing |
| 1967-1969 | Middle Tennessee
—State University | Assistant Professor
of Economics |

1967-1968	Vanderbilt University	Visiting Lecturer in Economics
1964-1966	Government of Greece, Center for Planning and Economic Research	Project Director and
1962	U.S. Government, Office of Management and Budget	Fiscal Economist
1961	U.S. Government, Department of Labor	Labor Economist

3. Faculty and Administrative Load

Summer Session 1991

Economics 212	Principles of Microeconomics	3 credit hours
Economics 312	Managerial Economics	3 credit hours

Fall Semester 1991

Economics 212	Principles of Microeconomics	3 credit hours
Economics 312	Managerial Economics (two sections)	6 credit hours
Management 466	Industrial Relations	3 credit hours

Spring Semester 1992

Economics 312	Managerial Economics (two sections)	6 credit hours
Management 466	Industrial Relations	3 credit hours

Other Collegiate Assignments, 1991-1992

- Member of College Senior Honors Committee
- Member of College Policy Review Subcommittee of Gender & Minority Steering Committee
- Member of College Evening Programs Committee
- Member of Departmental Promotion and Tenure Committee
- Member of Dean's Advisory Committee
- Member of School Assessment Committee
- Member of Student Awards Committee
- School Evening Programs Student Advisor
- Departmental Transfer Student Advocate
- Member Departmental Committee on Review of Economics Courses

4. Current Professional and Academic Association Memberships

American Arbitration Association
American Economic Association
Society of Professionals in Dispute Resolution
Industrial Relations Research Association
Society of Federal Labor Relations Professionals*
National Business Education Association

5. Current Professional Assignments and Activities (non-teaching)

Labor Arbitrator, panels of American Arbitration Association and
Federal Mediation and Conciliation Service

President, Hampton Roads Chapter of Society of Federal Labor
Relations Professionals

Chair, Industrial Relations Seminar Advisory Board (N.C. State
University Annual Industrial Relations Seminar Series)

6. Publications

Editor, Akron Business and Economic Review, University of
Akron; 1970-1971

Manpower Needs and Resources in Greenville/Pickens S.C.,
June-July 1973, Lawrence H. Shaw Economic Analysis; 1973

Labor Log, Lawrence H. Shaw Economic Analysis; 1974-1977

"Where Do the Carolinas Stand?," paper presented at First
Annual Industrial Relations Seminar, Clemson University,
1976

"Citizens Should Pay for City Living or Move," article in
The Greenville News, Greenville, South Carolina, October 2, 1975

"Consumers' Television," article in The Greenville News,
Greenville, South Carolina; April 8, 1976

"Who Gains from Subsidies?," article in The Greenville News,
Greenville, South Carolina; May 6, 1976

"Discharge for Smoking Marijuana in the Plant: Guilt by Association,"
Summary of Labor Arbitration Awards 270; 1981

"Vacancy for Position of Post-Secondary Uniserv Director,"
Arbitration in the Schools 137; 1981

"Why Future Teachers Need a Knowledge of Economics," Business Education Forum, November 1987

"Discharge for Fighting," Summary of Labor Arbitration Awards 353; 1988

Arbitration Case Report in Commerce Clearing House, Labor Arbitration Awards, October 18, 1988

"How Much Economics are High School Students Really Learning?" article co-authored with Frances Hamlett, VBEA Journal, Spring 1989

Arbitration Case Report in Federal Labor-Management and Employee Relations Consultant, September 28, 1990

Arbitration Case Report in Federal Labor-Management and Employee Relations Consultant, November 23, 1990

"How Much Economics Do College Economics Students Know? And How Much Do They Learn?" article co-authored with Frances Hamlett, The Virginia Business Education Journal, Spring 1991

7. Papers Presented

none

8. Research and Artistic Achievement

A study of the achievement of high school students in economics classes. 1988.

A study of the achievement of college students in economics classes. 1990.

A study of the success of Longwood College SOBE core curriculum classes in preparing college students for the ETS business test. In progress.

Farmer, Berkwood M.
 Dean, School of Business and Economics
 Appointed 1991

1. Academic Degrees

Ph.D.	North Carolina State University	1970	Economics
M.S.	North Carolina State University	1963	Agricultural Economics
B.S.	North Carolina State University	1960	Agricultural Economics

2. Professional Experience

Present	Longwood College, Dean, School of Business and Economics
1974-1981	Commonwealth of Virginia, Executive Director Rural Virginia Development Foundation; Chief Economist and Director of Planning and Development, Department of Agriculture and Consumer Services
1971-1974	University of Richmond, Assistant Professor of Economics and Associate Dean
1968-1971	U.S. Military Academy, West Point, N.Y., Assistant Professor of Economics and Political Science, Department of Social Sciences
1965-1968	U.S. Army, Highest rank obtained, Major.

3. Other Collegiate Assignments

Member	Budget Committee
Member	Academics Affairs Committee
Member	Longwood College Council

4. Current Professional and Academic Association Memberships

American Marketing Association *

Southern Industrial Development Council *

Virginia Association of Economists

5. Current Professional Assignments and Activities

Board of Directors, Fidelity Federal Savings Bank, Richmond, Virginia. Also, serves on the Bank's Executive Board, Audit Committee and Chairman of Strategic Planning Committee.

6. Publications

Farmer, Berkwood M. and Patti Lynn, 1987. Agriculture: A Vital Industry for Rural Virginia. Virginia Review, Vol. 65, No. 3, Chester, Virginia.

Farmer, Berkwood M., 1987. Virginia's Tobacco Industry and Its Impact on Virginia's Economy. Tobacco International, Vol. 189, No. 7, New York, N.Y.

Deaton, Brady J., Thomas G. Johnson, Berkwood M. Farmer and Patricia A. Schwartz. December 1984. Rural Development Policy in Virginia: The Process of Creating the Rural Virginia Development Foundation. Virginia Department of Agriculture and Consumer Services, Richmond, Virginia, in cooperation with Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

Farmer, B. M., et. al., 1978. Capacity Building Needs of Rural Areas in Virginia. Virginia Department of Agriculture and Consumer Services, Richmond, Virginia.

Farmer, B. M., 1970. Human inputs and emerging technologies, Chapter 4. In G.S. Tolley (ed.), Study of U.S. Agricultural Adjustment. API Series 48, Agricultural Policy Institute, Department of Economics, North Carolina State University at Raleigh.

Tolley, G. S., and B. M. Farmer. 1964. Factor market efficiency for agriculture. In American Economic Review 34 (3); 107-119.

Farmer, B. M. and G. S. Tolley, 1964. Consolidation, management levels and changing production techniques: interrelations in recent North Carolina agricultural adjustments with 10 year potentials. A. E. Information Series No. 114, Department of Agricultural Economics, North Carolina State University at Raleigh.

Tolley, G. S., B. M. Farmer and W. E. Johnson. 1964. Farm people face the future, pp. 25-35. In Rural American Looks to the Future. API Series 10, Agricultural Policy Institute, Department of Agricultural Economics, North Carolina State University at Raleigh in cooperation with the Center for Agricultural and Economic Development, Iowa State University.

Tolley, G. S. and B. M. Farmer. Farm labor adjustments to changing technology, Chapter 3, pp. 41-52, In C. E. Bishop (ed.), Farm Labor in the United States, Columbia University Press, New York.

7. Papers Presented

Numerous presentations to business and professional groups in Virginia in the areas of economics, finance, marketing, agriculture, environment, and land use planning.

8. Awards

Wall Street Journal Student Achievement (Outstanding Graduate in Department of Economics) - 1960, North Carolina State University.

Bronze Star for Valor, 1967, Vietnam.

Army Commendation Medal for Leadership, 1971, U.S. Military Academy, West Point, New York.

Golden Candlestick Leadership Award, American Marketing Association, Richmond Chapter, 1982.

APPENDIX D

Library Journal Holdings in Economics

Longwood Library Economics Journal Holdings
-date of initial holding-

American Economic Review - 1925-
Brookings Papers - 1970-
Challenge - 1973-
Global Trade - 1985-
American Journal of Economics and Sociology - 1989-
Business Economics (Nat'l Assoc. Business Economists) - 1971-
Economic Development & Cultural Change - 1986-
Economic Geography - 1925-
Economic History Review - 1977-
Economic Perspective - Fed. Chicago - 1989-
Economic Review - Fed. KC - 1974-
The Economist - 1978-
Federal Reserve Bulletin - 1976-
Finance & Development - 1973-
Financial Analysts Journal - 1976-
Financial Executive - 1976-
Financial Management - 1985-
Financial World - 1977-
Futures - 1983-
Industrial & Labor Relations Review - 1985-
Industrial Management - 1985-
Industrial Relations - 1985-
Industry Week - 1985-
International Labor Review - 1935-
Journal of Economic Education - 1985-
Journal of Economic Issues - 1985-
Journal of Economic Literature - 1966-
Journal of Economic Perspectives - 1987-
Journal of Economics & Business - 1972-
Journal of Finance - 1975-
Financial & Quantitative Analysis - 1975-
Journal of Money, Credit & Banking - 1975-
Journal of Political Economy - 1980-
Journal of Risk & Insurance - 1989-
Monthly Labor Review - 1936-
National Productivity Review - 1985-
National Underwriters - Last 2 years
OECD Observer - 1985-
Public Personnel Management - 1986-
Public Productivity & Management Review - 1983-
Quarterly Journal of Economics - 1985-
Fed. NY - Quarterly Review - 1991-
Quarterly Review Economics & Business - 1975-
Review of Economic Statistics - 1985-
Review of Black Political Economy - 1988-
Southern Economic Journal - 1947-
Virginia Business - 1986-
Virginian Business Education Journal - 1979-

Virginia Economic Indicator - 1975-1989
(continued by) Economic Indicator - -1991
History of Political Economy - 1987-
Survey of Current Business - 1976-
Explorations in Economic History - 1971-
Business Review - Fed. Philadelphia - 1977-
Canadian Journal of Economics - 1986-
Cato Journal - 1983-
International Monetary Fund Staff Papers - 1977-

APPENDIX E
Student Questionnaire

PROSPECTIVE ECONOMICS MAJOR QUESTIONNAIRE
School of Business and Economics

This brief questionnaire will be used as part of the decision making process to determine whether Longwood College will establish a Bachelor's degree in economics. Please take a few minutes to answer the following questions.

1. What is your current major?_____

2. What is your class (circle one)
Freshman Sophomore Junior Senior

3. If Longwood College offered a major (Bachelor of Science) in economics, separate from the business major, would you have (check one):

_____Decided to major in economics

_____Strongly considered majoring in economics

_____Given some consideration to majoring in economics

_____Decided not to major in economics

4. Which of the following factors do you think are important to students when they choose a major? Rank any that apply from most important to least: (1 as most important to 8 being least important)

_____Availability of classes

_____Student interest in subject matter

_____Qualities of faculty members who teach in the major

_____Employment opportunities

_____Preparation for graduate school

_____Parental pressure

_____Information from students in the major

_____Other (Please explain)_____

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
 PROPOSAL FOR PROGRAM TO BE INITIATED IN 1992-1994 BIENNIUM

FORM 1

COVER SHEET

1. Name of institution Longwood College	
2. Title of proposed program Liberal Studies	
3. Degree title BA/BS in Liberal Studies	4. CIP number 24.0101
5. Term and year of initiation	6. Term and year of first graduates
7. For community colleges: Date of approval by local board	8. Date of approval by Board of Visitors or State Board for CC
9. If cooperative or joint program, name of other institution(s) None	
10. Location of program within institution (please complete for every level, as appropriate.) If any of these organizational units would be new, please so indicate. Department(s) of _____ Division(s) of _____ School(s) of Liberal Arts and Sciences College(s) of _____ Campus (or off-campus site) _____	
11. Name, title, and SCATS numbers of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff about the proposal Dr. Ellery Sedgwick, Chair, English/Modern Language/Philosophy Department 804 395 2155	

TABLE OF CONTENTS

Description of Proposed Program	Page
1. The program, including instructional goals; entrance, continuation and exit requirements; number of credits required for the degree; and other relevant information	1
2. Majors, concentrations, or specialty tracks within the program	8
3. The semester-by-semester curriculum for each track or concentration. New courses must be identified as such.	8
4. If this is a proposed restructuring of an existing program, explain how the curriculum for the new degree title will differ from the one leading to the existing degree or certificate	13
5. The plan to assess student learning and performance in any undergraduate program	13
6. Faculty who will be teaching in the program, their specializations and degrees. Identify those reassigned from other programs and describe the effect of the reassignments on the programs losing them. If faculty have not yet been identified, describe the qualifications of the individuals to be selected	16
7. The plan and timetable for programmatic accreditation, if appropriate.	16
8. Clinical facilities, industries, agencies and the like with which agreements maybe or have been sought, including the anticipated number of students each could serve. (Copies of the agreements must be submitted with the statement of readiness.).	16
9. The composition of advisory committee(s) for this program, if any	17
10. The ways in which this program relates to the institution's mission and other programs at the institution.	17
11. In the case of a cooperative or joint program, describe the extent of the collaboration, including resources available at each institution, resource allocation, and program administration. (A cooperative program requires separate proposals submitted by each institution; a join proposal requires a single proposal signed by all participating institutions.)	18
12. The ways in which this program will change the affirmative-action profile of the institution	18
APPENDIX I	19
APPENDIX II	26

LIBERAL STUDIES DEGREE PROPOSAL
LONGWOOD COLLEGE
FARMVILLE, VA 23909
JULY, 1992

1. THE PROGRAM, INCLUDING INSTRUCTIONAL GOALS; ENTRANCE, CONTINUATION AND EXIT REQUIREMENTS; NUMBER OF CREDITS REQUIRED FOR THE DEGREE; AND OTHER RELEVANT INFORMATION.

The Program:

The Liberal Studies major at Longwood College is a program of study in Mathematics, Natural Sciences, Social Sciences, and Humanities. The purpose of this program is to develop intellectually disciplined, informed, and creative individuals who can make reasoned judgments on important contemporary issues and provide civic and professional leadership.

This major, because it is cross-disciplinary in nature, will be housed in the office of the Dean of the School of Liberal Arts and Sciences rather than in a particular department. The dean will appoint a permanent Liberal Studies Committee which will be responsible for the program and the degree. Responsibilities of the committee include:

- A. Administering the program as defined by the dean. The committee will meet at least once every semester to coordinate courses, program requirements, discuss issues related to the major, etc. Faculty teaching in the program as well as student representatives will be invited to meet with the faculty committee at each of its meetings;
- B. Providing faculty training for implementing and maintaining the liberal studies curriculum;
- C. Coordinating advising, providing for students in the program and developing a student handbook; and
- D. Administering the assessment program.

Instructional Goals:

The program requires students to identify, analyze, and make informed judgments using their knowledge of the following fields:

- A. Math and computer science to interpret statistical data.
- B. Social issues such as problems involving population, energy, pollution, resource recycling, consumer affairs, and economics.
- C. Major forces that have shaped America's development: political, historical, sociological, geographical.
- D. The writings of contemporary authors.
- E. The English language and particularly writing skills.
- F. Moral reasoning to resolve ethical problems.

In Mathematics, the courses included in this major were specifically chosen to supply the skills and knowledge needed to interpret and analyze statistics and other mathematical data encountered in contemporary issues. The course in finite mathematics provides an introduction to probability, calculus, and the mathematics of finance. The applied statistics course requires the use of computer applications to such areas as probability distributions and conducting hypothesis tests. The course in probability and statistics provides greater depth to the study of probability to help students describe, compare, explore, and interpret sets of data and to help them develop inferential judgments from these data sets. Finally, the course on mathematical thinking and problem solving provides for the application of these acquired skills and knowledge to issues encountered in everyday life. Some of the assignments in these courses would become part of students' portfolios for student and program assessment.

The Natural Science courses included in this major were chosen to provide the broad base necessary to comply with the basic premise of the major. Many contemporary issues are environmental problems rooted not only in the varied disciplines of science and mathematics, but also in fields such as politics, history, geography, sociology and American culture. The course in general botany provides an introduction to the structure and function of the plant kingdom, including the biology, life cycles, economics, and ecology of representative plant life. The general zoology course provides information concerning the animal kingdom with emphasis on the biology, anatomy, life cycles, economics, and ecology of representative phyla. The course in physical science is a survey of basic physics needed for the study of earth science. The final course on man and the environment would integrate not only the required science courses, but also the four areas of the major by having students select problems, research the problem from the above mentioned fields and write and present papers in seminar format. These papers would become part of students' portfolios for student and program assessment.

In the Social Sciences, courses focus on the modern world, its political structure, historical evolution, and major problems, particularly concerning the relation of humanity to the environment. The course in American government and politics ensures an understanding of our basic political system, including institutions, processes, groups, public behavior, and issues which shape contemporary society in this country. The cultural geography course includes a global study of the interaction between people and the land, including settlement patterns, economics, religions, and population characteristics. The history course introduces students to America since World War I, with emphasis on major forces that have shaped its

development, including our politics, economics, culture, and relationship to the environment. Some of the assignments in these courses would become part of students' portfolios for student and program assessment.

In the Humanities also, courses were chosen to focus on issues and problems in the modern world, as well as on the effective use of language. The introduction to contemporary moral issues leads students to use philosophical ways of thinking to identify, analyze, and resolve moral problems involving such topics as population, civic liberties, pollution, and sexual ethics. The course in American literature since 1920 gives another view of contemporary culture and looks at modern social, cultural, and moral issues through the perspectives of literary works by diverse authors, including ethnic minorities and women. Since the effective communication of ideas is crucial to civic and professional leadership, courses in the Humanities also focus on developing students' abilities to speak and write prose that is grammatically correct, syntactically fluent, clear, and forceful. These courses teach writing at an advanced level, including the analysis of sentence structure, selection of usage, and the adaptation of rhetorical strategy to different audience and writing situations. Some assignments in these courses would become part of students' portfolios for student and program assessment.

In addition to the substantive course requirements in Mathematics, Natural Sciences, Social Sciences, and Humanities, this program requires students to pursue a single field in further depth:

Concentration A. The liberal studies major provides an excellent background for students seeking licensure to teach elementary school since, unlike the single discipline options, it offers substantial coursework in the major fields taught in the elementary schools, particularly in mathematics and science. Students who wish to use the liberal studies major as preparation for teaching in the elementary schools would elect to take the same elementary education endorsement taken by prospective elementary school teachers in other arts or sciences majors.

Concentration B. The liberal studies major also provides an excellent background for those who do not seek a teaching license. These students would select a minor of 18-24 hours in a discipline in the School of Liberal Arts and Sciences or in economics. The addition of the 18-24 hours to the liberal studies major will provide preparation for graduate school in a variety of disciplines as well as preparation for many career opportunities.

This program helps fulfill the mission of Longwood College in a new and significant sense, since it offers a program of breadth and depth, distinguished by academic excellence, that will enable students to exercise leadership in the contemporary world.

PROPOSED COURSE OF STUDY

I. GENERAL EDUCATION AND LONGWOOD SEMINAR: 34 HOURS

The purpose of the general education program is the development of disciplined, informed, and creative minds. The program is defined by 10 goals. Students may choose among the core courses listed for each goal. Each of the courses listed under each goal has been specifically designed to address that goal. Courses used by the student to satisfy general education requirements may not be used to satisfy major program requirements.

II. DEGREE REQUIREMENTS

A. B.S.: 3 hours of Mathematics, 3 hours of Social Science, and 4 hours of Natural Science are included in the major requirements below.

B. B.A.: 6 hours of Humanities are included in the major requirements below. 3 hours of a modern language at the 202 level will be substituted for either Math 181 or Math 271 for students seeking elementary school licensure.

III. MAJOR REQUIREMENTS: 54 HOURS

MATHEMATICS: 12 HOURS

MATH 181: FINITE MATHEMATICS	3
MATH 271: APPLIED STATISTICS	3
(MOLA 202: for BA/Elementary school licensure students only, MOLA 202 will be substituted for either MATH 181 or MATH 271)	
MATH 313: PROBABILITY AND STATISTICS	3
MATH 321: MATHEMATICAL THINKING AND PROBLEM SOLVING	3

NATURAL SCIENCES: 15 HOURS

BIOL 102: GENERAL BOTANY	4
BIOL 103: GENERAL ZOOLOGY	4
EASC 101: PHYSICAL SCIENCE	4
EASC 364: MAN AND THE ENVIRONMENT	3

NOTE: CHEM 101 OR EASC 102 RECOMMENDED FOR GOAL 5 OF GENERAL EDUCATION:

CHEM 101: GENERAL CHEMISTRY
EASC 102: EARTH SCIENCE

SOCIAL SCIENCES: 12 HOURS

POSC 150: AMERICAN GOVERNMENT AND POLITICS	3
GEOG 241: CULTURAL GEOGRAPHY	3
HIST 305: MODERN AMERICA	3
SOCL 320: ELECTIVE AT THE 300/400 LEVEL	3*

*STUDENTS SEEKING ELEMENTARY SCHOOL LICENSURE WILL BE REQUIRED TO TAKE SOCL 320: SOCIOLOGY OF EDUCATION

HUMANITIES:	15 HOURS	
PHIL 201: INTRO TO CONTEMPORARY MORAL ISSUES		3
ENGL 333: MODERN AMERICAN LITERATURE		3
ENGL 382: TRADITIONAL/MODERN GRAMMAR		3
ENGL 483: WRITING: THEORY AND PRACTICE		3
OTHER : HUMANITIES ELECTIVE AT THE 300/400 LEVEL		3*

*STUDENTS SEEKING ELEMENTARY SCHOOL LICENSURE
WILL BE REQUIRED TO TAKE ENGL 380 OR 381:
CHILDREN'S OR ADOLESCENT LITERATURE

IV. CONCENTRATION A: N,K-8 ENDORSEMENT		40 HOURS
EDUC 260: INTRO TO TEACHING PROFESSION		1
EDUC 245: HUMAN GROWTH AND DEVELOPMENT		3
EDUC 225: LANGUAGE ARTS IN THE ELEM. SCHOOL		3
EDUC 325: DEVELOPMENTAL TEACHING OF READING		3
EDUC 429: DIAGNOSTIC TEACHING OF READING		3
EDUC 453: PRINCIPLES OF ELEMENTARY EDUCATION		3
EDUC 265 OR 305: PRACTICUM I: PRIMARY LEVEL		3
EDUC 370: PRACTICUM II: MIDDLE SCHOOL LEVEL		3
EDUC 400: DIRECTED TEACHING: ELEMENTARY SCHOOL		10:
PRIMARY		(5)
MIDDLE		(5)
EDUC 480 MEASUREMENT AND EVALUATION		1
EDUC 484: MEDIA AND COMPUTER TECHNOLOGY		2
EDUC 488: EDUCATION SEMINAR		1
EDUC 490: CLASSROOM MANAGEMENT		2
EDUC 491: SURVEY OF EXCEPTIONAL CHILDREN		2
ELECTIVES		0 HOURS
SATISFACTORY COMPLETION OF A PORTFOLIO		0 HOURS
TOTAL TO GRADUATE UNDER CONCENTRATION A WITH A B.S. OR B.A. DEGREE:		128 HOURS

CONCENTRATION B:		18-24 HOURS
MINOR IN ANY ARTS AND SCIENCES DISCIPLINE AS DEFINED IN THE CATALOG: at least 6 hours must be on the 300/400 level for the B.S degree and at least 9 hours must be on the 300/400 level for the B.A. degree.		
ELECTIVES		14-20 HOURS
SATISFACTORY COMPLETION OF A PORTFOLIO		0 HOURS
TOTAL TO GRADUATE UNDER CONCENTRATION B WITH A B.S. OR B.A. DEGREE:		126 HOURS

Entrance, Continuation, and Exit Requirements

Entrance: The liberal studies major would be open to all students at Longwood College.

Continuation: To continue in the major, students would have to meet the academic requirements as stated in the catalog at the time they entered the College.

Exit Requirements: Students must exit with an overall minimum grade point average of 2.0 (on a 4-point scale) in the major and an overall minimum grade point average of 2.0 for all their degree requirements. For elementary school licensure, students must have a minimum overall grade point average of 2.5.

Number of Credits Required for the Degree:

- A. For students receiving a B.S. or B.A. degree with the elementary education teaching endorsement, a minimum of 128 hours is required.
- B. For the B.S. or B.A. degree with a minor, the number of credits required is 126.

Other Relevant Information

One major issue discussed by the liberal studies degree proposal committee from the outset was the balance between academic depth and breadth of exposure to a number of disciplines. In addressing this issue, members read much of the current educational reform literature on interdisciplinary programs. Members also talked with Ernest Boyer, a leading national proponent of educational reform, both at the college and school level, and with practicing teachers and administrators.

The committee concluded that a strong liberal studies program would include coursework beyond General Education in four major arts and sciences areas: mathematics, the natural sciences, the social sciences, and the humanities. The committee believed that students completing such a program should have sufficient understanding of all of these fields to be able to make reasoned and informed judgments on contemporary issues as citizens and as leaders.

The committee also concluded that preparation for prospective elementary school teachers should include substantive coursework in the areas in which elementary teachers are expected to offer instruction: mathematics, natural sciences, the social sciences, and the humanities.

The portion of the current proposal recommended for prospective elementary school teachers offers a substantial increase in coursework in the four basic teaching areas over the requirements

of a single disciplinary major in which elementary education students are currently enrolled. The following table compares the number of hours required in each area taken by students in the liberal studies major with the hours taken by current majors. Since the B.S. in Psychology has the largest concentration of students seeking elementary licensure (80-85 percent) and the B.A. in English is second (5-10 percent), these degrees have been used for comparison. Numbers do not include general education courses but do include degree requirements:

	Liberal Studies Proposal		B.S. Psychology	B.A. English
	BS	BA		
Mathematics	12	9	3	0
Natural Sciences	15	15	4	0
Social Sciences	12	12	3	0
English/Humanities	15	18	0	33
Totals:	54	54	10	33

Members of the committee, aware of widespread publicity about the weakness of American students in mathematics and the sciences, and of criticism of the teaching of these disciplines in our schools, have considered additional preparation in these fields a major priority. As the table indicates, the greatest gains resulting from this proposal would be in mathematics and science.

The option of a minor in a single discipline for those not seeking licensure would provide considerable depth in one field. This would be particularly true if the student and advisor built on courses in the liberal studies major. For instance, if a student chose a minor in mathematics (22 hours), this would require a total of 34 hours in that discipline compared to a total for majors of 40 hours. If a student chose a minor in English (21 hours), this would require a total of at least 30 hours in that discipline compared to a total for majors of 33 hours; for Earth Science the total would be 24 hours for the minor and at least 6 hours in the major for a final total of at least 30 hours. In addition, focusing the use of the 14-20 hours of electives in a single discipline would permit a student to double minor in at least two disciplinary fields or possibly double major.

According to SACS guidelines, at least 25 percent of all coursework must be at the upper level. The liberal studies major requires 27 upper level hours plus a minimum of 6 upper level hours in either elementary education or in the minor. Students would take a minimum of 33 hours upper level hours, which exceeds 25 percent of the required coursework (126 or 128 hours).

Students seeking elementary school licensing would enroll in the restructured elementary education program, which was approved by SCHEV and the State Board of Education.

2. Majors, concentrations, or speciality tracks within the program.

Major:

The major would be "Liberal Studies."

Concentrations:

There would be two concentrations:

- A. N,K-8 Elementary Education
- B. Minor in liberal arts/science or economics

Students would select one of two concentrations.

Speciality tracks within the program

None

3. The semester-by-semester curriculum for each track or concentration. New courses must be identified as such.

Semester-by-semester curriculum

I. Concentration A: N,K-8 Elementary Education/B.S. Degree

Freshmen Year:

Fall	Credits	Spring	Credits
Goal 1: Engl 100	3	Goal 1: Engl 101	3
Goal 2:	4	Goal 4:	3
Goal 6:	3	Goal 8:	3
Goal 9:	2	BIOL 102:	4
GEOG 241:	3	POSC 150:	3
LSEM 100:	1		
Total:	16	Total:	16

Sophomore Year:

Goal 3:	3	Goal 5:	4
		(CHEM 101 or EASC 102)	
Goal 7:	3	BIOL 103:	4
EASC 101:	4	EDUC 265:	3
MATH 181:	3	EDUC 225:	3
EDUC 245:	3	EDUC 325:	3
EDUC 260:	1		
Total:	17	Total:	17

Junior Year:

Goal 10:	1	EASC 364:	3
MATH 271:	3	MATH 313:	3
HIST 305:	3	PHIL 201:	3
ENGL 333:	3	ENGL 382:	3
ENGL 380 or 381:	3	EDUC 370:	3
Goal 9:	1		
Total:	14	Total:	15

Senior Year:

ENGL 483:	3	EDUC 400:	10
EDUC 453:	3	EDUC 480:	1
SOC1 320	3	EDUC 484:	2
EDUC 429:	3	EDUC 488:	1
MATH 321:	3	EDUC 490:	2
		EDUC 491:	2
Total:	15	Total:	18

Final Total: 128

Exit requirement: Minimum overall grade point average of 2.5 and satisfactory completion of a portfolio.

II. Concentration A: N,K-8 Elementary Education/B.A. Degree

Freshmen Year:

Goal 1:	3	Goal 1:	3
Goal 2:	4	Goal 4:	3
Goal 6:	3	Goal 8:	3
Goal 9:	2	BIOL 102:	4
GEOG 241:	3	POSC 150:	3
LSEM 100:	1		
Total:	16	Total:	16

Sophomore Year:

Goal 3:	3	Goal 5:	4
		(CHEM 101 or EASC 102)	
EASC 101:	4	BIOL 103:	4
MOLA 202:	3	EDUC 265:	3
EDUC 245:	3	EDUC 225:	3
EDUC 260:	1	EDUC 325:	3
Goal 7:	3		
Total:	17	Total:	17

Junior Year:

Goal 10:	1	EASC 364:	3
MATH 181 or 271:	3	MATH 313:	3
HIST 305:	3	PHIL 201:	3
ENGL 333:	3	ENGL 382:	3
ENGL 380 or 381:	3	EDUC 370:	3
Goal 9:	1		
Total:	14	Total:	15

Senior Year:

Engl 483:	3	EDUC 400:	10
EDUC 453:	3	EDUC 480:	1
SOCL 320:	3	EDUC 484:	2
EDUC 429:	3	EDUC 488:	1
MATH 321:	3	EDUC 490:	2
		EDUC 491:	1
Total:	15	Total:	18

Final Total: 128

Exit Requirement: Minimum overall grade point average of 2.5 and satisfactory completion of a portfolio.

III. Concentration B: Minor/B.S. Degree

Freshmen Year:

Goal 1:	3	Goal 1:	3
Goal 2:	4	Goal 4:	3
Goal 6:	3	Goal 8:	3
Goal 9:	2	BIOL 102:	4
POSC 150:	3	GEOG 241:	3
LSEM 100:	1		
Total:	16	Total:	16

Sophomore Year:

Goal 3:	3	Goal 5:	4
		(CHEM 101 or EASC 102)	
Goal 7:	3	BIOL 103:	4
EASC 101:	4	MATH 271:	3
MATH 181:	3	Minor:	3
Goal 9:	1	Minor:	3
Total:	14	Total:	17

Junior Year:

Goal 10:	1	EASC 364:	3
HIST 305	3	MATH 313:	3
ENGL 333:	3	PHIL 201:	3
ENGL 382:	3	Humanities elective	
Minor:	3	at 300/400 level	3
Minor:	3	Minor:300/400 level	3
Total:	16	Total:	15

Senior Year:

ENGL 483:	3	Minor:300/400 level	3
SOCL elective at		Minor/Elective:	3
300/400 level:	3	Minor/Elective:	3
MATH 321:	3	Elective:	3
Elective:	3	Elective:	3
Elective:	3	Elective:	2
Total:	15	Total:	17

Final Total: 126

Exit Requirement: Minimum overall grade point average of 2.0 and satisfactory completion of a portfolio.

IV. Concentration B: Minor/B.A. Degree

Freshmen Year:

Goal 1:	3	Goal 1:	3
Goal 2:	4	Goal 4:	3
Goal 6:	3	Goal 8:	3
Goal 9:	2	BIOL 102:	4
POSC 150:	3	GEOG 241:	3
LSEM 100:	1		
Total:	16	Total:	16

Sophomore Year:

Goal 3:	3	Goal 5:	4
		(CHEM 101 or EASC 102)	
Goal 7:	3	BIOL 103:	4
EASC 101:	4	MATH 271:	3
MATH 181:	3	Goal 9:	1
MOLA 202:	3	Minor:	3
Total:	16	Total:	15

Junior Year:

Goal 10:	1	EASC 364:	3
HIST 305:	3	MATH 313:	3
ENGL 333:	3	PHIL 201:	3
Minor:	3	Minor:	3
Minor:	3	Minor:300/400 level	3
Elective:	3		
Total:	16	Total:	15

Senior Year:

ENGL 483:	3	SOCL elective at	
MATH 321:	3	300/400 level	3
ENGL 382:	3	Humanities elective	
Minor: 300/400 level	3	at 300/400 level	3
Minor/Elective:	3	Minor/Elective:	3
Elective:	2	Elective:	3
		Elective:	3
Total:	17	Total:	15

Final Total: 126

Exit Requirement: Minimum overall grade point average of 2.0 and satisfactory completion of a portfolio.

New courses must be identified as such

There are no new courses in the liberal studies proposal. All courses are being offered by the faculty of the College. Curricula would be revised in some courses to emphasize connections between courses.

4. If this is a proposed restructuring of an existing program, explain how the curriculum for the new degree title will differ from the one leading to the existing degree or certificate.

This proposal is not a restructuring of an existing program. It is a new proposal.

5. The plan to assess student learning and performance in any undergraduate program.

The liberal studies major will be offered through the office of the Dean of the School of Liberal Arts and Sciences. The program will be administered by a permanent faculty committee appointed by the dean. It will be a four-year degree program built on a solid foundation in general education and a broad base of preparation in the liberal arts and sciences. The program will be completed by fulfillment of the requirements for professional studies or the completion of a minor in any arts and science discipline, including economics.

The program has been designed to develop intellectually disciplined, informed, and creative individuals to make reasoned judgments on important contemporary issues and provide civic and professional leadership. It should enable students to become what Ernest Boyer has said we need, "Well-informed, inquisitive, open-minded people who are both productive and reflective, seeking answers to life's most important questions--men and women who not only pursue their own personal interests but who are also prepared to fulfill their social and civic obligations." (College: The Undergraduate Experience in America, 1989, page 7.)

This program contributes substance to what Martin Trow advocates as being essential although hard to measure, "The growth and refinement of a student's sensibilities, the development of mind, personal integrity, and moral autonomy." (Higher Education and Moral Development. Proceedings of the 1974 ETS Conference.)

Instructional Goals

The program requires students to identify, analyze, and make informed judgments using their knowledge of the following fields:

1. Math and computer science to interpret statistical data.
2. Topics such as problems involving population, energy, pollution, resource recycling, consumer affairs, and economics.

3. Major forces that have shaped America's development:
political, historical, sociological, geographical.
4. The writings of contemporary authors.
5. The English language and particularly writing skills.
6. Moral reasoning to resolve ethical problems.

Assessing Student Learning and Performance:

Faculty:

1. The faculty committee appointed by the dean will invite all faculty involved in the program to participate in a workshop prior to the start of the first semester. The workshop will help faculty to implement the program, achieve the goals, and assess student learning. Another major function of the workshop will be to develop interdisciplinary connections between courses.
2. Faculty in the program will be encouraged to attend state, regional, and national conferences concerning interdisciplinary and cross-disciplinary programs.
3. During the third year of the program, professors from at least three other institutions of higher education which have similar undergraduate programs will be invited to campus to assess our program for strengths and weaknesses. Their written recommendations will be studied by the arts and sciences faculty for possible implementation.

Students:

1. Students in each course will be asked to complete the Longwood College Student Evaluation of Instruction form, which includes questions concerning the overall rating of the professor and of the course, effort the student put into the course, increase in the student's knowledge of the subject, etc.
2. Students in the program will also be asked to complete a questionnaire concerning the program each year:
 - A. How the goals of the program relate to the program and its courses;
 - B. The effectiveness of faculty teaching in the program;
 - C. The effectiveness of teaching and assessment techniques used by their professors to help students achieve the goals/objectives in each course;
 - D. Weaknesses in the program; and
 - E. Recommendations for strengthening the program.
3. A random-sampling of alumni will receive a survey during the first and third years after they graduate. A survey similar to #2 will be used so results can be compared as to what they thought as undergraduate students and what they thought after graduation.

4. A random sampling of employers will be surveyed every two years. They will be asked to evaluate graduates from the liberal studies program concerning their knowledge and skills. A survey similar to #2 will be used so results can be compared to students, graduates of the program, and employers.

5. In order to make certain that the program maintains a cohesive, integrated nature, clearly designed to prepare students to make informed decisions about their lives and issues in the contemporary world, the assessment of student learning and performance will rely heavily on portfolios. This will provide a systematic means of monitoring progress and collecting evidence of what students are learning, how goals are being accomplished, and ways in which the program needs modification. The portfolio affords an excellent opportunity to provide continuous evaluation of the instructional goals. It also presupposes an emphasis on intellectual inquiry, individual reflection, organizational skills, and writing skills as students are made responsible for the on-going process of reviewing their own personal and academic growth. It provides an ideal framework for assessing the value-added component of the student's education, while simultaneously giving evidence that the program has resulted in integration, rather than in fragmentation. Another advantage of the portfolio is that it gives tangible documentation of competencies and metacognitive skills. The actual construction of the portfolio will itself require students to be decision makers. It seems to be the best way to assure continuity and coherence when dealing with a cross-discipline approach, especially so since the evaluation process will be the responsibility of a liberal studies faculty committee. The faculty committee appointed by the dean will be responsible for establishing criteria and for determining whether or not individual portfolios satisfactorily meet those criteria.

The following kinds of information will be appropriate for inclusion in a portfolio:

1. Contemporary Issue: By the end of the sophomore year, each student will select for study a contemporary issue or issues approved by the faculty committee.

2. Evidence must be collected from several courses required in the degree program that the student has thought through a contemporary problem requiring complex thinking and analytical decision making. Evidence may include:

- A. Critical incident reports
- B. Significant class papers and projects
- C. Analysis of key publications, lectures, programs, etc.
- D. Case studies
- E. Self improvement goals
- F. Audio and/or video tapes
- G. Reports on field work
- H. Reaction or position papers

3. Evidence must also be collected from outside the classroom that the student has continued to think through this contemporary problem. Evidence may include:

- A. Copies of original works, such as published articles
- B. Program related awards, certificates, commendations
- C. Written reports of civic activities.

4. Tentative organization of the portfolio:

- A. Identification: Title of contemporary issue.
- B. Explanation: Rationale for selecting this issue.
- C. Analysis: Must include documentation from each of the six goals.
- D. Judgment(s): Must include reasoning and documentation as to how final conclusions, recommendations, etc. were reached.

6. Faculty who will be teaching in the program, their specializations and degrees. Identify those reassigned from other programs and describe the effect of the reassignments on the programs losing them. If faculty have not yet been identified, describe the qualifications of the individuals to be selected.

The faculty teaching the various courses in the liberal studies major will be the same faculty presently teaching these courses.

No faculty will be reassigned.

7. The plan and timetable for programmatic accreditation, if appropriate.

The liberal studies degree proposal does not require any programmatic accreditation. It will be accredited as the College comes up for SACS review.

8. Clinical facilities, industries, agencies and the like with which agreements may be or have been sought, including the anticipated number of students each could serve.

No clinical and industry facilities are needed.

Division superintendents in this geographic area have been asked for their opinions concerning the liberal studies proposal and the preparation of elementary teachers. See Appendix I for their letters of support.

Freshmen, sophomore, and junior students in the School of Liberal Arts and Sciences and in the School of Education and Human Resources were surveyed concerning their interest in an arts and sciences major. Of 152 students surveyed, 33 (22 percent) indicated a desire to take this major if it were offered. There were 161 responses from the 152 students as some students indicated more than one choice. See Appendix II for a summary of the results of this survey.

It is anticipated that approximately 30 students per year will select the major for a total of approximately 100 by the fourth year of the program.

9. The composition of advisory committee(s) for this program, if any.

None.

10. The ways in which this program relates to the institution's mission and other programs at the institution.

The College Mission Statement states that "The primary educational objective of Longwood College is to provide a baccalaureate and a graduate degree curriculum distinguished by academic excellence...Longwood is oriented both to the liberal arts and to professional and preprofessional programs. Its strong commitment to the liberal arts is reflected in its sponsorship of degree programs in the humanities, fine arts, social sciences, natural sciences, and mathematics." Clearly the liberal studies major supports this college commitment to the liberal arts and for the first time extends this commitment to a cross-disciplinary program.

The following is stated in the Strategic Plan, Goal A: "Educational Programs: Assist students to broaden their knowledge and enhance their abilities to reason and think critically, to write and speak effectively, and to become proficient in quantitative skills through both general education and major programs." One of the objectives under this goal is to "encourage interdisciplinary cooperation in curriculum development and instructional practices."

The newly revised College-wide, student development goals flow from the Mission Statement and the Strategic Plan, and focus the energy of the College community on six College-wide goals. They are as follows:

Intellectual Goals:

1. Mastery of a Broad Body of Knowledge
2. Mastery of a Specialized Body of Knowledge

Personal Goals:

1. A Sense of Personal Direction
2. A Balanced and Healthy Lifestyle

Social Goals:

1. Interpersonal Effectiveness
2. Responsible Citizenship

The 10 goals of the General Education Program flow from, and elaborate on, the first of the intellectual Goals dealing with a mastery of a broad body of knowledge. The goals of the Major programs flow from, and elaborate on, the second of the Intellectual Goals dealing with mastery of a specialized body of knowledge. The Personal and Social Goals elaborate on the assertion in the Mission Statement that Longwood is "dedicated to the total education of each student and seeks to provide an atmosphere supportive of individual development.

The goals of the liberal studies major relate to the goal of mastery of a specialized body of knowledge, in four disciplines (mathematics, natural sciences, social sciences, and the humanities) and also support the goal of mastery of a broad body of knowledge. The major will also, indirectly, support the Personal Goal of a sense of personal direction and the Social Goals of interpersonal effectiveness and responsible citizenship.

11. In the case of a cooperative or joint program, describe the extent of the collaboration, including resources available at each institution, resource allocation, and program administration.

This is not a cooperative or joint program with other colleges.

12. The ways in which this program will change the affirmative-action profile of the institution.

According to the Strategic Plan: I: Statement of Institutional Purpose:

"As a state-assisted institution of higher education, Longwood College is committed to the principles of equal opportunity and affirmative action."

The liberal studies program will strengthen the College's commitment to equal opportunity and affirmative action by giving all incoming students an opportunity to select, for the first time, a cross-disciplinary major. This major will be of benefit to all students, including minority students, who are recruited by the College to its elementary education program and to its liberal arts and sciences programs. It will be of particular benefit to students who want to teach on the elementary level and want a cross-disciplinary education. It will benefit other students who will have the opportunity to earn a cross-disciplinary degree as well as to do an in-depth study in one or two of the specific arts and sciences disciplines.

APPENDIX I

Bedford County Public Schools

310 South Bridge Street • P.O. Box 748 • Bedford, Virginia 24523-0748

School Board Office Phones: Bedford 703/586-1045
Lynchburg 804/525-3420
Roanoke 703/947-2442

May 25, 1992

Dr. Robert Gibbons, Chair
Department of Education, Special Education and Social Work
Longwood College
201 High Street
Farmville, VA 23909

Dear Dr. Gibbons:

I have reviewed the proposal for undergraduate students majoring in elementary education. The proposal is sound and on target; therefore, I will be happy to endorse your application.

Best wishes,



John A. Kent
Superintendent

JAK/swf



BRUNSWICK COUNTY PUBLIC SCHOOLS

219 NORTH MAIN STREET

POST OFFICE BOX 309 • LAWRENCEVILLE, VIRGINIA 23868

TELEPHONE 804/848-3138 • FAX 804/848-4001

May.27, 1992

J. GRADY MARTIN
DIVISION SUPERINTENDENT

DALE W. BAIRD
ASSISTANT SUPERINTENDENT

NOAH V. ROGERS
ASSISTANT SUPERINTENDENT

Dr. Robert Gibbons, Chair
Department of Education, Special
Education and Social Work
Longwood College
201 High Street
Farmville, Virginia 23909

Dear Dr. Gibbons:

The cross disciplinary degree program as outlined by Longwood College appears to be a well-planned proposal for potential elementary teachers. Over the past several years, the certification for upper elementary teachers has included more academic classes for certification in the 4-8 field. This program fits into that area of certification.

The Brunswick County School System supports your proposal to the Longwood Board and the Council of Higher Education.

In return, I hope Longwood College will not forget us "fringe area" school systems as you expand your student teaching program. Brunswick County would like to be included in your area of service.

Sincerely,

J. Grady Martin
Division Superintendent

JGM/mww

cc: William E. Schall, Ed.D., Dean

Halifax County & South Boston City Public Schools

Dr. Kenneth E. Walker, Superintendent of Schools

134 South Main Street • P. O. Box 1849

Halifax, Virginia 24558

(804) 476-2171

Fax (804) 476-1858

June 11, 1992

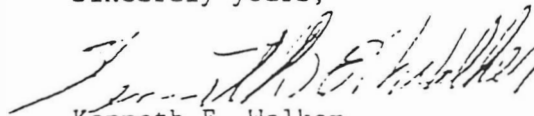
Dr. Robert Gibbons
Chairman
Department of Education,
Special Education, and Social Work
Longwood College
201 High Street
Farmville, VA 23909

Dear Dr. Gibbons:

I strongly support your proposal for a cross-disciplinary degree program as outlined in a letter from Dr. William E. Schall on May 22, 1992. My staff and I believe that this program will be especially beneficial for students who intend to teach on the elementary-school level.

If I can provide further assistance in this matter, please let me know.

Sincerely yours,



Kenneth E. Walker
Superintendent of Schools

KEW/tlc

LUNENBURG COUNTY BOARD OF EDUCATION

P. O. Box X
Victoria, Virginia 23974

Richard D. Greig, Ed. D.
Superintendent

June 1, 1992

Phone 804-696-2116
Fax 804-696-1322

Dr. Robert Gibbons, Chair
Department of Education
Special Education and Social Work
Longwood College
201 High Street
Farmville, VA 23909

Dear Dr. Bob:

Please accept this letter of support for the Longwood project which is being submitted to the State Council of Higher Education. A project to develop a cross disciplinary degree program in Arts and Sciences seems like a step in the right direction. One of the issues that often raises itself with elementary teachers--who are not successful--is their lack of general knowledge and background. This program would guarantee that this would be addressed, at least, on a prima facie basis.

If I may support this issue any more strongly, please let me do so, but consider this to be an unfettered letter of support.

Yours truly,



Richard D. Greig, Ed.D.
Division Superintendent

RDG:lmb
Doc.952-92

PITTSYLVANIA COUNTY SCHOOLS

John R. Reece
Division Superintendent

P. O. Box 232 • 39 Bank Street S.E. • Chatham, VA 24531

May 26, 1992

Dr. Robert Gibbons, Chairman
Department of Education,
Special Education & Social Work
Longwood College
201 High Street
Farmville, VA 23909

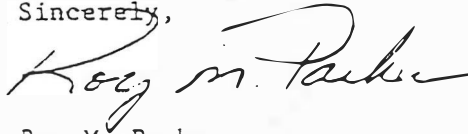
Dear Dr. Gibbons:

A letter from Dean Schall, addressed to Mr. Reece, our Superintendent of Schools, has been forwarded to me.

I am writing to support your proposed degree program, which involves a cross disciplinary involvement of the learner for elementary education preparation.

Thank you for requesting a response from the people in the field, who are greatly involved in the need for changes in teacher preparation.

Sincerely,



Roy M. Parker
Personnel

RMP/jfh



6717 Smith Station Road • Spotsylvania, Virginia 22553 • 703-898-6032

May 29, 1992

Dr. Robert Gibbons, Chair
Department of Education
Special Education and Social Work
Longwood College
201 High Street
Farmville, Virginia 23909

Dear Dr. Gibbons:

Dr. Alan Farley, Superintendent, forwarded your letter of May 22, 1992 to me. It is indeed a pleasure to add my endorsement to your proposed major for elementary teachers. The course work outlined is very broad-based and will ensure that future teachers have the content knowledge in all disciplines as well as the skills in pedagogy.

Math and science have been particular areas of concern for most elementary teachers. In fact, we are having to re-train staff members in those two disciplines in order for them to be able to teach effectively. In addition, Spotsylvania County is moving toward a more integrated approach at the elementary level and a strong background for future teachers will assist them in seeing the connections of the subject areas.

Again, you are taking a very positive step for future elementary teachers -- one which has my full support. I will look forward to having graduates from Longwood teaching in the elementary schools in Spotsylvania County.

Sincerely yours,

A handwritten signature in cursive script that reads 'Bonnie S. Wescott'.

Bonnie S. Wescott
Director of Elementary Education

BSW: cab

APPENDIX II

LONGWOOD

July 17, 1992

Farmville, Virginia 23901

To: N, K-8 Students

From: Dr. Gibbons *[Signature]* Chair

It is important that you complete the form at the bottom of this sheet and return it to your College supervisor immediately. Your help is greatly appreciated.

The College is proposing an arts and sciences major for N, K-8 elementary education students. This proposal consists of 12 hours of math, 15 hours of science, 12 hours of social sciences, and 15 hours of English and philosophy: 54 credits total plus General Education and 40 credits in elementary education.

Although the arts and sciences major will not be available until after you graduate, I would like to know which major you would probably select if all of the ones listed below had been available to you.

1. What is your major? _____

2. If you were a first-year student enrolling in the elementary education program at Longwood, which major listed below would you probably select? (Please read #3 before answering):

Anthropology	<u>1</u>	Art	<u>6</u>	Biology	<u>1</u>
Sociology	<u>15</u>	Music	<u>0</u>	Chemistry	<u>0</u>
English	<u>19</u>	Ph. Ed.	<u>1</u>	Physics	<u>0</u>
Modern Language	<u>12</u>	Economics	<u>0</u>	Psychology	<u>51</u>
Math	<u>17</u>	History	<u>15</u>	Arts/Sciences	<u>33</u>
Computer Science	<u>1</u>	Pol. Sc.	<u>2</u>	Theatre	<u>2</u>
				TOTAL:	<u>161</u>

3. Please note above that Computer Science is a major, starting in the fall of 1992. The major in Economics is being proposed, as is the Arts/Sciences major. All of the majors and proposed majors listed above are appropriate liberal arts and/or sciences majors for elementary education students.

4. Comments?

Many thanks for your help.



Item #9

Approval of the Sexual Assault Statement

BACKGROUND: The final recommendations of the Governor's Task Force on Substance Abuse and Sexual Assault on College Campuses were distributed in December 1991. The recommendations are grouped according to subject matter: implementation, education, enforcement, and treatment. Longwood staff members and students have moved forward to carry out the recommendations and to enhance existing policies, programs, and procedures to adhere to the recommendations in ways that will improve the quality of life on campus. It is important that members of the Board of Visitors review the College's initiatives and efforts. A summary of the plan is attached. A portion of this review includes revision and approval of the present Statement on Acquaintance Rape approved by the Board in April 1989.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation for revisions to the College's Statement on Sexual Assault, which was previously the Statement on Acquaintance Rape.

RATIONALE: Proposed changes in the policy outline more clearly the options for victims and the College's prohibition of all forms of sexual assault. The policy encourages victims to seek medical assistance and counseling and to report incidents. The proposed draft has been reviewed by the Attorney General's Office, the Vice President for Student Affairs, the Dean of Students, the Director of Student Services, the Campus Police, Student Judicial Board members, and others involved in our response to the Governor's Task Force recommendations.

Statement on Sexual Assault

Longwood College will not tolerate sexual assault in any form, including acquaintance assault. Sexual assault is any sexual activity undertaken without consent, when the victim is incapable of giving consent (such as when the victim is physically or mentally incapacitated by alcohol or other drugs), or when forced by use of threats, intimidation, physical restraint or physical violence. Sexual assault is a crime as well as a violation of the College's Code of Student Conduct.

Sexual assault survivors are advised to seek medical assistance and counseling support as soon as possible following the incident. Survivors are encouraged to report the assault to police or college authorities. A sexual assault survivor has several options for adjudication. In addition to disciplinary action taken under the College's Code of Student Conduct, a student charged with sexual assault can be prosecuted under Virginia criminal and civil statutes. The filing of criminal or civil charges does not preclude action by the College.

The College's Code of Student Conduct prohibits rape and other types of sexual assault in the sections that refer to sexual assault, violence to persons, threats of violence, and disorderly and lewd conduct. When a person alleges that there is probable cause to believe that the College's regulations prohibiting sexual assault have been violated, the College will investigate the allegation. Disciplinary action, including suspension or dismissal from the College, may result.

This statement is a revision of the Longwood College Statement on Acquaintance Rape adopted by the Board of Visitors on April 17, 1989.
Revised July 1992

SUMMARY REVIEW OF COMPLIANCE
WITH RECOMMENDATIONS OF THE
GOVERNOR'S TASK FORCE ON SUBSTANCE ABUSE AND SEXUAL ASSAULT

Implementation

Advisory Committee--President Dorrill appointed an Advisory Committee to evaluate College policies and programs relevant to compliance with the Task Force recommendations, to guide College prevention initiatives, and to promote an awareness of and support for substance abuse and sexual assault education, enforcement and treatment efforts. The committee includes faculty, staff, students (to be nominated by SGA in the fall) and community members (regional ABC agent).

Board of Visitors--Reports on the recommendations were made to the Academic and Student Affairs Committee of the Board of Visitors in January and April. Reports will be made to the Academic and Student Affairs Committee and the full Board of Visitors in July.

Coordination--The Director of Student Services will coordinate College efforts in response to task force recommendations. We have reviewed the report to evaluate the College's compliance with each recommendation. A team from Longwood attended a regional meeting sponsored by the State Council of Higher Education (SCHEV) to begin to develop an action plan for the implementation of the recommendations. A preliminary report was submitted to SCHEV.

Future Plans--Over the summer, departments and staff members with responsibilities for the areas addressed in the Task Force report will begin to plan College initiatives in these areas. In order to promote the strategic and effective use of resources, we intend to concentrate in the areas of (1) clarification of self-esteem and identity issues (e.g., what values students have with respect to alcohol use, how alcohol or sexual abuse has influenced their families), (2) skill-building (e.g., assertive communication, how to help a friend who has a problem, intervention strategies for servers of alcohol), and (3) community/environmental support (e.g., alternative activities, support groups, campus safety programs).

Education

Orientation--There are sessions on substance abuse and sexual assault in the fall orientation programs for all new students. These topics will also be addressed in several units of the Longwood Seminar (e.g., Responsible Citizenship, Wellness). A brief session on relevant policies and programs is included in new faculty orientation.

Peer Education--Our Peer Helper program, providing early intervention and educational programs, is active and effective. We are also working on plans for training students to be peer substance abuse prevention specialists within student organizations. Residence hall staff members receive training in assessment, intervention, referral and policy enforcement with respect to substance abuse and sexual assault.

Fraternities and Sororities--The Greek Affairs Coordinator meets regularly with representatives from national organizations, and, over the summer, we will be drafting a letter about the Task Force recommendations to national organizations with chapters on our campus. Our fraternities and sororities are active in service and educational activities with respect to substance abuse and sexual assault. The 1992 Greek New Member Academy included a workshop and discussion on the application of fraternal values to college life. The Interfraternity Council (IFC), Panhellenic Council, national organizations and individual chapters have all sponsored educational programs on these topics for the Greek and general campus communities this year. This spring, IFC and Panhellenic were recognized with a Longwood Leadership and Involvement Award for their outstanding efforts in Substance Abuse Education and Prevention.

Faculty, staff and alumni provide assistance to the chapters on our campus. Longwood's location and fairly recent move to coeducation hinder the effectiveness of alumni/ae councils. We have been somewhat successful in establishing advisory councils which include alumni/ae, faculty and staff, and local community members.

Staff and Student Development--Faculty, students and staff members have attended several statewide conferences and meetings on substance abuse and sexual assault. This semester, we sent teams to the Governor's Youth Risk Prevention Dissemination Conference, the Sexual Assault Conference, the Virginia College Personnel Association Conference, and the SCHEV regional response meeting about the Task Force recommendations. As in recent years, students attended the Virginia Intervention Education Weekend (VIEW) in May and will attend the Alternatives Conference sponsored by the ABC Board in October.

Enforcement

Policies and response--Information about policies, laws, sanctions and resources is distributed to students through the Handbook and a brochures on alcohol and other drugs. We also

publish a booklet to assist victims of sexual assault and their "points of contact." We will review these materials as well as our policies when the reports of the Secretary of Education's various working groups are released. The College needs to review the distribution of information to faculty and staff. disciplinary procedures include all the elements of due process outlined in the Task Force report. The Standards of Conduct explicitly prohibit sexual assault and violations of federal, state and local laws regarding alcohol and other drugs, and hearing boards do adjudicate alleged violations of these policies (cases may also be addressed by criminal prosecution or civil action). The Standards of Conduct and other policies are printed in the Handbook distributed to every student. A pamphlet describing Longwood's alcohol and drug policies, relevant federal, state and local laws, health risks of substance use, and education and treatment resources is distributed to all students in compliance with the federal Drug Free Schools and Communities Act.

A revised version of the College's Statement on Sexual Assault (currently "Statement on Acquaintance Assault") is submitted to the Board of Visitors for approval. The proposed changes outline more clearly the options for victims and the College's prohibition of all forms of sexual assault. The policy also encourages victims to seek medical assistance and counseling and to report incidents. The proposed draft has been reviewed by the Attorney General's Office, the Vice President for Student Affairs, the Dean of Students, the Director of Student Services, the Campus Police, student Judicial Board members, and others involved in our response to the Governor's Task Force recommendations.

Treatment

Resources--Professional health services are available to students with substance abuse problems and to survivors of sexual assault through the Counseling Center and Student Health. Crisis intervention and consultation are also provided by staff in emergency situations, and the College works closely with the local hospital, particularly the emergency room staff. An alcohol support group and a support group for adult children of alcoholics meet weekly on campus. Staff members pursue professional development opportunities in the areas of substance abuse and sexual assault prevention and treatment.

Referral--When necessary, students are referred to local services or to health care providers in Richmond, Lynchburg, Charlottesville, Roanoke, or other areas near the student's home.

OFFICE OF THE VICE PRESIDENT FOR
INSTITUTIONAL ADVANCEMENT

The fundraising year has had two distinct parts. The report at the February Board of Visitors meeting was dismal. The attitude of all constituents was described as a "general malaise". For the first half of the year the average gift size was approximately one half of the previous year. The total number of donors for the first six months was approximately 900 behind the same period one year earlier.

As was reported, the staff had had a series of meetings and had met with the Annual Fund Committee to develop new strategies. The style was to be more aggressive in mail and phone solicitation and the pledge reminder system was to be strengthened.

The results have been positive. The overall number of donors increased by more than 500 in the second half of the year and the average gift size increased by approximately 50% in the same period.

The phone solicitation program reached more alumni in the Spring campaign than in the previous three Spring contact periods. Segmented mail pieces were designed to support the phone campaign. The segmented mail and phone appeals were successful; however, these gifts tended to be designated for a specific cause.

The "double dip" approach was used for Jarman Society members in three categories: \$100; \$200; and \$400. Each donor at that level was encouraged to increase their giving to the next level: \$153; \$250; and \$500 respectively. The response rate in

this category was slightly less than 16%. The average response to a double solicitation is usually in the 7-8% range.

While working diligently to regain some ground in these difficult economic times, the staff continued its reorganization. After a position was released in April, a new Director of the Annual Fund was employed as Paula Clay, former Director, moved into the Data Service area. These moves have improved our capability for segmentation of constituents. Planning has been undertaken to utilize this new talent base in the year ahead.

There continues to be significant interest in the area of planned gifts. More time will be devoted to this potential in the coming year.

The operation of the Foundation continues to improve. The accounting support system is functioning well. The Foundation is now processing 1,500 checks annually and handling more than 6,000 account transactions. The Foundation has completed a successful search for new investment counsel and has engaged CFB Advisory and Commonwealth Investment Counsel to manage the portfolio.

The Committees of the Foundation are handling more activities. The Nominating Committee proposed and implemented a new structure that has enhanced the nominating process. The Property, Scholarship and Budget Committees have operated efficiently.

The fund raising support units are in place to improve the College's results. The biggest factor in future success will be dedicated volunteers willing to speak and solicit for Longwood.

LONGWOOD COLLEGE

TOTAL GIVING

07-01-91 to 06-30-92

SOURCE	# OF DONORS	ANNUAL GIVING	SPECIAL GIFTS	DEFERRED GIFTS	BEQUESTS	GRANTS	NON-MONETARY	TOTAL
ALUMNI	3750	\$185,520.77	\$15,907.47	\$0.00	\$ 69,419.65	\$ 0.00	\$ 2,355.00	\$273,202.89
ALUMNI, NON-DEG	269	10,034.00	0.00	0.00	0.00	0.00	0.00	10,034.00
PARENTS	701	27,735.00	50.00	0.00	0.00	0.00	0.00	27,785.00
FACULTY	70	14,906.75	0.00	0.00	51,566.57	0.00	45.26	66,518.58
STAFF	21	7,423.00	50.00	0.00	0.00	0.00	0.00	7,473.00
FRIENDS	111	32,978.10	4,070.00	0.00	26,854.35	0.00	68,940.11	132,842.56
SPOUSE OF ALUMNI	4	1,000.00	26,000.00	0.00	0.00	0.00	1,939.50	28,939.50
STUDENTS	7	440.00	0.00	0.00	0.00	0.00	0.00	440.00
ASSOCIATIONS	6	2,382.25	0.00	0.00	0.00	0.00	0.00	2,382.25
CORPORATIONS	175	53,616.00	29,000.00	0.00	0.00	0.00	5,750.81	88,366.81
FOUNDATIONS	6	37,100.00	17,223.00	0.00	0.00	27,500.00	50,225.00	132,048.00
PERSNL/FAMLY/FNDTNS	1	2,000.00	0.00	0.00	0.00	0.00	0.00	2,000.00
GOVERNMENT	2	25.00	25,455.00	0.00	0.00	0.00	0.00	25,480.00
OTHER	7	10,013.65	0.00	0.00	0.00	0.00	0.00	10,013.65
TOTAL	5130	\$385,174.52	\$117,755.47	\$0.00	\$147,840.57	\$27,500.00	\$129,255.68	\$807,526.24

TOTAL UNRESTRICTED GIFTS: \$156,934.48

TOTAL ENDOWMENT GIFTS: \$364,454.47

LONGWOOD COLLEGE

TOTAL GIVING

07-01-90 to 06-30-91

SOURCE	# OF DONORS	ANNUAL GIVING	SPECIAL GIFTS	DEFERRED GIFTS	BEQUESTS	GRANTS	NON-MONETARY	TOTAL
ALUMNI	3954	\$191,830.52	\$60,828.66	\$0.00	\$325,600.28	\$ 0.00	\$ 612.77	\$578,872.23
ALUMNI, NON-DEG	341	12,976.00	1,000.00	0.00	0.00	0.00	0.00	13,976.00
PARENTS	674	32,753.75	0.00	0.00	0.00	0.00	0.00	32,753.75
FACULTY	77	13,225.77	309.50	0.00	0.00	0.00	275.00	13,810.27
STAFF	43	8,047.00	50.00	0.00	0.00	0.00	19.67	8,116.67
FRIENDS	169	65,344.94	15,666.67	0.00	1,000.00	0.00	46,968.50	128,980.11
SPOUSE OF ALUMNI	2	2,000.00	50,000.00	0.00	0.00	0.00	0.00	52,000.00
STUDENTS	15	170.00	220.00	0.00	0.00	0.00	0.00	390.00
ASSOCIATIONS	2	670.00	0.00	0.00	0.00	0.00	0.00	670.00
CORPORATIONS	187	61,789.00	8,000.00	0.00	0.00	0.00	13,010.44	82,799.44
FOUNDATIONS	6	5,300.00	0.00	0.00	0.00	81,499.00	1,087.72	87,886.72
PERSNL/FAMLY/FNDTNS	0	0.00	0.00	0.00	0.00	0.00	0.00	0.00
GOVERNMENT	1	0.00	25,455.00	0.00	0.00	0.00	0.00	25,455.00
OTHER	10	12,109.86	0.00	0.00	0.00	0.00	0.00	12,109.86
TOTAL	5481	\$406,216.84	\$161,529.83	\$0.00	\$326,600.28	\$81,499.00	\$61,974.10	\$1,037,820.05

TOTAL UNRESTRICTED GIFTS: \$221,125.19

TOTAL ENDOWMENT GIFTS: \$625,250.36

RESOLUTION

ADOPTION OF MANAGEMENT PRINCIPLES AND GUIDELINES
FOR RELATIONSHIP WITH COLLEGE-RELATED FOUNDATIONS

WHEREAS, private support is essential to the mission and goals of the College; and

WHEREAS, the Longwood College Foundation ("the Foundation"), while not an agency of the College, is by Charter organized and operated to benefit the College; and

WHEREAS, the College has a vital interest in the Foundation, especially when it solicits funds for the College, when it manages and invests its assets for the College's benefit, and when it promotes or sponsors programs in support of College activities; and

WHEREAS, the Board of Visitors recognizes the benefit of the Foundation being operated in accordance with sound and generally accepted principles of management and in a manner consistent with the College's purpose, mission, policies and procedures;

NOW, THEREFORE BE IT RESOLVED, that the accompanying Management Principles for the Relationship between Longwood College and the Longwood College Foundation and Guidelines for the Longwood College Foundation be, and hereby are, approved.

MANAGEMENT PRINCIPLES FOR THE
RELATIONSHIP BETWEEN LONGWOOD COLLEGE
AND THE LONGWOOD COLLEGE FOUNDATION

The Longwood College Foundation ("the Foundation") was chartered to benefit Longwood College ("the College") and the College's schools and departments. The Board of Visitors will be advised of the purpose of the Foundation and the scope of its activities, including grants and fund raising, even though the Board's policy is not to control the activities and functions of the Foundation. The Board of Visitors will review Foundation activities at least annually to assure that the Foundation's operations are consistent with the College's purpose, mission, policies, and procedures.

Any courses, seminars, workshops or other similar instruction offered by the Foundation will clearly disclose its independence from the College. Any use of the College's name in conjunction with the course or program will identify only the Foundation as the official offeror of the program.

Transactions between the College and the Foundation will meet the normal tests for business transactions, including proper documentation and approvals. The College will not borrow funds from the Foundation without first obtaining the approval of the respective Boards, and complying with the requirements of state law, nor will the College lend money to the Foundation.

Any transfer of any portion of the College's endowment to the Foundation for investment or management must comply with the fiduciary requirements of the respective Boards, and all applicable requirements of law. The College will, in the event of such transfer, designate and control acceptable types of investment, and receive at least quarterly reports from the Foundation on such investments.

The Foundation will provide assurance that its financial activities are carried out and reported in accordance with generally accepted business and accounting practices. Special attention should be given to avoiding direct or indirect conflicts of interest between the College and the Foundation, and those with whom the Foundation does business.

GUIDELINES

FOR THE LONGWOOD COLLEGE FOUNDATION

I. STRUCTURAL GUIDELINES

- A. The Longwood College Foundation ("the Foundation") is an organization that has been created to benefit the College. The Foundation has as its purpose the following:
1. To facilitate fund-raising programs and contributions from private sources for the exclusive benefit of the College;
 2. To manage and invest private gifts and/or property for the exclusive benefit of the College; and
 3. To promote, sponsor, and complement educational, scientific, research, charitable, or cultural activities for the exclusive benefit of the College.
- B. The Foundation, to operate under the name of, and for the benefit of, the College, shall:
1. Submit for review and approval by the Board of Visitors its articles of incorporation and all amendments thereto to assure compatibility of missions.
 2. Select three members of the Board of Visitors and/or senior administrators of the College designated by the Board of Visitors from the areas supported by the Foundation, to serve on the Foundation's governing board as an ex officio member.
 3. In the case of dissolution of the Foundation, all of the remaining assets of the corporation shall be conveyed to the Board of Visitors of Longwood College or its successor, said corporation or its successor shall qualify as an exempt organization under the Internal Revenue Code of 1954 (or corresponding provision of any future United States Internal Revenue law).

4. Provide at least semi-annual reports to the Board of Visitors on investments of all transferred portions of the College endowment, any private gifts received, and any other resources held and/or managed.

II. GUIDELINES FOR CONTRACTUAL RELATIONSHIPS WITH THE COLLEGE

- A. The Foundation should execute a formal agreement specifying the responsibilities of the Foundation, acknowledging coordination of fund-raising activities, and including other provisions of general application as may be specified by the Board of Visitors.
- B. This formal agreement shall provide, at minimum, for the following:
 1. The Foundation will coordinate in advance with the Board of Visitors all fund-raising activities undertaken in the name of the Foundation.
 2. The Foundation will provide the Board of Visitors with an advance copy of any amendments, additions or deletions to its articles of incorporation or by-laws.
 3. The Board of Visitors shall recognize its obligation to its partnership with the Foundation and establish annual communication vehicles to insure that members of the Foundation are informed about the directions and objectives of the College.
 4. The Board of Visitors and the Foundation acknowledge the independent status of the Foundation and agree that the College and the State are not liable, and will not be held out by the Foundation as liable, for any of the Foundation's contracts, torts, or other acts or omissions, or those of the Foundation's trustees, directors, officers, members, staff or activity participants.
 5. All correspondence, solicitations, activities and advertisements of the Foundation will be clearly identified as being affiliated with the Foundation and not the College.

6. The Foundation will not offer a post-secondary course, seminar, workshop or similar instruction, whether or not for credit, using the name of the College. Any publicity concerning such a course must make clear that it is not being offered by the College or any of its academic departments.
7. Funds or gifts for which the intent of the donor is clear that they should be deposited with the College will be so deposited. All other funds or gifts payable to The Visitors of Longwood College, or Longwood College, may, at the College's discretion, be deposited with the Foundation for management and investment in accordance with approved guidelines.
8. Any transfer of endowments by the College to the Foundation, or by the Foundation to the College, for management or investment, will be formalized in a memorandum of agreement to assure, among other things, that any restrictions governing the future disposition of funds are observed.
9. The College will obtain approval from the Board of the Foundation, the College's Board of Visitors, and the State prior to borrowing any funds from the Foundation.
10. The College may recover its costs, with approval of the Foundation Board, incurred for personnel, use of facilities, or other services provided to the Foundation.
11. The College is obligated to comply with the Virginia Public Procurement Act. Even though not required to comply with that Act for Foundation purchases with no College funds, the Foundation may deem it advisable and appropriate to employ competitive practices in purchasing goods and services. If the College has agreed in writing to reimburse the Foundation for goods or services acquired on behalf of the College, the Foundation must comply with State procurement requirements.

III. FINANCIAL REPORTING GUIDELINES AND AUDIT REQUIREMENT

- A. The Foundation will forward to the Board of Visitors, on an annual basis, a financial report audited by an

independent certified public accountant. This report shall include a description of all expenditures by program, and an identification of all investments, including real estate.

- B. The following items shall supplement the annual financial report to the Board of Visitors:
1. Notice of any litigation or threat of litigation brought against the Foundation, its officers or directors.
 2. Notice of any proposed major capital expenditure of more than \$25,000.
 3. A copy of each IRS form 990, and 990T if applicable, as filed.
 4. A detailed list of any compensation, prize or award paid to any College employee or member of the employee's immediate family, whether in the form of money or property, or consisting of the use of money or property.
 5. A detailed list of all private firms responsible for managing or investing the Foundation's assets and the fee, if any, charged by each. On an annual basis, the Foundation will provide a copy of its investment guidelines as approved by the Board of Directors.
 6. Notice of any audit or review by any tax authorities, or any action taken or threatened by such authorities that would adversely affect the tax-exempt status of the Foundation.

**LONGWOOD COLLEGE
FARMVILLE, VIRGINIA**

**REPORT ON AUDIT
FOR THE YEAR ENDED
JUNE 30, 1991**

**AUDITOR OF PUBLIC ACCOUNTS
COMMONWEALTH OF VIRGINIA**

**LONGWOOD COLLEGE
FARMVILLE, VIRGINIA**

**REPORT ON AUDIT
FOR THE YEAR ENDED
JUNE 30, 1991**

**AUDITOR OF PUBLIC ACCOUNTS
COMMONWEALTH OF VIRGINIA**

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Commonwealth of Virginia

Auditor of Public Accounts
P.O. Box 1295
Richmond, Virginia 23210

Walter J. Kucharski, Auditor

June 11, 1992

The Honorable L. Douglas Wilder
Governor of Virginia
State Capitol
Richmond, Virginia

The Honorable Ford C. Quillen
Chairman, Joint Legislative Audit
and Review Commission
General Assembly Building
Richmond, Virginia

Gentlemen:

We have audited the accounts and records of LONGWOOD COLLEGE for the year ended June 30, 1991, and submit herewith our complete reports on financial statements, internal controls and compliance.

INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS

We have audited the financial statements of Longwood College as of and for the year ended June 30, 1991, as listed in the Table of Contents. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Longwood College at June 30, 1991, and the changes in fund balances and current funds revenues, expenditures and other changes for the year then ended, in conformity with generally accepted accounting principles.

Our audit was made for the purpose of forming an opinion on the financial statements taken as a whole. The supplementary information listed in the Table of Contents is presented for the purpose of additional analysis and is not a required part of the financial statements of the College. The information in that schedule has been subjected to the auditing procedures applied in the audit of the financial statements and, in our opinion, such information is fairly presented in all material respects in relation to the financial statements taken as a whole.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROLS

In planning and performing our audit of the financial statements of Longwood College, we considered its internal control structure in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.

report financial data consistent with the assertions of management in the financial statements. These reportable conditions are discussed in the section entitled Internal Control and Compliance Findings and Recommendations.

A material weakness is a reportable condition in which the design or operation of one or more of the internal control structure elements does not reduce to a relatively low level the risk that errors or irregularities in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions.

Our consideration of the internal control structure would not necessarily disclose all matters in the internal control structure that might be reportable conditions and accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses as defined above. However, we believe none of the reportable conditions is a material weakness.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE

In connection with our audit of the financial statements of Longwood College for the year ended June 30, 1991, we have considered matters related to compliance in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

The management of the College is responsible for compliance with laws and regulations. As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed tests of the College's compliance with certain provisions of the compliance matters described in the section entitled Summary of Compliance Matters. However, our objective was not to provide an opinion on overall compliance with these provisions.

The results of our tests of compliance indicate that, with respect to the items tested, the College complied, in all material respects, with the provisions referred to in the preceding paragraph. With respect to items not tested, nothing came to our attention that caused us to believe that the College had not complied, in all material respects, with those provisions. However, the results of our audit tests disclosed immaterial instances of noncompliance which are described in the section entitled Internal Control and Compliance Findings and Recommendations.

EXIT CONFERENCE

The foregoing reports were discussed with management at an exit conference held on June 15, 1992.

Sincerely,


AUDITOR OF PUBLIC ACCOUNTS

JHS:slm
slm:44

INTERNAL CONTROLS AND COMPLIANCE MATTERS

INTERNAL CONTROL AND COMPLIANCE FINDINGS AND RECOMMENDATIONS

INTERNAL CONTROL AND RELATED COMPLIANCE MATTERS

Effectively Use the Accounting System

The incomplete use of the College's financial system and its capabilities has caused several problems. The College uses the Financial Records System to record all accounting transactions.

- The Treasurer prepares the financial statements on manual spreadsheets, a time consuming process. She does not use the system's report preparation function that would combine all data for financial statement presentation. By not using this function, the Treasurer increases the chance of clerical errors and improper inclusion or exclusion of accounts. These errors could adversely affect the reliability of financial reports.
- An employee of the Longwood College Foundation has update access to various accounts on the system. This access could allow the Foundation employee to record unauthorized transactions in the College's accounts.
- The audit tapes provided did not include some March 1991 transactions, and the FRS project manager could not identify why this occurred. This is the second year that the College could not provide complete automated records of its transactions.

The Treasurer should use the system's report preparation function for financial statement preparation. While we recognize that starting to use this function would require additional work, we believe the savings in financial statement preparation time would exceed the time spent. Also, use of this function would decrease the chance for errors.

The FRS Project Manager should develop procedures that would produce a complete audit tape. Employees should not be allowed access to those accounts for which they do not process transactions. Implementation of these recommendations will make better use of employees' time and result in more effective use of the accounting system.

Acquire Access Control Software

The College has computer access control weaknesses because it does not have an access control software for security. The computer's operating system does provide very limited but difficult to use access control. Some users cannot change their passwords, instead the security officer must change the passwords upon request. Users, who can change their passwords, must make the change only annually. The system does not monitor access to sensitive files or force the change of data and program passwords. Systems development personnel can change production programs and data without a record of who made the change. Also, the system does not automatically log systems development personnel off the system after a period of inactivity. For all of these reasons, the College does not have effective access control and should acquire access control software to protect its administrative systems. The College has requested funding for the year ended June 30, 1994, for purchase of the required software.

Separate Collection Duties

In the telecommunications and the monthly payment plan offices, one employee collects, posts and sends revenue to the cashier's office or deposits it. The telecommunications' employee also does the reconciliations between the student accounts and the transmittal. Separate employees should have responsibility for collecting, posting, sending or depositing, and reconciling revenue.

Approve Voids

Supervisors did not approve voided transactions in the cashiering and student account office. The lack of supervisor review could allow for the misappropriation or theft of funds. The College has written procedures requiring supervisory approval of voided transactions since the end of our field work.

OTHER COMPLIANCE MATTERS

Record All Data on FISAP

- Requirement:** Federal regulation (34 CFR 668) requires institutions to submit annually a Fiscal Operation Report and Application to Participate (FISAP). The report serves as an application for the upcoming year and reports financial and enrollment activity for the previous award year.
- Finding:** The College included a local scholarship fund in its total expenses for state grants and scholarships. This overstated this amount by \$30,000.
- Recommendation:** The College should accurately report all data on the FISAP report. The College has submitted a corrected report.

INDEPENDENT AUDITOR'S COMMENTS ON RESOLUTION
OF PRIOR YEAR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 1991

We reviewed the prior year report to determine if the College has implemented adequate corrective action with respect to previously reported audit findings. The College has not taken adequate corrective action with respect to the findings listed below. Accordingly, we included these findings in the report for the year ended June 30, 1991:

Internal Control and Related Compliance Matters:

Properly Prepare Financial Statements
Separate Distribution of Paychecks

Other Compliance Matters:

Record All Data on FISAP

The College has taken adequate corrective action with respect to material audit findings reported in the prior year that are not repeated in the current year report.

FINANCIAL STATEMENTS

Plant Funds					
Unexpended	Retirement of Indebtedness	Investment in Plant	Agency	Total 1991	Total 1990
\$ 3,240,690	\$ -	\$ -	\$ 193,522	\$ 7,746,530	\$ 7,675,124
-	-	-	-	75,360	78,340
-	-	-	-	61,733	4,552
-	-	-	-	745,063	615,679
-	20,072	-	-	70,072	109,176
-	-	2,261,126	-	2,261,126	2,253,562
-	-	38,193,438	-	38,193,438	37,465,400
-	-	8,017,509	-	8,017,509	7,849,578
-	-	6,884,737	-	6,884,737	6,667,229
-	-	7,565,823	-	7,565,823	5,622,194
-	-	994,144	-	994,144	244,551
-	-	490,389	-	490,389	-
\$ 3,240,690	\$ 20,072	\$ 64,407,166	\$ 193,522	\$ 73,105,924	\$ 68,585,385
\$ 416,783	\$ -	\$ -	\$ -	\$ 1,404,902	\$ 1,208,481
-	-	-	-	1,348,736	1,371,292
-	-	-	-	267,309	382,687
39,280	-	-	193,522	193,522	110,717
-	-	-	-	39,280	268,299
-	-	-	-	26,000	26,000
-	-	-	-	70,072	109,176
-	20,072	-	-	20,072	24,170
-	-	-	-	951,223	906,771
-	-	5,100,261	-	5,100,261	5,784,962
228,994	-	973,006	-	1,202,000	902,000
-	-	1,190,957	-	1,190,957	718,970
-	-	640,672	-	640,672	731,776
-	-	-	-	620,731	962,975
-	-	-	-	115,143	61,634
-	-	-	-	766,944	713,055
-	-	-	-	90,197	89,215
2,555,633	-	-	-	2,555,633	1,865,852
-	-	56,502,270	-	56,502,270	52,347,353
\$ 3,240,690	\$ 20,072	\$ 64,407,166	\$ 193,522	\$ 73,105,924	\$ 68,585,385

Plant Funds		
Unexpended	Retirement of Indebtedness	Investment in Plant
\$ -	\$ -	\$ -
3,662,085	243,665	-
-	-	-
-	-	-
-	-	3,134,799
-	-	1,020,118
3,662,085	243,665	4,154,917
-	-	-
-	-	-
3,202,088	-	-
560	-	-
-	1,020,118	-
-	437,163	-
3,202,648	1,457,281	-
-	1,213,616	-
243,837	-	-
(13,493)	-	-
230,344	1,213,616	-
689,781	-	4,154,917
1,865,852	-	52,347,353
\$ 2,555,633	\$ -	\$ 56,502,270

NOTES TO FINANCIAL STATEMENTS

purposes by action of the Board of Visitors. Externally restricted funds may only be utilized in accordance with purposes established by the source of such funds, and are in contrast with unrestricted funds over which the governing board retains full control and use in achieving any of its institutional purposes.

Unrestricted revenue is accounted for in the current unrestricted fund. Restricted gifts, grants, appropriations, and other restricted resources are accounted for in the appropriate restricted funds. Current restricted funds are reported as revenues and expenditures when expended for current operating purposes.

A summary of fund group definitions is as follows:

Current Funds - Current fund balances are separated into those which are restricted by donors and those which are unrestricted. Restricted funds may only be expended for the purposes indicated by the donor or grantor whereas unrestricted funds are available for current operations at the discretion of the College.

Loan Funds - Loan funds represent funds which are limited by the terms of their donors or by action of the Board of Visitors for the purpose of making loans to students.

Plant Funds - Plant funds are divided into three groups: Unexpended, Retirement of Indebtedness and Net Investment in Plant. Unexpended plant funds represent funds which were specified by external sources or designated by the Board of Visitors, for the acquisition, construction, renovation and replacement of physical properties. The retirement of indebtedness fund includes resources held for the retirement of both principal and interest on debt and sinking funds established under bond indentures. Net investment in plant represents the capitalized value of physical property owned by the College, less associated long-term debt.

Agency Funds - Agency funds represent funds held in trust by the College as custodian or fiscal agent for others.

D. Net Investment in Plant

Plant assets are stated at cost, or if donated, at fair market value at the date of donation. No provision for depreciation is made.

E. Accrued Compensated Absences

Accrued compensated absences reflected in the accompanying financial statements represents the amount of vacation, sick, and compensatory leave earned but not taken by the College's employees as of June 30, 1991. The amount represents all earned vacation, sick, and compensatory leave payable under the Commonwealth of Virginia's leave pay-out policy upon employment termination.

<u>Bonds Payable</u>	<u>1991</u>	<u>1990</u>
Dining Hall, General Obligation Revenue Bonds, Series 1973, payable in annual installments on January 1, varying from \$5,000 to \$30,000 with interest of 3.5% to 5.0% payable semiannually; the final installment due in 1993	\$ 35,000	\$ 65,000
Athletic Fields, General Obligation Revenue Bonds, Series 1982-A, payable in annual installments on June 1, varying from \$10,000 to \$15,000 with interest of 12.0% payable semiannually; the final installment due in 1992	15,000	30,000
Physical Education Building, General Obligation Revenue Bonds, Series 1982-A, payable in annual installments on June 1, varying from \$20,000 to \$65,000 with interest of 8% to 12.0% payable semiannually; the final installment due in 2001	30,000	60,000
Dining Hall Renovations, General Obligation Revenue Bonds, Series 1983-D, payable in annual installments on June 1, varying from \$5,000 to \$10,000 with interest of 7.25% to 8.1% payable semiannually; the final installment due in 1998	70,000	80,000
French Dormitory Renovation, General Obligation Revenue Bonds, Series 1983-D, payable in annual installments on June 1, varying from \$25,000 to \$65,000 with interest of 7.25% to 8.3% payable semiannually; the final installment due in 2002	515,000	545,000
North and Main Cunningham Dorm Renovations, General Obligation Revenue Bonds, Series 1984, payable in annual installments on June 1, varying from \$20,000 to \$70,000 with interest of 7.0% to 12.25% payable semiannually; the final installment due in 2004	240,000	260,000
Telecommunications System, General Obligation Revenue Bonds, Series 1989-A, payable in annual installments on June 1, varying from \$61,277 to \$150,824 with interest averaging 6.67% payable semiannually; the final installment due in 2004	1,264,337	1,385,704

<u>Year Ending June 30,</u>	
1992	\$ 715,757
1993	431,218
1994	455,539
1995	387,401
1996	327,426
Later years	<u>2,782,920</u>
Total	<u>\$5,100,261</u>

6. LEASE COMMITMENTS

The College is committed under various capital lease and operating lease agreements. Book value of equipment capitalized under capital lease agreements and lease agreements from the Higher Education Equipment Trust Fund totals \$1,142,055. Rent expense under operating lease agreements amounted to \$81,828. A summary of future obligations under lease agreements as of June 30, 1991, follows:

<u>Year Ending June 30,</u>	<u>Operating Lease Obligations</u>	<u>Equipment Trust Fund Obligations</u>
1992	\$ 58,552	\$ 403,228
1993	34,552	363,727
1994	6,552	327,454
1995	-	159,563
1996	-	<u>59,563</u>
Total obligations and gross minimum lease payments	<u>\$ 99,656</u>	1,413,535
Less: Amount of interest		<u>(222,578)</u>
Present value of minimum lease payments		<u>\$1,190,957</u>

7. NOTES PAYABLE

Bond anticipation notes payable of Longwood College at June 30, 1991, consisted of interest-bearing temporary loans from the Commonwealth totaling \$1,202,000 for the use of providing working capital for the construction of student facilities. Interest payments are due quarterly at rates ranging from 5.00% to 7.93%. Anticipation loans are to be repaid by proceeds from sale of revenue bonds by August 31, 1991. These loans are in accordance with Section 4-3.02(b) of the Appropriations Act.

Notes payable consisted of loans of \$800,000 and \$58,300 from the Gelco Finance Corporation for the purchase of telecommunication and computer equipment. Interest payments are due monthly at rates of 6.88% and 7.52%, respectively. The loans are to be repaid by January 1, 1995. The remaining balances of the principal as of June 30, 1991, are \$588,102 and \$52,570, respectively.

SUPPLEMENTARY INFORMATION

Food Services	Other Auxiliary	Total
\$ 2,555,852	\$ -	\$ 10,510,811
18,807	-	412,474
-	-	49,801
-	1,551,191	1,596,821
2,574,659	1,551,191	12,569,907
166,454	(3,210)	4,621,576
2,299,694	480,274	4,193,588
62,454	877	603,792
836	2,700	428,204
31,014	10,326	582,974
17,724	(25,669)	634,730
-	-	2,075
2,578,176	465,298	11,066,939
(49,305)	-	(1,213,616)
-	(80,015)	(243,837)
-	-	13,493
(2,627,481)	(545,313)	(12,510,899)
\$ (52,822)	\$ 1,005,878	59,008
		2,803,072
		\$ 2,862,080

LONGWOOD COLLEGE
Farmville, Virginia

BOARD OF VISITORS

Martha W. High, Rector

Viola O. Baskerville	D. Patrick Lacy, Jr.
Dr. Richard Blanton	Honorable Franklin M. Slayton
Dr. Wyndham B. Blanton, Jr.	Dr. Helen R. Stiff
Martha A. Burton	Linda E. Sydnor
Jane C. Hudson	W. T. Thompson, III

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Dr. Donald C. Stuart, Vice President for Academic Affairs

Richard V. Hurley, Vice President for Business and
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Phyllis L. Mable, Vice President for Student Affairs

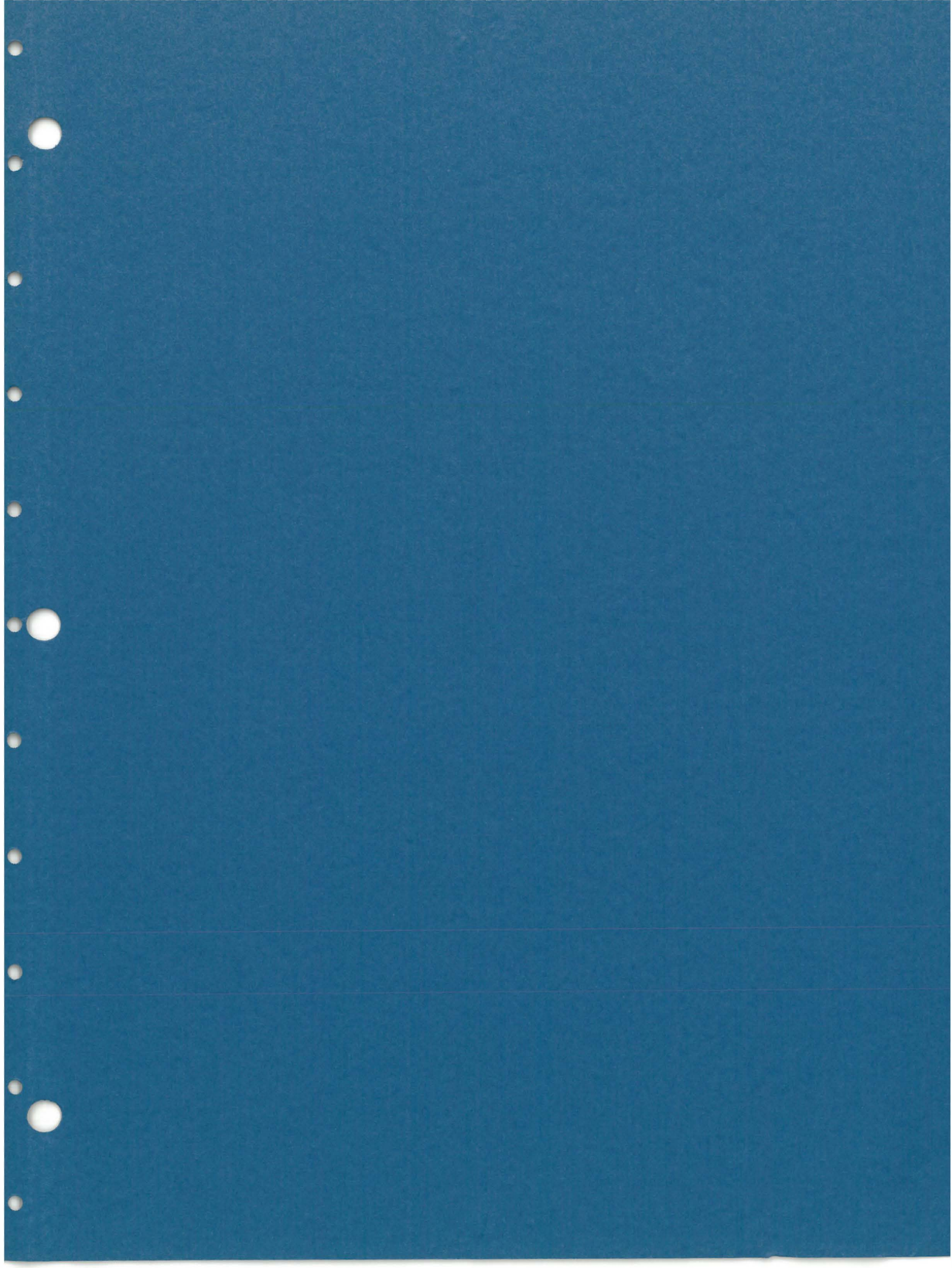
Louis M. Markwith, Vice President for Institutional
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Dr. James S. Cross, Vice President for Research and Information
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H. Donald Winkler, Associate Vice President and Executive
Director of Public Affairs and Publications

Amy Eberly, Treasurer

Benjamin H. Johnson, Budget Director



Appendix C

Meeting Date: July 27, 1992

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,

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

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:

Mrs. Jane C. Hudson
Ms. Frankie Farmer

ABSENT DURING MEETING:

Mrs. Jane C. Hudson
Ms. Frankie Farmer

Viola O. Baskerville, Board Secretary

**BUSINESS AFFAIRS
ACTION ITEM**

APPOINTMENT OF INTERNAL AUDITOR

BACKGROUND: The College's Internal Auditor resigned effective June 30, 1992. The Board of Visitors Bylaws requires the Board of Visitors to appoint the Internal Auditor since he/she reports directly to the Board.

ACTION REQUESTED: The Board of Visitors is requested to approve the President's recommendation that Ms. Linda Cipprich be appointed as the College's Internal Auditor effective August 1, 1992.

RATIONALE: Ms. Cipprich was selected from over one hundred applicants for the position. She currently serves as Senior Internal Auditor for the Virginia Department of Rehabilitative Services in Richmond. She holds a B.S. degree from Virginia State University and is studying for a Masters' Degree at Virginia Commonwealth University. Ms. Cipprich has worked as an auditor for the Commonwealth since 1984.

**PROPOSED FY93 AUXILIARY
RESERVE PROJECTS**

1.	Campus Gateway Entrance	\$ 166,000
2.	Phase II Baseball Field	\$ 125,000
3.	Auxiliary Maintenance Projects*	\$ 200,000
4.	Equipment	\$ 82,150
5.	Access for Disabled (Ramps and Curb Cuts)	\$ 26,000
6.	Outdoor Basketball Courts	\$ 5,000
		<hr/>
	TOTAL	\$ 604,150

*Includes \$15,000 to re-surface tennis courts @ Lancer Hall

LONGWOOD COLLEGE MASTER PLAN FACILITIES

- | | |
|--|---|
| 1. Proposed site for new residence hall | 27. Wheeler |
| 2. Jarman Auditorium | 28. Cox |
| 3. Proposed site for new mid-size auditorium | 29. Stubbs |
| 4. Lancaster | 30. Lankford |
| 5. Grainger Hall | 31. Iler |
| 6. West Ruffner | 32. Proposed site for new Dining Hall |
| 7. Main Ruffner | 33. Bristow |
| 8. East Ruffner | 34. New residence hall |
| 9. South Ruffner | 35. Proposed site for new residence hall |
| 10. Blackwell Dining Hall | 36. New library |
| 11. Tabb | 37. Proposed site for new recreation center |
| 12. South Tabb | 38. Lancer Hall |
| 13. French | 39. Curry |
| 14. French Pool | 40. Frazer |
| 15. Proposed site for new residence hall | 41. Proposed site for new residence hall |
| 16. Barlow | 42. Proposed site for new residence hall |
| 17. Graham | 43. Wygal |
| 18. Heating Plant | 44. Proposed site for Fine Arts Center |
| 19. Hiner | 45. Bedford |
| 20. Coyner | 46. Proposed site for new Physical Plant Building |
| 21. North Cunningham | 47. Wynne |
| 22. Main Cunningham | 48. Proposed site for new Tennis Courts |
| 23. South Cunningham | 49. Proposed site for new Field Hockey Field |
| 24. Cunningham Annex | 50. Baseball Field |
| 25. Stevens | 51. Proposed site for new Track and Soccer Field |
| 26. Jeffers Auditorium | 52. Proposed site for new outdoor Basketball Courts |

