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Board of Visitors

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1999-01-29 Minutes and Appendices

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LONGWOOD COLLEGE BOARD OF VISITORS
Student Affairs Committee
West Ruffner Conference Room
Thursday, January 28, 1999
1:00 p.m.

AGENDA

1. Approval of Parental/Legal Guardian Notification Policy for Alcohol/Other Drug Policy Violations
2. Report on Judicial/Honor Board Statistics, Fall 1998
3. Report on Farmville/Longwood Task Force
4. Off-Campus Enrollment Update
 - Fall 1998 Final Enrollments
 - Spring 1999 Projected Enrollments
5. Enrollment Update
 - Spring 1999
 - Fall 1999 Admissions
 - Enrollment Projection through 2002

West Ruffner Conference Room
Thursday, January 28, 1999
2:00 p.m.

AGENDA

1. Approval of Request to Establish Closing Date for Early Retirement Plan
2. Report on American History Data
3. Report on the Use of Faculty Time
4. Assessments of Technology Use on Campus
5. Uses of the Web in Instruction and Distance Learning

LONGWOOD COLLEGE BOARD OF VISITORS
Facilities and Services Committee
West Ruffner Conference Room
Thursday, January 28, 1999
3:00 p.m.

AGENDA

1. Update on Campus Construction
2. Update on Energy Conservation Projects
3. Off-Campus Housing

LONGWOOD COLLEGE BOARD OF VISITORS
Finance Committee
West Ruffner Conference Room
Thursday, January 28, 1999
3:45 p.m.

AGENDA

1. Approval of 1999-2000 Tuition and Fees
2. Approval of Special Tuition for Off-Campus Course Offerings
3. Approval of Charter for Internal Auditor
4. Review of Financial Report for Period Ending December 31, 1998
5. Review of 1997-98 Financial Statements
6. Update of Governor's Proposed 1999-2000 Budget
7. Alumni Association Report
8. Public Relations Report
9. Gift Report for Period Ending December 31, 1998
10. Pre-Results of the Feasibility Study

LONGWOOD COLLEGE BOARD OF VISITORS
MEETING

Lancaster 215
Friday, January 29, 1999
9:00 a.m.

Call to Order

Minutes: October 10, 1998 Regularly Scheduled Meeting

Rector's Report

President's Report

Committee Reports

Student Affairs Committee

Approval of Parental/Legal Guardian Notification Policy for Alcohol/Other
Drug Policy Violations Item 1

Academic Affairs Committee

Approval of Request to Establish Closing Date for Early Retirement Plan Item 2

Facilities and Services Committee

Finance Committee

Approval of 1999-2000 Tuition and Fees Item 3

Approval of Special Tuition for Off-Campus Course Offerings Item 4

Approval of Charter for Internal Auditor Item 5

Community Advisory Committee

Reports From Representatives

Foundation Board Representative
Alumni Association Representative
Faculty Representative
Student Representative

Old Business

New Business

Announcements

Adjournment

LONGWOOD COLLEGE BOARD OF VISITORS'
Executive Session
Thursday, January 28, 1999

AGENDA

1. Approval to Award the Rank of Professor Emeritus to Retiring Faculty Members
2. Approval of Request to Discontinue Faculty Salary Distribution Committee
3. Faculty Accepting Early Retirement Option Plans

LONGWOOD COLLEGE BOARD OF VISITORS
Friday, January 29, 1999

Minutes

Call to order

The Longwood College Board of Visitors met Friday, January 29, 1999 in Lancaster Hall 215 on the college campus. The meeting was called to order at 9:00 a.m. by Mrs. Ann Baise, rector of the Board.

Members present were:

- Mrs. Dolores G. Anderson
- Mrs. Ann G. Baise
- Mrs. Joanne Sadler Butler
- Mrs. Johanna B. Chase
- Dr. Mark A. Crabtree
- Mrs. Susan M. Harwood
- Mrs. Ada R. Michaels
- Mrs. Virginia A. Russell
- Mrs. Alice C. Stallard

Members absent were:

- Mr. Mark M. Gambill
- Mr. John J. Todd, Jr.

Present at the request of the Board:

- Dr. Patricia P. Cormier, President
- Dr. Craig Challender, Faculty Representative to the Board
- Ms. Jeanne Hayden, Secretary to the Board of Visitors
- Mr. Nicholas Mills, Student Representative to the Board
- Dr. James Vincent, Executive Assistant to the President and to the Board of Visitors
- Mr. Robert Wertz, President, Alumni Association

Present at the request of the President:

- Mr. Richard Bratcher, Vice President for Information and Instructional Technology
- Dr. Norman Bregman, Vice President for Academic Affairs
- Ms. Bobbie Burton, Vice President for Institutional Advancement
- Mr. Richard Hurley, Vice President for Administration and Finance
- Ms. Phyllis Mable, Vice President for Student Affairs

Approval of Minutes

On a motion by Dr. Crabtree and seconded by Mrs. Chase, the minutes of the October 10, 1998 meeting were approved as distributed.

Rector's Report

Mrs. Baise informed the Board of the need to establish additional ad hoc committees for 1) setting:

policy for employing and releasing the Internal Auditor, 2) making nominations for honorary degrees, and 3) make recommendations for changes in the Board bylaws. The Rector stated that she will defer the policy for employing and releasing the Internal Auditor to the Finance Committee of the Board. She suggested that Board members volunteer to serve on the other two committees. Mrs. Russell, Mrs. Stallard and Mrs. Butler agreed to serve on a committee to amend the Board Bylaws. Mrs. Chase, Mrs. Anderson, Dr. Crabtree and Mrs. Michaels will serve on the Honorary Degree Committee. Mrs. Baise also reminded Board members of the March 3, 1999 deadline for submitting agenda items to her for submission for Board meetings.

President's Report

Dr. Cormier reported to the Board on recent legislative activities affecting Longwood and reviewed the Five Year Strategic Plan. (The text of the President's presentation is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 1, January 29, 1999.)

Following her report she requested that the Board approve the Five Year Strategic Plan. (A copy of the plan is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 2, January 29, 1999.) A motion to approve the plan was made by Dr. Crabtree, and seconded by Mrs. Harwood. The Board approved the motion unanimously.

Committee Reports

Student Affairs Committee

Item 1 - Approval of Parental/Legal Guardian Notification Policy for Alcohol/Other Drug Policy Violations

Mrs. Michaels reported that the Student Affairs Committee reviewed a policy regarding parental or legal guardian notification for students violating alcohol or other drug policies. (A copy of the policy is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 3, January 29, 1999.) She made a motion that Dr. Crabtree seconded and the Board approved the notification policy.

She also reported that other items reviewed at the committee meeting included: a report on Judicial/Honor Board statistics for Fall 1998, a report on the Farmville/Longwood Task Force, and updates on enrollments for on and off campus. Mrs. Michaels stated that the Student Affairs Committee has requested a report on drug violations at its April 1999 meeting.

Academic Affairs Committee

Mrs. Anderson reported on the activities of the Academic Affairs Committee. She stated that the committee received reports on the number of students taking American History, the use of faculty time, assessments of technology use on campus and uses of the web in instruction and distance education.

Item 2 - Approval of Request to Establish Closing Date for Early Retirement Plan

Mrs. Anderson presented for the Board's approval the committee's recommendation to establish a closing date for the early retirement plan. (A copy of the request is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 4, January 29, 1999.) The Board approved the motion seconded by Mrs. Stallard.

Mrs. Anderson reported that the committee discussed three items regarding personnel matters in Executive Session. She moved, and Mrs. Chase seconded a motion to award rank of Professor Emeritus to Dr. John Peale, and the rank of Associate Professor Emeritus to Mr. Jack Austin and Dr. Billy Batts. (A copy of the recommendation is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 5, January 29, 1999.) The Board approved. A motion was made by Mrs. Anderson, seconded by Mrs. Stallard, to discontinue the Faculty Salary Distribution Committee. (A copy of the recommendation is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 6, January 29, 1999.) The Board approved. The Board also approved a motion made by Mrs. Anderson and seconded by Mrs. Stallard accepting early retirement option plans for faculty. (A copy is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 7, January 29, 1999.)

Facilities and Services Committee

Mrs. Russell reported that the Facilities and Services Committee received reports from Mr. Hurley on campus construction projects, energy conservation projects and off-campus housing.

Finance Committee

Mrs. Butler, vice chair of the Finance Committee, presented its report in Mr. Gambill's absence. She reported that several items were presented for the committee's review and approval.

Item 3A - Request for Approval to Borrow Funds

Mrs. Butler presented a motion, seconded by Mrs. Harwood, to request borrowing funds for the HEC energy saving project and the replacement of the mainframe computer. (A copy of the recommendation is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 8, January 29, 1999.) The Board approved the motion.

Item 3 - Approval of 1999-2000 Tuition and Fees

A motion was presented by Mrs. Butler and seconded by Mrs. Chase requesting approval of the 1999-2000 tuition and fees. (A copy of the schedule is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 9, January 29, 1999.) The Board approved the motion.

Item 4 - Approval of Special Tuition for Off-Campus Offerings

Mrs. Butler made a motion to approve special tuition for off-campus offerings, seconded by Dr. Crabtree. (A copy of the request is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 10, January 29, 1999.) The Board approved the motion.

Item 5 - Approval of Charter for Internal Auditor

A motion was made by Mrs. Butler for the Board to approve a charter for the Internal Auditor as amended by the Finance Committee. (A copy of the amended charter is filed with "Addenda to the Minutes of the Meetings of the Board of Visitors" as Appendix 11, January 29, 1999.) The motion was seconded by Dr. Crabtree and approved by the Board.

Mrs. Butler reported that the Finance Committee reviewed the financial report for the period ending December 31, 1998 and the 1997-98 Financial Statements. Information was also presented on the Governor's proposed 1999-2000 budget, the Alumni Association, Public Relations, gifts to the Foundation, and pre-results of the feasibility study.

Community Advisory Committee

Mrs. Harwood reported that the Community Advisory Committee met on November 17, 1998 in Hiner 102 on the college campus. Members of the committee toured the newly renovated Hiner Building and received updates on campus construction projects and enrollments. She also stated that the committee discussed off-campus housing for students.

Mrs. Baise asked Ms. Burton if she had a report to give on the Foundation Board in Mrs. Chichester's absence. Ms. Burton reported that the Foundation Board will meet February 18, 1999.

Mr. Wertz reported that the Alumni Association has an improved website and marketing program. He announced several upcoming events being sponsored by the Alumni Association. Mr. Wertz also announced that a position has been approved for an assistant director that will take effect July 1, 1999.

Dr. Challender, representing the college's faculty, encouraged Board members to visit classrooms when visiting the campus. He also expressed concerns regarding the stability of the sabbatical programs for faculty and hiring candidates for tenure track positions. He stated that overall the faculty seem to be pleased.

Mr. Mills, representing Longwood's students, voiced concerns from other students regarding the off-campus housing issue. He stated that students are anxious to have the intramural fitness center and asked Board members to circulate on campus when they are visiting so students will know who they are.

Mrs. Harwood encouraged Board members to make a contribution to the Longwood Fund.

Adjournment

There being no further business, Mrs Michaels made a motion to adjourn the meeting. The motion was seconded by Mrs. Harwood and the meeting adjourned at 10:40 a.m.

Virginia A. Russell
Board Secretary

**The President's Report
to the
Longwood College Board of Visitors**

29 January 1999

1. The Five Year Plan of Longwood College

- **The Process – an open, collegial and participatory process spanning the years 1996-1999.**

- **Prior to actually assuming the Presidency, “The Rock Hill Gang” assembled in SC for a two day, facilitated session that actually began the planning process. This group served as the nucleus of, and provided the leadership for, the subsequent college-wide planning process. The Rock Hill Gang, consisting of faculty, staff and administrators, was representative of the entire community**

- **Phase I. From August 1996 to August 1997, the campus community conducted a revised the mission and vision of the institution, and developed a comprehensive set of Strategic Goals based on them. Open forums, small meetings, personal contact, and written communication were used to give everyone an opportunity to participate. The Board approved the new mission and vision in July 1997**

- **Phase II. The Mission, Vision and Strategic Goals were given to the individual units of the College to serve as the base for the development of unit-specific strategic plans.**

In May 1998, the unit plans were submitted to the President and the Vice Presidents. Over that summer, the unit plans were synthesized into a draft Five Year Plan. After review by the Executive Management Team, a copy of the plan was mailed directly to every member of the campus community. The Board of Visitors reviewed the plan at their July 1998 meeting

On 20 August 1998, a special campus-wide town meeting was held to discuss the plan and solicit input. Revisions were subsequently made on the basis of community feedback

In September 1998, the President appointed 6 task forces to make precise implementation plans for each element of the plan, including time tables and cost

In December 1999, the Faculty Senate reviewed the plan in a specially-held meeting with the President

- **You have had the opportunity to review the plan and I hope have noted two important changes: 1. Additional training program enhancement for staff, and 2, the addition of LCVA to the Outreach section. Any questions?**

2. Funding details of *major* expenditures in each of the 7 areas of the Five Year Plan.

- *Students*

- **E&G** – total of \$1,350,000; major components:
 - Marketing - \$500,000
 - Recruitment – \$250,000
 - Quality Improvement – \$200,000
 - Diversity Enhancement - \$200,000
- **Private** – total of \$12,000,000
 - Scholarships - \$12,000,000

- *Academic Program*

- **E&G** – \$3,217,376 total; major components:
 - Maintain 19:1 st./fac. ratio - \$1,315,000
 - Faculty Connections Program - \$220,000
 - Student research – \$372,040
 - Internships - \$346,507
 - Longwood Seminar - \$200,000
 - Accreditation - \$140,000
 - Advising - \$126,000
 - Graduate Program - \$30,000
- **Private** – total of 7,220,000; major components:
 - 6 endowed chairs – \$6,000,000
 - Faculty Connections Program - \$100,000
 - Faculty Professional Development Center - \$500,000

- Graduate Program – \$230,000
- Honors Program - \$200,000
- **Capital** – total of \$23,893,000
 - New Science Building - \$17,991,000
 - Renovate Jarman - \$5,902,000

- *Human Resources*
 - **E&G.** Total of \$321,000
 - Staff Development, New Computer System, Employee Safety Program - \$321,000
 - **Capital** – none

- *Technology*
 - **E&G.** Total of \$8,576,260; major components:
 - Network - \$3,539,500
 - Student Technology – \$1,102,500
 - Instructional Technology - \$1,321,000
 - College Operations - \$1,433,260
 - Access to Education - \$125,000
 - Decision Making Support – 295,000
 - Library – 760,000
 - **Auxiliary.** Total of \$519,500
 - Network – \$279,500
 - Student Technology - \$195,000
 - Instructional Technology – \$45,000
 - **Private.** Total of \$525,000

- Access to Education – 525,000
- **Capital** – none

- *Student Life.*
 - **E&G (Operating)** - none
 - **Auxiliary (Operating)** – total of \$1,021,000
 - Career Center – 200,000
 - Service Learning – 200,000
 - Leadership Education - \$185,000
 - Longwood Seminar - \$160,000
 - Wellness Center - \$186,000
 - **Private** - none
 - **Capital**
 - **E&G** – total of \$1,989,440
 - Renovate Heating Plant - \$1,739,440
 - Rearrange space in Lancaster – 250,000
 - **Auxiliary** – total of 12,878,216
 - Intercollegiate Fitness Center -\$6,000,000
 - Convert Stevens, Jeffers and McCorkle to auxiliary use - \$6,075,860
 - New Book Store - \$802,356
 - **Private** – total of \$9,630,574
 - Intercollegiate and Fitness Center - \$6,072,574
 - Longwood Commons – \$3,308,000
 - New Bookstore - \$250,000

- *Service and Accountability*
 - **E&G.** Total of \$215,000
 - **Integrated Customer Service Center, Recycling Program - \$215,500**
 - **Capital** – none

- *Outreach*
 - **E&G** – total of \$910,000
 - **Institute for Teaching through Technology and Innovative Practices, Rural Studies Institute, Support for South Central Virginia Higher Education Consortium – \$910,000**
 - **Private** – total of \$2,200,000
 - **LCVA - \$2,200,000**
 - **Capital** – none

- **Timetable:** we expect this plan to be implemented by 2002. Each unit on campus will have an implementation timetable and detailed resource requests by 1 February. We will then provide you a 1999 – 2000 timetable by the April Board meeting.

- And now, in the beginning of the last year of the 20th century, we present this plan to the Board of Visitors for your approval. It is a labor of love, it represents the best thinking of the entire Longwood

Community, and it is the embodiment of our hope and dreams for the new millennium

- **Therefore, be it resolved that the Five Year Strategic Plan of Longwood College be adopted by the Board of Visitors as presented by President Patricia P. Cormier**

3. Legislative Update

- **General Assembly Session started on January 13 -- will run through February 27.**
- **The Governor put in amendments for Longwood that provide \$860,000 in planning money for the new science complex; \$500,000 for technology needs (1 time money); \$25,000 postage; and \$44,730 additional for maintenance reserve**
- **Longwood filed the following budget amendments:**
 - **Jarman Renovation \$5,902,000 (Planning Money - \$305,000)**
 - **Heating Plant Modernization Planning Study - \$76,000**
 - **E.W.M. Ruffner Renovation - Additional \$512,000 to supplement funding from last year**
 - **Information Technology - \$750,000/4 FTE (Includes deduction of \$500,000 that Governor included in his amendments)**
 - **General Operating Support - \$500,000**

- **Institute for Teaching Through Technology and Innovative Practices - \$538,325/4 FTE**

- **Amendments were sponsored by Delegate Whitt Clement and co-sponsored by Delegate Watkins Abbitt on the House side --except for Ruffner, which was sponsored by Abbitt and co-sponsored by Clement. The Institute for Teaching was sponsored by Delegate Ted Bennett and co-sponsored by Watkins Abbitt. Senator Richard Holland sponsored all amendments on the Senate side**

- **We have had assurances that the planning money for science complex will not be touched**

- **We have met with all key legislators and legislative staffs**

- **A number of bills that are of concern that we and/or all colleges are working on:**
 - **SB926, which would require a person who wants to sit for the CPA exam to have had 150 semester hours, including a degree, CONFERED BY A COLLEGE OR UNIVERSITY ACCEPTABLE TO THE BOARD (this is the Board of Accountancy).**
 - **SJR459, which is a resolution to study the establishment of a college (comprehensive or doctoral) in South-central Virginia.**

Next important date - February 7 - the date the House and Senate will each release their respective budgets -- that's when we will find out how our budget amendments fared.

Longwood College: A Learning Community

Collegium: (Latin) persons united in collegueship; people pursuing a common endeavor.

Longwood College: people united in the pursuit of learning and the advancement of those human traits and actions that contribute to the wellbeing of society; the epitome of the Jeffersonian educational philosophy.

The Vision

The institution of higher education founded in Farmville, Virginia in 1839 is a monument to continuity of purpose and successful change and adaptability. For over 159 years, the College has stood the test of time by consistently meeting the demands of its environment, thereby ensuring not only institutional survival, but most importantly, the preservation of a comprehensive, nurturing collegiate experience. The key to the College's success has always been its ability to undergo metamorphosis: to reaffirm and recreate itself at the same time, to alter its *modus vivendi* in ways that both preserve inherent strengths and develop new abilities. Whether it was the Farmville Female Seminary Association, the Farmville Female College, the State Female Normal School, the State Teachers College or Longwood College, this institution has always found within itself the strength, sense of purpose and commitment not just to survive, but to live and flourish.

The College stands apart from many other institutions of higher education that have also undergone change in its continuing emphasis on the creatively conceived, all encompassing collegiate experience. Due in large part to the fact that teacher preparation is a dominant characteristic of the College's genetic code, its *raison d'être* has always been to provide an affirming environment that is dedicated to nothing less than the development of the whole person and an educational experience that prepares students to be contributing citizens of a democratic society. In speaking of what is expected of community members, the 1935-36 Catalogue of the State Teachers College states that all must "appreciate the privileges and opportunities which the State has generously provided them and conduct themselves as becomes citizens who wish to make the best of their opportunities and allow others to make the best of theirs." As the College has evolved over the past 159 years from a small private institution for women to a public, coeducational college with a comprehensive curriculum, this one theme has remained constant: the institution exists to provide the next generation of citizen leaders a highly

relevant and uniquely supportive collegiate experience. Indeed, each change the College has undergone has truly been a metamorphosis in that it was a natural response dedicated to preserving a unique educational species. The name has changed, the curriculum developed, the student body grown, and the campus taken on a new look. Yet the very essence of this institution's life remains the same: it is an embodiment of the true collegiate experience.

Longwood College is now undergoing another metamorphosis. In response to the needs of its constituents and the society it serves, the College is preparing to meet the incredibly complex demands of the 21st century. The best expression of this current metamorphosis is in the College's new *Vision Statement* as seen on page X of this document. Focusing on the concept that "Longwood College prepares citizen leaders for the common good," it outlines a bold and ambitious plan for the future.

As with the Longwood College of years past, Longwood College of the next millennium is a blend of the old and the new. Building upon its heritage of educating educators, the College remains dedicated to a philosophical ideal that emphasizes the practical and beneficial application of knowledge and ability. Looking to the future, the College has coupled this with the concept of a high tech, learning centered environment. Based upon the simultaneous development of capacity and ethic, the College has committed itself to providing an educational experience that connects in useful ways the acquisition of knowledge, personal growth and development, and societal responsibility. These connections are formed in a meaningful learning environment where competencies are defined, outcomes measured, linkages established between academic disciplines and the need to understand and enhance student learning permeates every aspect of institutional life. Longwood College of Virginia is a natural response to the realities of our environment and is the next step in the development of the institution of higher education founded in Farmville in 1839.

The Environment of Change

The Public

For higher education, the world of the late 1990's is a vastly different place than the world of the late 1940's. Institutions are now held accountable by a skeptical public in a way previously unknown. Parents and students, believing a college degree to be a passport to economic and social success, are extremely concerned about cost, access and job placement. Legislators mirror their constituents' concerns and add to them a suspicion that educational institutions are inefficient consumers of public funds and for too long have held themselves accountable to no one. The fact that words such as "tuition freeze," "restructuring," "performance funding," "productivity study," "post-tenure review" and "learning outcomes assessment" are now so much a part of higher education's vocabulary is evidence of the environment education must confront.

The key to survival in this new political environment is twofold. Unlike business and industry where profit is the bottom line and adapting product to market demand is the

means of achieving it, higher education has the responsibility of transmitting and projecting into the future a body of knowledge and a values system accumulated over thousands of years of human history. While educational institutions can, and must, remain relevant, they must also reaffirm the timeless truths of what they teach and ensure that the contributions of disciplines like history and philosophy are just as apparent to students as are those of computer science and accounting. The dual challenge of higher education, therefore, is to remain relevant and meet society's current needs, while at the same time continuing to act as one of the major transmitters of our culture's core knowledge and values.

The Students

Students have changed since Longwood College emerged from the State Teachers College in 1949. Coming of age in an uncertain, ever-changing economic and social environment, they are increasingly more consumer-minded than previous generations and concerned that their education be focused, career oriented and affordable. Whether majoring in English or business, an increasingly large number want their education to provide them the content knowledge they need to get a job, in as short a period of time as possible, at as low a cost as possible. As products of the Information Age, they expect a high tech, interactive environment where everything from faculty to physical facilities is technologically current. As active as they are high tech, students also look for institutions that provide a stimulating living environment, with amenities such as on-campus entertainment, NCAA and intramural sports, modern dormitories, state-of-the-art wellness/athletic facilities, a full array of academic support services and opportunities for international study. Unfortunately, today's students also come to college with far more personal problems than ever before. As society changes, as divorce rates rise, as crime and violence become more prevalent, as many primary schools fail to provide an adequate preparatory experience, college students display a host of emotional and behavioral problems that manifest themselves both in and out of the classroom. As a result of all these factors, providing a viable college education today means rethinking past practices and implementing an innovative *modus operandi* throughout every aspect of the educational experience.

To successfully compete in today's market, institutions must be aware of and responsive to the learning and living styles of today's students. The single most important challenge before higher education as it prepares to enter the 21st Century is to shift from a teaching-centered environment to a learning-centered environment. This means rethinking and revamping current pedagogical technique. It means that faculty and administrators must learn how the human mind most effectively acquires knowledge and then initiate a conscious and sustained effort to teach in a manner that facilitates the learning process and maximizes the students' potential for development. It means that academic advising must be far more than meeting with students twice a year to determine what courses to take in the next semester. As if that were not enough, colleges and universities must also acknowledge the active, multi-faceted living styles of today's students, and to succeed in a competitive market, provide those facilities, programs, services and entertainment venues that help students remain intellectually, emotionally and physically fit.

Technology

In a world where the amount of information available doubles every few years, and the means by which to access, transmit and store it develop at an even faster rate, one of the greatest opportunities and challenges confronting higher education is the need to remain technologically relevant. Everything from student learning and instructional technique to strategic planning and financial management, is directly influenced by information technology. As levels of student use and ability make clear, computer technology has become an integral part of the learning process and is considered essential in the classroom, library and dormitory. Technology-dependent administrative processes ranging from student information systems to financial resource systems to human resource systems are essential components of the higher educational infrastructure. There is no area of the educational enterprise that is untouched by the technological revolution, and the rate of change continues unabated.

While the benefits conveyed by technology are everywhere to be seen, so too are the challenges presented by the need to remain relevant. Most apparent is the cost of technology. Institutions of higher education, after many years of regarding the acquisition of technology as a capital expenditure, are now finding that the incredibly rapid pace of technological change is causing them to view its acquisition and maintenance as an ongoing, evermore costly operational expense. While most schools have successfully made this perceptual change, finding the increased level of funding that is necessary to sustain their technology base has been more difficult. The most daunting challenge occasioned by the technological revolution, however, is the immediate need to bring it into the classroom on a systemic scale. Faculty, many of whom were students when a typewriter was high tech, are now faced by the need to continually rethink and enhance their instructional and communication techniques in light of the many advantages offered by information technology. It is the responsibility of the institution not only to make the technology itself available for use in the teaching/learning process, but also to provide the training and rewards that will make this implementation possible. Indeed, it seems obvious that the quality of our future is inextricably linked to how quickly and how well we adapt to the technological environment.

Financing the Future

The financial environment that Longwood College currently operates in will not permit it to meet the demands of the future. As a State-assisted institution of higher education, the College receives only one fourth of its operating budget from the Commonwealth of Virginia. Yet it is completely subject to a complex set of state regulations strictly governing every aspect of institutional expenditure. With the advent of the current tuition freeze, Virginia's institutions have lost the ability to set the price of their services. Static tuition rates, a regulatory environment that prohibits the flexible reallocation of funds within the institution, and the likelihood that state appropriations will not increase substantially in the future, all combine to create a situation where the College has a

difficult time meeting basic human resource, physical plant and faculty development needs, let alone the challenges outlined above.

The answers to the funding issue confronting the College lie in enrollment and endowment, the only two revenue generating areas still under institutional control. Controlled enrollment growth in both in-state and out-of-state students is necessary and inevitable in this type of funding environment. The mix of these is vitally important in that the College needs to increase dramatically the percent of students paying out-of-state tuition (currently just 2% of the population) if it hopes to enhance its revenues through enrollment growth while staying within the maximum capacity of the present physical facility. The most effective long-term solution to the revenue problem, however, is to increase the endowment to a point where the College will have a large measure of financial independence. Given the fact that the institution has at present a \$20 million endowment and no previous capital campaign experience, this will require a major and sustained effort on the part of the entire College community.

Longwood College: A Learning Community

Longwood College, as represented in its new *Vision*, is a response to the many environmental circumstances that necessitate change. The College is, as the Latin root implies, a group of people engaged in a common pursuit, the pursuit of learning. It is a group of colleagues - of students, faculty, administrators, staff and alumni united in the pursuit of a vision, a vision conceived by the community and dedicated to the creation of a meaningful learning environment. The College is an affirming place where all members of the community learn how to learn and learn how to live; where notions of citizenship, responsibility, honesty and civility are just as important as the content knowledge of an academic discipline. It is a proud institution that welcomes accountability and is committed to proving that its educational techniques are effective, learning outcomes superior and administrative processes efficient. It is dedicated to reaffirming and transmitting the core values of the Western educational tradition, while at the same time making new connections between ideas, breaking down barriers between disciplines, fostering intellectual and human diversity, and always seeking a useful and practical application for all knowledge. It is a place where the Liberal Arts, professional studies and the latest in technology all intermingle in a learning centered, customer service driven, quality-minded environment. Longwood College is the new collegiate experience.

The Commitment to Learning

Students

1. Attract students who can take full advantage of, and contribute richly to, this learning-centered environment, students who are academically capable and will benefit from the diversity of past experience and current interests among them.

Academic Program

2. Establish learning as the singular, defining objective of our academic program and the standard by which all aspects of the program are judged. To facilitate learning, we will define required competencies and regularly assess student progress toward achieving those competencies.
3. Refocus teaching and advising in ways that directly serve student learning; encourage research that explicates the learning process and improves teaching; and continually review teaching and advising effectiveness in meeting student learning needs.
4. Adapt both core and major fields curricula to the needs of student learning.
5. Remodel and expand academic facilities to reflect the College's commitment to a high quality, state-of-the-art learning environment.

Human Resources

6. All employees of the College shall be full participants in the meaningful learning environment. The College accepts responsibility for providing a comprehensive program of employee development that addresses individual needs for skill acquisition and renewal.

Technology

7. Provide the equipment, faculty and student training, and technical support needed to utilize information technologies fully as part of the student learning experience.

Student Life

8. Maintain and continuously enhance an environment for student life outside the classroom that supports the premises and serves the objectives of a learning community.

Service and Accountability

9. Adopt a service orientation toward students and others in all aspects of college administration.
10. Regularly and rigorously assess our performance as an institution, to determine how well we are meeting our objective of facilitating learning. Assessment is not viewed as merely an accountability measure, but most importantly as an essential part of the learning process and a means by which students, faculty and staff acquire the information needed to enhance development and growth.

Outreach

11. We will define our learning community to include the surrounding region and the persons we directly serve beyond the region.

Guiding Commitment

We will continually be guided by the ethic -- and infuse into all we do the spirit -- of learning for a higher purpose: learning, that is, that prepares citizen leaders for the common good.

From Vision to Action: The Five-Year Plan

The vision for Longwood College is of a learning-centered community. Further, it is understood that this particular community will emphasize learning that gives special emphasis to serving others: that *prepares citizen leaders for the common good*. From Vision to Action: The Five-Year Plan is about creating the conditions for such a community: specifying what students, teaching, curricula, outreach, facilities, technology, student life programs, standards-setting, efficiencies, money, and clear-sighted and focused commitment it will take to bring the new collegiate experience to life.

For the College to be learning-centered, as described in the vision, the following action steps will be taken by the year 2003:

Students

1. ***Attract students who can take full advantage of, and contribute richly to, this learning-centered environment, students who are academically capable and will benefit from the diversity of past experience and current interests among them.***
- Enrollment will be increased to 4000 student headcount (undergraduate and graduate) by 2002, 5000 headcount by 2007 (2500 in residence, 1500 off-campus in apartments, 1000 commuters). The number of out-of-state students will be increased to be no less than 25% of the student population.
 - The student body will be of high quality. The following nationally recognized standards will be met:
 - Combined average SAT score of 1100 for all entering freshmen
 - Entering average GPA of 3.3, and top quintile of high school graduating class
 - Quality will be augmented by diversity. At least 20% of the student body will consist of minority enrollments that meet the above standards.
 - Persistence rates from first to second year will be 87% by 2002.
 - Students will graduate, on average, in 4.5 years.
 - The College will achieve the highest job placement rate in the Commonwealth of Virginia.
 - Longwood College will have an array of scholarships that facilitates recruitment of the best students:
 - 100 Longwood Scholarships
 - 80 Honors Program Scholarships

- 80 Talent Scholarships
- 20 Athletic Scholarships (Division II)

Academic Program

2. ***Establish learning as the singular, defining objective of our academic program and the standard by which all aspects of the program are judged. To facilitate learning, we will define required competencies and regularly assess student progress toward achieving those competencies.***
 - Learning outcomes assessment at Longwood College is regarded as a vital part of the student learning process and is a means by which students, faculty and staff acquire the information needed to enhance development and growth. Each academic discipline will define the basic competencies its graduates should possess and devise an appropriate assessment mechanism to evaluate those competencies.
 - The following nationally recognized levels of attainment will be met:
 - 100% pass rate on PRAXIS tests for all teacher education students before graduating
 - 100% of teacher education graduates will be eligible for licensure
 - Average test scores in the Major Field Tests for the School of Business and Economics will be in top 20%
 - At least 80% of all graduates who apply to graduate school will be accepted
 - All students will rank in the top quartile of the ACT Compass Test in math, writing and reading by the end of the sophomore year
 - Graduates will have a web-based portfolio to document their attainments.
 - An information technology competency requirement will be implemented. Individual departments will define technological competency for their disciplines in light of skills required for employment in that area and integrate the development of those skills into their curricula. Each student will, through a combination of disciplinary and general education courses, develop the ability to use the Internet as a research tool, to manipulate and express data in the form of spreadsheets and graphs, to create documents using word processing software, and to create a graphics presentation.
 - Academic regulations and policies will be revised to reflect the Mission and Vision of the institution. The regulations under review will include, but not be limited to, policies pertaining to academic withdrawal, drop/add and suspension.
3. ***Refocus teaching and advising in ways that directly serve student learning; encourage research that explicates the learning process and improves teaching; and continually review teaching and advising effectiveness in meeting student learning needs.***
 - The Office of Academic Affairs will implement a process designed to ensure that teaching is highly effective and learning continually improved. This will include adding to the

faculty evaluation a procedure to include peer review of teaching and the development by each faculty member of a continuous improvement plan and annual self-evaluation.

- The College will maintain the current 19:1 full time student to full time faculty ratio.
- All academic programs at the College will meet national standards of quality. National accreditation will be secured for all programs for which accreditation is practical and reasonable. Other programs will conduct their own self-studies as part of an evaluation conducted by the College.
- Each faculty member of the College will have the opportunity to engage in activities aimed at professional development and continuous quality improvement.
 - The Faculty Connections Program will provide opportunities for faculty to interact with practitioners in their areas, to keep abreast of the latest developments in those areas, and to subsequently share with students the benefits of their work experience. Up to 10% of each school's faculty may participate annually. The Faculty Connections Program will serve as the embodiment of the College's belief that all teaching and learning must be relevant and applicable to the life and employment circumstances that the graduate will encounter.
 - Sabbaticals will be awarded for work that is directly related to the Mission of the College. While all forms of scholarship will be encouraged and supported, the relationship between the work of the sabbatical and the classroom experience should be apparent.
 - The College's new Mission and Vision will be used as the basis for defining the meaning of teaching, scholarly activity and service.
 - The Office of Academic Affairs will give priority, recognition and reward to faculty for scholarship that explains learning, improves teaching and emphasizes the direct application of disciplinary knowledge to students' learning and living environments.
 - The Office of Academic Affairs will develop and implement a thorough orientation program for new faculty.
 - The Office of Academic Affairs will implement an ongoing training program for departmental chairs.
- A Faculty Professional Development Center will be created to insure that Longwood faculty have access to the most current learning pedagogy. It will facilitate gaining a better understanding of how students learn and will serve as a laboratory for the implementation of new instructional techniques. It will be uniquely supportive of the faculty in their evolving role of fostering more effective student learning through mentoring, collaboration and problem-focused learning.

- Students will have the opportunity to be involved with a faculty member in a research or comparable creative project before they graduate.
- Through the funding of endowed chairs, the College will recruit six nationally recognized teacher/scholars.
- Graduate programs will be strengthened and fellowships will be increased.
- An Alumni Advisory Council for each academic department will be formed to serve as a link between the faculty and the various areas of professional expertise that characterize the alumni.
- Guidelines for an intensive and personalized advising system will be implemented that are dedicated to facilitating the individual growth and development of each student. The quality of advising will be assessed annually on the basis of student evaluations and other appropriate measures of success.

4. *Adapt both core and major fields curricula to the needs of student learning.*

- An integrated core of common learning will be implemented that will provide students, regardless of major, a common base for discourse. As part of the common core requirement, central themes important to a better understanding of humanity will be identified and discussed in a series of interdisciplinary courses.
- Every major the College offers will be evaluated every five years in light of its documented success in advancing student learning and contributions to the overall academic program. New degree programs at both the undergraduate and graduate level will be added as appropriate.
- The Honors Program will serve as the vehicle through which an innovative interdisciplinary curriculum will be developed, high quality students recruited, and the exceptional student experience enriched. Enrollments in the Honors Program will be increased and appropriate resources provided for program development.
- The application of knowledge and ability, as well as contributing to the common good, will be continuously emphasized through service learning. A student's attainments in service learning and community service will be documented in a co-curricular record.
- The practical application of knowledge will be emphasized through internship experiences.
- Diversity of opinion and thought will be implicit in all teaching and learning. While acknowledging its Western heritage and geographical placement, the College assumes responsibility for introducing students to a plethora of ideas and modes of thought that cross racial, ethnic, gender and religious and national lines.

- Cross-cultural experience will be emphasized through study of a foreign language, study abroad, and other opportunities that encourage an awareness and understanding of diverse peoples and places.
 - The Longwood Seminar will stand as the embodiment of the institution's educational philosophy. It will provide a vehicle by which connections are made between courses, ideas, and bodies of knowledge, resulting in successful transition and improved retention.
- 5. *Academic facilities will be remodeled and expanded to reflect the College's commitment to a high quality, state-of-the-art learning environment.***
- A new science building will be constructed through support by the Commonwealth
 - Jarman Auditorium will be renovated and expanded
 - The Ruffners will be renovated through support by the Commonwealth
 - Existing facilities will be updated and modernized to include the latest instructional and educational technologies

Human Resources

- 6. *All faculty and staff of the College shall be full participants in the meaningful learning environment. The College accepts responsibility for providing a comprehensive program of faculty/staff development that addresses individual needs for skill acquisition and renewal.***
- The College will create and fund a position in Human Resources with sole responsibility for the development and implementation of a comprehensive staff development program.
 - The College will implement a training curriculum that encompasses the following:
 - Orientation to the College
 - Developmental workplace basics
 - Training for new supervisors
 - Training for professional managers
 - Training for T&R administrators
 - Training required by law or social policy
 - Legal dimensions of work in higher education
 - Technical training
 - All staff training will be linked to individual professional development plans. Each staff member will develop a continuous improvement plan and annual self-evaluation that will be used to determine an appropriate training regimen.
 - Longwood College staff will have technology and tools appropriate to their work. A system will be devised wherein staff technology/tool needs are regularly assessed and those needs are applied to the College planning and budget process.

- A new Human Resources Management Information System will be selected and implemented. The main criteria are that the system be web-based and permit employees easy, individual access to appropriate employment records.
- A review of all existing employee safety and health policies and procedures will be conducted and a comprehensive Employee Health And Safety Plan will be created.
- A study of the Longwood Staff Advisory Committee will be conducted to determine effectiveness and make improvements where necessary.

Technology

7. Provide the equipment, faculty and student training, and technical support needed to utilize information technologies fully as part of the student learning experience.

- All students, faculty and staff will have access to a robust, high bandwidth, ubiquitous network providing access to on-campus electronic services, College information sources, the Internet and global electronic learning resources. Network capabilities will be continually enhanced and upgraded to provide the community with efficient, secure and reliable access on and off campus.
- Student technology will be one of the centerpieces of the College's program. Each student will be required to have a computer. The College will provide training in basic computer skills and support for all related computer needs.
- The use of instructional technology will be widespread and prevalent. The College will provide equipment and faculty support for skills training, curriculum development and classroom implementation.
- The effectiveness and efficiency of College operations will be improved through state-of-the-art administrative support and communications systems.
- Technology will be used to provide increased access to our educational program for all out constituents. Expanded distance education facilities, web access and development of on-campus virtual classrooms will be priorities.
- Technology will be used to support decision making capabilities through the use of web based fact books, relational data bases, desktop access to information servers and single point data storage systems.
- Library technology will be enhanced to accommodate the move toward network-based resources, especially electronically formatted books and journals.

Student Life

8. Make available an environment for student life outside the classroom that supports the premises and serves the objectives of a learning community.

- All student life programs will be an integral part of the learning environment. Learning outcomes will be defined for each and an assessment mechanism devised and implemented to provide information for ongoing programmatic planning.
- The Career Center will be designed and managed to provide an increased level of customer service. Additional resources will be provided, as students' careers and employment relations are value added.
- The Office of Student Affairs will contribute significantly and meaningfully to the College's service learning initiative. Resources will be dedicated to facilitating academic departments' development of service learning curricula and to identifying and making available service learning opportunities in Virginia and across the nation.
- Student Affairs will enhance and expand the College's leadership education and development program. Resources will be dedicated to coordinating a program that will identify and secure learning and training resources, implement educational efforts (a leadership curriculum), bring outside experts and speakers to campus on a regular basis and design and manage a reward system for achievements in the area of citizen leadership.
- Student Affairs will work with Academic Affairs to use Longwood Seminar as a vehicle by which to convey student life themes, especially raising students' aspirations and contributing to the skills and competencies that enable them to live satisfying, productive lives of worth and work.
- A Wellness Center will be created. The Center will be dedicated to securing resources for Wellness Advocates, to making connections with the academic curriculum, and to working on a campus-wide scale in encouraging a healthy, responsible life-style.
- The College is committed to providing students a physical environment that facilitates the activities and life styles of a diverse learning community. The meaningful learning environment will be supported by campus-wide facility construction and renovation:
 - A new Intercollegiate and Fitness Center will be funded and constructed through a combination of private funding and auxiliary fees
 - Athletic/Recreation playing fields will be expanded and improved
 - Student community areas will be an integral part residence halls and academic buildings

- Academic buildings Stevens, Jeffers, and McCorkle will be converted to auxiliary use
- The Rotunda Market will be remodeled and converted to a bookstore
- The Heating Plant will be renovated
- Space within Lancaster will be converted to support the integrated customer service system
- Longwood Commons (Pine Street Mall) will be funded through private support
- Campus signage will be improved
- A long-range parking plan will be developed

Service and Accountability

9. Adopt a service orientation toward students and others in all aspects of college administration.

- Each administrative unit of the institution will focus on providing a superior level of customer service. The meaning of customer service in each area will be defined and a system for measuring it on an annual basis will be devised.
- The entire student services operation will be reorganized around the concept of an integrated customer service system based on the “one stop shopping” concept. All student services offices will be located in one place and will consist of cross-trained staff members. The basic premise of the system is that a student should be able to have any and all student services needs met in one place.

10. Regularly and rigorously assess our performance as an institution, to determine how well we are meeting our objective of facilitating learning. Accountability is defined not just as meeting the expectations of external constituencies, but also as assuming full responsibility for creating and maintaining an overall institutional environment that makes the attainment of our goals possible.

- The Board of Visitors will monitor specific aspects of institutional health through a performance assessment mechanism consisting of 10 performance indicators.
- The College accepts full responsibility for identifying and implementing environmentally sound practices.
 - A comprehensive, easily accessible, College-wide recycling program will be implemented.
 - The College will conduct an annual campus-wide environmental audit to provide the assessment data necessary for long term planning.

- The College will implement a comprehensive marketing strategy designed to increase visibility and to project the New Collegiate Experience image to all our constituents.
- The College endowment will be increased to \$50 million by 2006 through the implementation of a comprehensive campaign to be initiated in 1999-2000.

Outreach

11. We will define our learning community to include the surrounding region and the persons we directly serve beyond the region.

- **Continuing Education**
 - The College will continue to support the South Central Virginia Higher Education Consortium.
 - The Consortium will engage contractually The College Board to assess the educational needs of the Halifax/South Boston Continuing Education Center through the Community Assessment Program. The Office of Academic Affairs will meet 100% of the demonstrated need for off-campus courses in the Halifax/South Boston CEC.
 - The College will develop a Rural Studies Institute to spur economic development in South Central Virginia.
 - The College will develop an Institute for Teaching through Technology and Innovative Practices that will serve the diverse interests of South Central Virginia.
- **The Longwood Small Business Development Centers**
 - The Small Business Development Center, in conjunction with the School of Business and Economics, will increase learning opportunities for Longwood students by focusing on new marketing methods for the internship program.
 - The SBDC will also focus on promoting the new satellite location in Petersburg, which covers the Tri-Cities area.
 - The SBDC will also increase outreach to the entire region through the development of a fully functional web page, including state and national economic development links.
- **The Longwood Center for the Visual Arts**
 - The Longwood Center for the Visual Arts will remain in the Weinberg Building in downtown Farmville. The building will be renovated to meet the programming needs of the LCVA.
 - The Advisory Board will raise \$2 million in operating endowment and participate in raising at least 50% of the LCVA budget through annual support.

Vision and commitment: these have characterized Longwood in the past, and these are the qualities which will ensure its future. A renewed vision of what Longwood can be, and a firm commitment to realizing it in the hearts and minds of all who administer, teach, or learn will favorably launch the next 150 years. Longwood does indeed have “a proud past to build upon.” And the promise will be fulfilled.

Rosemary Sprague
Longwood College: A History

Cost of Implementing the Strategic Plan: 1998-2003

Italicized numbers indicate capital outlay; all others indicate operating expenditures.

	E&G	Auxiliary	Private	Total
Students	1,350,000	-----	12,000,000	13,350,000
Academic Program	3,217,376 <i>23,893,000</i>	-----	7,220,000	34,330,376
Human Resources	321,000	-----	-----	321,000
Technology	8,576,260	519,500	525,000	9,620,760
Student Life	<i>1,989,440</i>	1,021,000 <i>12,878,216</i>	9,630,574	25,519,230
Service & Account.	167,500	48,000	-----	215,500
Outreach	910,000	-----	2,200,000	3,110,000
Total	40,424,576	14,466,716	31,575,574	\$86,466,866

Total Capital Expenditures.....\$48,391,230

Total Operating Expenditures.....\$38,075,636

**STUDENT AFFAIRS COMMITTEE
ACTION ITEM 1**

**BOARD OF VISITORS
ACTION ITEM 1**

**Approval of Parental/Legal Guardian Notification Policy for
Alcohol/Other Drug Policy Violations**

ACTION REQUESTED: "On behalf of the President, I move that the Parental/Legal Guardian Notification Policy for Alcohol/Other Drug Policy Violations be approved as explained."

BACKGROUND: In the College's Foundational Plan to Reduce Binge and Illegal Drinking, we said that we would explore parental notification. The Higher Education Reauthorization Act of 1998 allows parents and legal guardians to be informed of alcohol/drug violations committed by college and university students under 21 years. Thus, we are choosing to proceed with notification beginning February 1, 1999 in the interest of parental partnerships and student learning, performance, and success.

RATIONALE: Actually, this federal legislation was kindled in large measure by the work and recommendations of the 1998 Virginia Attorney General's Task Force on Drinking by College Students. Parental/legal guardian notification is a purposeful part of the College's plan to reduce binge and illegal drinking.

POLICY: In the event that a student under 21 years of age is found to be in violation of any aspect of the Longwood College Alcohol and Other Drug Policies and Conduct Standards, the College will provide the individual's parent(s) or legal guardian with written notification of the infraction(s). Disclosure shall be limited to only a student's parent(s)/legal guardian, and will not occur until after his/her disciplinary hearing appeal period has expired. Exceptions to this disclosure policy will be considered only when the student can provide compelling evidence, during the formal hearing appeal period, of the existence of unusual mitigating circumstances.

**ACADEMIC AFFAIRS COMMITTEE
ACTION ITEM 1**

**BOARD OF VISITORS
ACTION ITEM 2**

Approval of Request to Establish Closing Date for Early Retirement Plan

ACTION REQUESTED: On behalf of the President, I move that the request to establish May 30, 2000 as the closing date for the Early Retirement Plan be approved as presented.

BACKGROUND: When the Board approved the Early Retirement Plan in November 1997 the policy was open ended.

RATIONALE: The Vice President for Academic Affairs has reviewed the impact of the early retirements upon the faculty salary pool. He recommends that the early retirement plan be closed as of May 31, 2000 in order to maintain the integrity of the salary pool. Interested faculty members would have until July 30, 1999 to decide if they wanted to apply for early retirement under one of the three options available.

**EXECUTIVE SESSION
ACTION ITEM 1**

**Approval to Award the Rank of Professor
Emeritus to Retiring Faculty Members**

RECOMMENDATION: On behalf of the President, I move that Dr. John S. Peale be awarded the rank of Professor Emeritus and Mr. Jack Austin and Dr. Billy S. Batts be awarded the rank of Associate Professor Emeritus.

BACKGROUND: The honorary rank of Emeritus may be awarded to a faculty member who has given 20 years of service, attained the rank of associate professor, and has provided a quality of performance to merit the distinction of the emeritus rank. The department involved may nominate retiring faculty for Emeritus rank. The nominations are submitted through the appropriate School Dean to the Vice President for Academic Affairs, who will make recommendations to the Board of Visitors. (Faculty Policies and Procedures Manual, Item 2, page 83.)

RATIONALE: The faculty members listed below have each dedicated more than 20 years of service to Longwood College. The nominations for this award are supported by the Department, Department Chair, the Dean, and the Vice President for Academic Affairs.

Mr. Jack Austin, Associate Professor of Physical Science, joined the Longwood faculty in 1963. He is completing his 36th year.

Dr. Billy S. Batts, Associate Professor of Biology, joined the Longwood faculty in 1963. He is completing his 36th year.

Dr. John S. Peale, Professor of Philosophy, joined the Longwood faculty in 1976. He is completing his 23rd year.

**EXECUTIVE SESSION
ACTION ITEM 2**

Approval of Request to Discontinue Faculty Salary Distribution Committee

ACTION REQUESTED: On behalf of the President, I move to request discontinuation of the Faculty Salary Distribution Committee and request approval to assign the responsibility for making the initial recommendation for Merit Pay allocation to the Deans Council.

BACKGROUND: Merit pay was discussed by the general faculty in February 1980 with many faculty expressing the opinion that Longwood should not consider merit pay until adequate funds were available for everyone to receive a cost of living increase each year. However, the administration and the Board began deliberations of the merit pay issue during the 1981-82 academic year.

The Board of Visitors approved a merit pay plan September 7, 1984. The plan stated that merit increases in pay, beyond general increases and in addition to the achievement awards, shall be in the form of awards for sustained excellence and shall be increases in base pay. The awards for excellence will be based primarily on teaching performance with criteria to be established by the OTF (Organization of Teaching Faculty). In view of the Board's feeling that merit should be of such value that it recognizes the outstanding performance of certain individuals over and above normal expectations, the Board specified that the minimum amount of the awards be \$500. The Board also asked the OTF and the administration to present proposals for the division of salary funds between "across the board" increases and "merit increases."

The Board of Visitors in February 1985 approved, in principle, a proposal submitted by the Merit Pay Committee (which had been approved by the OTF) that designated 20% of the total raise money be allocated for "merit" increases. The Board directed that in the next three years a system be developed to meet the intent of the Board to recognize those that are truly meritorious.

At a special meeting of the Board on March 26, 1988 to discuss merit pay, the Board was made aware that the faculty was deeply divided on the issue of merit pay. The Board decided that the voice of the faculty was advisory in nature. The Merit Pay Plan stated below was approved by the Board of Visitors March 26, 1988.

- "1. From the total funds identified for expenditure for Faculty salary increments, there will be taken money sufficient to cover incremental costs associated with promotion in faculty rank;

2. Of the funds remaining, 60% of the adjusted total will be distributed to all continuing faculty whose performance is judged satisfactory by appropriate faculty and administrative reviewing groups and individuals, on an across-the board basis; and
3. The remaining 40% of the adjusted total will be awarded as a function of the established merit evaluation.”

On March 15, 1989, Dr. Dorrill took a proposal for Salary Increase Distribution Guidelines to the Board (copy attached.) He stated that the guidelines represented a coming together of faculty and administration where a consensus had been reached with little or no opposition to move to a total performance-based system. Dr. Dorrill stated the guidelines were consistent with the Board of Visitors intent to move compensation increases toward a total merit system. Also, the proposed distribution plan was consistent with the Strategic Plan to develop a reward system based upon sound criteria and procedures for performance evaluation to use in determining salaries and annual increments. The Board approved the proposed guidelines. Each subsequent year the salary guidelines have been developed by a Faculty Salary Distribution Committee appointed by the President. After input from the Vice President for Academic Affairs, the recommendations have been presented to the Board for approval.

RATIONALE: The Vice President for Academic Affairs seeks approval to discontinue the appointment of a Faculty Salary Distribution Committee and assign the responsibility for making the initial recommendation for distribution of faculty salary merit funds to the Deans Council. The Deans and Chairs are in the most advantageous position to evaluate faculty and make recommendations for merit pay. The Vice President for Academic Affairs will bring the Deans' recommendations to the Academic Affairs Committee for further consultation and discussion. The Vice President for Academic Affairs will determine the distribution of merit pay funds. The current committee process is cumbersome because of the time constraints imposed by the General Assembly's approval process. In addition, the committee must complete its work in a short period of time so that the Board can approve the new guidelines and the salary process can be completed and contracts issued before Commencement.

The initial recommendation to discontinue the Faculty Salary Distribution Committee was made by last year's Faculty Salary Distribution Committee who recommended that the allocation of salary funds be done by the Deans and the Academic Affairs Council. This recommendation was discussed with the Academic Affairs Council and the Deans. Both groups supported the notion that the Deans make recommendations and the Academic Affairs Council provide input into the salary distribution process. The past chair of the Faculty Senate was a member of last year's Faculty Salary Distribution Committee. This proposal was also discussed with the current chair of the Faculty Senate and received his support.

FACULTY SALARY INCREASE DISTRIBUTION GUIDELINES

A total of \$306,700 has been appropriated by the General Assembly for compensation increases for full-time faculty at Longwood College in 1989-90. This amount will be fully distributed to full-time continuing faculty. Adjustments to individual salaries will be made as outlined below:

A. Performance-based Increases

Salary increases in this pool will be distributed across the College* to individual faculty entirely on the basis of an evaluation of their performance over the past calendar year. Approximately 91% of the total raise monies have been allocated to fund these performance-based increases in the normal merit range from low to high performance.

1. Persons receiving a less-than-satisfactory performance evaluation shall receive from zero percent increase to no more than a 4.3% raise, depending upon the deficiency of their performance from the satisfactory norms.
2. Persons whose performance is rated at or above the satisfactory standard shall receive increases in the range from 4.4% to 7% of their salary base, the precise figure depending upon the degree to which their performance exceeds the satisfactory norms.

Raises from this pool cannot exceed the 7% cap noted above and they are independent of any increase received from the special adjustment pools (e.g., for promotion) outlined below.

B. Promotion

Approximately 4% of the total compensation increase pool (estimated to be \$12,000) will be reserved to reward career promotions in faculty rank. These funds will cover the traditional lump-sum awards of \$500 for promotion from instructor to assistant professor, \$1,000 for promotion from assistant professor to associate professor, and \$1,500 for promotion from associate to full professor.

* All funds in this pool will be distributed to the departments in proportion to the total salaries of their continuing full-time faculty.

C. Special Adjustments**

Approximately 5% of the total compensation increase pool, (i.e., approximately \$15,000) will be allocated for other special adjustments as follows:

1. Exceptional Merit

Department Heads may recommend through their Deans*** and the Vice President for Academic Affairs individuals whose performance clearly exceeds the normal range (from low to high) for Exceptional Merit increments of \$100 to \$1,000 in addition to the adjustments made from other pools. Such awards will be few in number and will only be made when a strong, well-documented case is presented of exceptionally meritorious performance.

2. Serious Inequities

Department Heads may recommend through their Deans and the Vice President for Academic Affairs special adjustments in individual cases to rectify serious salary inequities. These inequities must be clearly shown both to exist and to be seriously debilitating for the College. Adjustments may be made to rectify such demonstrated inequities due to gender or race, salary compression, or severe market pressures.

3. Special Bonuses

Department Heads may recommend through their Deans*** and the Vice President for Academic Affairs the award of one-time bonus payments of \$250 to \$500 to individual faculty members for conspicuous contributions during the last calendar year which have not been adequately rewarded in the regular merit pool, but which do not qualify for an Exceptional Merit increment to the salary base. (Since bonus payments are made on a one-time basis, the equivalent amount will be available in the College's salary base for distribution in future years.)

**Adjustments from this pool will require the final approval of the President.

***Deans may initiate such recommendations for Department Heads.

* * * * *

Any monies allocated to the Promotion Pool (Pool B) or to the Special Adjustment Pool (Pool C) which are unspent will be returned for redistribution in the Performance-based Increase Pool (Pool A).

These salary increase distribution guidelines are adopted by the Board of Visitors on the recommendation of the President and after consultation with the OTF.

**EXECUTIVE SESSION
ACTION ITEM 3**

Faculty Accepting Early Retirement Option Plans

ACTION REQUESTED: On behalf of the President, I move that the faculty seeking Early Retirement be approved as presented.

BACKGROUND: The Board of Visitors approved Longwood's Early Retirement Plan at its October 27, 1997 meeting. The two main objectives of the Plan are: (1) to serve the College's programmatic needs to enhance a learning centered environment during a period of strategic planning and College growth; and (2) to recognize faculty who have served the institution a significant number of years. A faculty member could document their retirement (not including the current year) and choose one of four options: (1) retire at the end of the academic year and receive 50% of their salary at retirement; (2) retire after one more year and receive full-pay and benefits for teaching ½ time (at least two courses each semester); (3) retire at the end of one more year and receive full pay and benefits for the year for teaching full time (four courses) in either the fall or spring semester of their last year; or (4) notify the College they are retiring at the end of the year in order to be eligible to teach ½ time for two years at ½ pay.

RATIONALE: With the early retirement of senior faculty members, Longwood is positioned to be successful in implementing the strategic plan by hiring new junior faculty while recognizing the contributions and dedication of its senior faculty. The Plan allows the College to control the process of retirement so that the institution does not experience a negative impact from the loss of senior leadership and instruction as well as scholarly productivity within a department of the School.

Candidates for Early Retirement:

Dr. Samuel K. Gyapong, Associate Professor of Marketing, Option I, retiring after Spring semester 1999.

Dr. Neil Humphreys, Professor of Management, Option III, retiring after Spring semester 2000.

**BOARD OF VISITORS
ACTION ITEM**

Request for Approval to Borrow Funds

ACTION REQUESTED: On behalf of the President I move that the Board of Visitors approve the College's request to borrow funds for the HEC energy savings project and to replace the mainframe computer; the former to come from Crestar Bank and the latter to come from either the State's Master Leasing Program or from a private lender depending upon eligibility or the competitiveness of the annual interest rate.

BACKGROUND: As reported to the Board of Visitors throughout the year, the College has been working on an energy savings project with HEC designed to improve the College's building systems while guaranteeing cash savings in the form of reduced energy consumption. The total project is estimated to cost \$812,000, which the College wishes to borrow from Crestar Bank to be repaid over eight years at an annual interest rate of 4.43%. The annual debt payment will total approximately \$120,000, although when all costs are considered, the College's total annual cash outlay for the project is approximately \$137,000. This is still less than HEC's annual energy savings guarantee of \$143,000.

The College also wishes to borrow funds to cover the cost of hardware and software needed to replace and upgrade our central administrative computing systems. The total amount needed is \$684,000 which is split almost evenly between hardware and software. The College is eligible to apply for the funds through the State's Master Equipment Leasing Program, although due to lending restrictions, borrowing ability may be limited to the hardware portion only. Because the State is in the process of selecting a new bank to underwrite this program, it is not known at this time whether the College can borrow all that it needs using this program. If funds can not be obtained through the MELP, the College would like the authority to seek the funds needed from a private lender through a public procurement.

**FINANCE COMMITTEE
ACTION ITEM 1**

**BOARD OF VISITORS
ACTION ITEM 3**

Approval of 1999-2000 Tuition and Fees

ACTION REQUESTED: On behalf of the President, I move that tuition and fees for 1999-00 be modified according to the attached schedule which reflects an increase in total costs of 1.6% for in-state residential students and a 1.8% decrease for out-of-state students.

EXPLANATION: At the time of this writing, it appears that tuition for in-state students will be reduced through actions taken by both the Governor and the General Assembly. The exact amount is unknown at this time, but there is no question that the legislature and the Governor, through his approval of the 1999-2000 budget, will determine the rate of tuition for in-state students at Longwood. The attached shows no change in the rate of tuition for in-state students since this is all we know at this time.

The College proposes to decrease tuition for out-of-state students by \$400 in an effort to increase out-of-state enrollments by offering a more competitive tuition rate. State policy on out-of-state tuition is that these students must pay 100% of the cost of their education. The proposed rate complies with this policy.

Action taken by the General Assembly limits what the College can do with auxiliary fee increases. The new language limits auxiliary fee increases to the annual rate of inflation. Excluded from this calculation are fee increases required to cover increases in debt and salaries. For Longwood, the proposed increases in housing and dining are almost exclusively related to salary increases and new debt. The proposed comprehensive fee increase is necessary to cover salary increases and to provide the revenue required to support the programs and services funded through this fee.

Attachment

**LONGWOOD COLLEGE
PROPOSED UNDERGRADUATE TUITION AND FEES 1999-00**

IN-STATE STUDENTS

	1998-99		1999-00	
	<u>Residential Commuter</u>		<u>Residential Commuter</u>	
Undergraduate Tuition	2,684	2,684	2,684	2,684
Technology Fee	42	42	42	42
Comprehensive Fee	1,682	1,682	1,726	1,726
Student Activity Fee	120	120	136	136
Room	2,628		2,710	
Board-14 Meal Plan	1,828		1,828	
15 Meal Plan	1,750		1,750	
19 Meal Plan	1,910		1,910	

**Total In-State Undergraduate
Tuition and Fee Charges**

Commuter	-	4,528		4,588
w/14 Meal Plan	8,984		9,126	
w/15 Meal Plan	8,906		9,048	
w/19 Meal Plan	9,066		9,208	

Residential Undergraduate Increase: 14 Meal Plan - 1.6%
 15 Meal Plan - 1.6%
 19 Meal Plan - 1.6%

OUT-OF-STATE STUDENTS

	1998-99		1999-00	
	<u>Residential Commuter</u>		<u>Residential Commuter</u>	
Undergraduate Tuition	7,866	7,866	7,466	7,466
Technology Fee	42	42	42	42
Comprehensive Fee	1,682	1,682	1,726	1,726
Student Activity Fee	120	120	136	136
Room	2,628		2,710	
Board-14 Meal Plan	1,828		1,828	
15 Meal Plan	1,750		1,750	
19 Meal Plan	1,910		1,910	

**Total Out-of-State Undergraduate
Tuition and Fee Charges**

Commuter		9,710		9,370
w/14 Meal Plan	14,166		13,908	
w/15 Meal Plan	14,088		13,830	
w/19 Meal Plan	14,248		13,990	

Residential Undergraduate Decrease: 14 Meal Plan - 1.8%
 15 Meal Plan - 1.8%
 19 Meal Plan - 1.8%

Other Fees (1998-99 and Proposed 1999-00)

FEE	<u>1998-99</u>	<u>1999-00</u>
Virginia, Undergraduate Part-time Student, per credit hour	112	112
Virginia, Graduate Part-time Student, per credit hour	127	127
Non-Virginia, Undergraduate Part-time Student, per credit hour	328	311
Non-Virginia, Graduate Part-time Student, per credit hour	340	340
Thesis Fee (for In-State Students)	672	672
(for Out-of-State Students)	1,968	1,866
Diploma Fee	25	25
Technology Fee (per credit hour)	1.40	1.40
Application Fee	25	25
Re-admission Fee	15	20
Late Registration	50	50
Deposit Fee (All Students)	100 day	100
	250 dorm	250
Automobile Registration		
Students	35	35
Faculty/Staff	35	35
Facility Use Fee (C.E.C.) per credit hr.	20	20
Part-time Student Comprehensive Fee, 1 - 11 credit hours, per credit hour	30	30
Nursery School Fee (per child per year)	800	800

- NOTE 1:** Course fees for science, music, art, education, psychology, and various internships are not included on this schedule.
- NOTE 2:** Anyone who has completed an undergraduate degree at any college or university will be charged graduate tuition rates.
- NOTE 3:** Full-time is considered to be 12-18 credits per semester. An overload charge at the per credit rate will be assessed for each credit greater than 18 for which a student is enrolled in each semester.
- NOTE 4:** Lost library books will be charged at replacement cost plus a \$10.00 non-refundable processing fee. The daily charge for overdue books will be 25 cents per day.

1997-99 Full-Time Resident Undergraduate Student Charges

1997-98

1998-99

Institutions	1997-98			1998-99			Percent Increase
	Tuition and Mandatory E&G Fees	Mandatory Non-E&G Fees	Average Room and Board	Tuition and Mandatory E&G Fees	Mandatory Non-E&G Fees	Average Room and Board (1)	
GMU	2,976	1,320	5,381	3,018	1,326	5,381	0.4%
ODU	2,750	1,500	4,731	2,750	1,560	4,863	2.8%
UVA	3,885	901	4,279	3,930	936	4,432	3.6%
VCU	3,125	986	4,540	3,166	1,016	4,624	1.9%
VPI	3,500	647	3,420	3,536	769	3,648	6.7%
W&M	2,890	2,142	4,586	2,940	2,238	4,736	3.3%
CNU	2,416	1,050	4,650	2,440	1,074	4,950	6.5%
CVC	2,368	980	4,407	2,413	1,107	4,775	8.4%
JMU	1,940	2,208	4,994	1,982	2,274	5,264	5.4%
LC	2,684	1,732	4,360	2,726	1,802	4,538	4.1%
MWC	2,646	910	5,080	2,682	992	5,158	1.5%
NSU	1,935	1,065	4,166	1,935	1,400	4,992	19.8%
RU	2,016	1,164	4,416	2,036	1,222	4,700	6.4%
VMI	3,655	2,725	3,695	3,705	2,835	4,210	13.9%
VSU	1,951	1,356	4,800	1,983	1,456	5,006	2.2%
RBC	1,890	100	N/A	1,940	100	N/A	N/A
VCCS	1,415	14	N/A	1,423	14	N/A	N/A
Avg. Senior Insts.	2,716	1,379	4,506	2,749	1,467	4,752	5.5%
Avg. 2-Yr. Insts.	1,653	57	N/A	1,682	57	N/A	N/A
Avg. All Insts.	2,591	1,224	4,506	2,624	1,301	4,752	5.5%
Total	9,657	9,657	9,657	9,725	9,725	9,725	0.7%

(1) Charges listed here represent the weighted average double occupancy room charge and the maximum weekly meal plan offered, not necessarily the plan used by most students.

**FINANCE COMMITTEE
ACTION ITEM 2**

**BOARD OF VISITORS
ACTION ITEM 4**

Approval of Special Tuition for Off-Campus Course Offerings

ACTION REQUESTED: On behalf of the President, I move that the College be authorized to establish special contractual arrangements whereby third parties could contract to have classes offered to individuals designated by the third party at an off-campus site for a fee that would cover all direct costs plus 30% for indirect costs.

BACKGROUND: For the past two years, it has been a priority of Longwood College to increase our offerings of quality off-campus classes to serve our surrounding communities. Our ability to market our classes to a non-traditional off-campus population would be enhanced significantly if we established a special contractual fee for offering on off-campus class to a school system, agency or business (a third party).

Currently, for Longwood College to offer a class to a third party, we charge our regular tuition for each person enrolled in a class. The class must enroll at least 12 students for the College to reach the break-even point; otherwise the class is cancelled. Since the status of the class is dependent upon enrollment, the decision to cancel must be made immediately before the class is scheduled to begin. Cancellation for low enrollment disappoints the students who did enroll, the agency that requested the class, and the faculty member who put hours of time into preparation of the class without compensation. Cancellation creates ill will for all parties involved and the College fails to provide the legendary service for which we would like to be noted.

RATIONALE: At full tuition for 15 students, a third party would pay \$5,715 for a graduate class at an off-campus site. Under the proposed policy, the College could offer the course for \$4,550.00 which represents a 20% saving to the third party for a fully enrolled class. This saving will be significant enough to entice third parties to encourage participation by their employees to maximize the third party's financial investment. Part of the intent is to shift the burden of recruiting qualified students from the College to the third party. Once students successfully complete one class, they may be motivated to enroll in other classes or a degree program at Longwood College.

A special contractual arrangement also will serve as a guarantee that a class will be offered. Students and faculty will have a commitment from the College and from the third party that the class will be available as agreed. Both will have the advantage of advance notice for planning the academic experience.

**FINANCE COMMITTEE
ACTION ITEM 3**

**BOARD OF VISITORS
ACTION ITEM 5**

Approval of Charter for Internal Auditor

ACTION REQUESTED: On behalf of the President, I move that the proposed charter for the Internal Audit Office as presented in the following pages be approved by the Board of Visitors.

BACKGROUND: The current Internal Audit Charter was last reviewed and approved in 1992. Based on knowledge gained by the audit function since that time, we determined that a more detailed audit charter should be in place to clearly outline the duties and responsibilities of each party involved in the audit cycle. In addition, the charter outlines the requirements and expectations of the internal audit function itself. Included in this are the guidelines we must follow in conducting our audits and ourselves as auditors.

RATIONALE: A more detailed audit charter will provide a clear outline of expectations and obligations to each party involved in the audit cycle. It will also serve to define the internal audit function with more clarity.

INTERNAL AUDIT CHARTER

The Longwood College Internal Audit Office reports functionally to the Board of Visitors and administratively to the President. Performance problems with the Internal Audit Department will be reported by the President to the Board of Visitors immediately. These reporting relationships ensure departmental independence, promote comprehensive audit coverage, and assure adequate consideration of audit recommendations.

PURPOSE

Internal Audit is an independent appraisal activity established within the College to examine and evaluate Longwood's management systems. College administration has the primary responsibility for establishing and maintaining a sufficient system of internal controls. Internal Audit assists College administration in the effective discharge of its responsibilities by furnishing evaluations of departmental activities, recommendations for improvements in systems and procedures, and other information designed to promote effective controls.

RESPONSIBILITIES

Meaningful internal auditing requires cooperation among the Internal Audit Office, college administration, and the auditee. Each party's responsibilities in this regard include but are not limited to the following:

Internal Audit Office

- ◆ Examine and evaluate the controls, policies and procedures, and systems in place to safeguard college assets.
- ◆ Evaluate the reliability and integrity of information, and the efficient and effective use of resources.
- ◆ Review compliance with policies, procedures, laws and regulations.
- ◆ Report results and make recommendations to administration and the Audit Committee.
- ◆ Coordinate audit planning and scheduling activities with the Auditor of Public Accounts, Joint Legislative Audit and Review Commission, and other external audit or review organizations.

Administration

- ◆ Support the Internal Audit Office and communicate this support within their units.
- ◆ Participate in the audit process.
- ◆ Provide appropriate, clear and consistent direction to the college community through written policies and procedures.
- ◆ Follow-up on progress of corrective actions for audit findings within their units.

Auditee

- ◆ Cooperate with the audit process by providing unrestricted access to facilities, books and records, information, and personnel.
- ◆ Respond in writing, within 30 days, to all audit recommendations. Disagreements with recommendations or alternative solutions to identified findings are often acceptable. Each response should contain an estimated implementation date.
- ◆ Implement agreed-upon corrective action programs.

AUTHORIZATION

In the course of its work, Internal Audit has full and complete direct access to all College books, records (manual and electronic), physical properties, and personnel relevant to the subject of review. All documents and information given to Internal Audit during their work will be handled in the same prudent manner that the College expects of the employees normally accountable for them.

The Internal Audit Office has **neither direct responsibility for, nor** authority over, any of the activities, functions, or tasks it reviews. Accordingly, Internal Audit does not develop or write policies or procedures that they may later be called upon to evaluate. They may review draft materials, developed by management, for propriety and/or completeness. However, ownership of, and responsibility for these materials remains with management, not Internal Audit.

AUDIT STANDARDS AND ETHICS

All audit work meets the Standards for the Professional Practice of Internal Auditing and Code of Ethics promulgated by the Institute of Internal Auditors, Inc. The department is expected to consistently demonstrate high standards of conduct and ethics as well as appropriate judgement, independence, and discretion. Members maintain a professional image and protect auditee confidences and confidential information.

SELECTING AND SCHEDULING AUDITS

The Director prepares an annual Internal Audit Plan for approval by the Board of Visitors. Candidate projects come from a risk assessment questionnaire, recommendations by senior administration, regular coverage of large functional operations (cashiering, accounts payable, etc), and special requests.

REPORTING

All audit work is summarized in timely written reports distributed to an appropriate list of recipients. In general, reports are distributed to all members of the Board of Visitors, the President, the Vice-President for Administration and Finance, the Auditor of Public Accounts, as well as the auditee, their immediate supervisor, and other department heads affected by audit findings. Special request reports may have a more limited distribution.

Internal Audit will provide administration with adequate time to prepare responses to audit report findings before distributing the reports to appropriate recipients outside of College management.

A summary of all work performed during the current fiscal year will be prepared and presented to the Board of Visitors on a quarterly basis.

CURRENT INTERNAL AUDIT CHARTER

This charter identifies the purpose, authority, and responsibilities of the office of internal Auditor.

PURPOSE

Internal Auditing is an independent appraisal activity established to conduct reviews of operations and procedures, and to report findings and recommendations to College management and the Board of Visitors.

All internal auditing endeavors are to be conducted in compliance with Longwood objectives and policies, as well as the Code of Ethics and the Standards for the Professional Practice of Internal Auditing, which are promulgated by the Institute of Internal Auditors, Inc.

AUTHORITY

The Longwood Internal Auditor will report directly to the Board of Visitors and administratively to the President of the college. These reporting relationships ensure departmental independence, promote comprehensive audit coverage, and assure adequate consideration of audit recommendations.

Internal audit personnel, in the performance of audits and with stringent accountabilities of safekeeping and confidentiality, will be granted unlimited accessibility to all Longwood activities, records, property, and employees.

Internal auditing is a staff function that has no direct authority over the activities it reviews. The performance of these reviews does not relieve management of any assigned responsibilities.

Objectivity is essential to the audit staff in the proper fulfillment of their duties. Performance of line responsibilities by the staff may compromise their objectivity. This practice will be limited and considered in audit assignments.

RESPONSIBILITIES

The Internal Auditor is responsible for assessing the various functions and control systems of Longwood, and for advising management concerning their condition. The fulfillment of this accountability includes but is not confined to:

Reviewing the application and effectiveness of administrative and financial controls, and reliability of the data that is developed within the college.

Evaluating the sufficiency of, and the adherence to, College plans, policies, and procedures, and compliance with applicable laws and regulations.

Ascertaining the adequacy of controls for safeguarding Longwood assets, deterring fraud, waste, and abuse, and when appropriate, verifying the existence of assets.

Performing special reviews requested by the Board of Visitors and College management.

Coordinating audit planning and scheduling activities with the Auditor of Public Accounts, Joint Legislative Audit and Review Commission, and other external audit or review organizations.

Approved by the Board of Visitors October 26, 1992.

LONGWOOD COLLEGE BOARD OF VISITORS
Academic Affairs Committee
January 28, 1999

Call to Order

The Academic Affairs Committee of the Longwood College Board of Visitors met Thursday, January 28, 1999 in the West Ruffner Conference Room on the college campus. The meeting was called to order at 2:25 p.m. by Mrs. Anderson, chair of the committee.

The following members were present:

- Mrs. Dolores Anderson
- Mrs. Ann Baise
- Mrs. Joanne Butler
- Mrs. Susan Harwood
- Mrs. Alice Stallard
- Dr. Frank Howe (substituting for Dr. Pat Lust)
- Dr. Craig Challender
- Mr. Steve Ledlow

Members absent were:

- Mr. Mark Gambill
- Dr. Patricia Lust

Present at the request of the Committee

- Mr. Dick Bratcher
- Dr. Norman Bregman
- Dr. Patricia Cormier:
- Ms. Jeanne Hayden
- Dr. James Vincent

Others present were:

- Mrs. Johanna Chase
- Dr. Mark Crabtree
- Mrs. Ada Michaels
- Mrs. Virginia Russell
- Dr. Edward Smith
- Dr. Frank Moore

Business

Item 1 - Approval of Request to Establish Closing Date for Early Retirement Plan

Dr. Bregman presented to the committee for its approval a request to establish a closing date for the early retirement plan. (A copy of this request is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 1, January 28, 1999.) He explained that he has reviewed the impact

of the early retirement plans on the faculty pool and recommended that the plans be closed as of May 30, 2000. Mrs. Harwood made a motion seconded by Mrs. Stallard, to approve the request to set the closing date for early retirement plans for May 30, 2000. The committee approved the request.

Item 2 - Report on American History Data

Dr. Smith presented to the committee a report on the percent of baccalaureate graduates who earned credit for American History. (A copy of this report is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 2, January 28, 1999.) He reported that there are currently three majors that require American History. They include: Liberal Studies, History, and Political Science.

Item 3 - Report on the Use of Faculty Time

Dr. Smith also presented data for the committee's review on the use of faculty time. (A copy of this data is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 3, January 28, 1999.) Longwood's data was compared with that of national and state comprehensive institutions.

Item 4 - Assessment of Technology Use on Campus

An updated assessment on the use of technology on campus was presented by Mr. Bratcher. (A copy of the assessment report is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 4, January 28, 1999.) He reported that faculty use of technology was widespread and growing. He also reported that satisfaction levels are good with only minor problems among students receiving assistance from RTAs. He stated that in the future students with better computer skills will be hired as RTAs.

Dr. Crabtree commended the Information and Instructional Technology Services staff for a job well done.

Item 5 - Uses of the Web in Instruction and Distance Learning

Dr. Moore presented a report on the uses of the web in instruction and distance learning. (A copy of this report is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 5, January 28, 1999.)

Executive Session

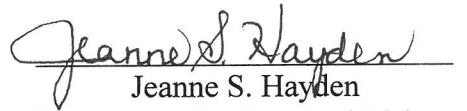
Mrs. Anderson moved that the committee go into Executive Session under Section 2.1-344 A1 of the Code of Virginia to discuss personnel matters. The motion was seconded by Mrs. Stallard. The committee returned to open session. In compliance with the provisions of the Virginia Freedom of Information Act, a motion was made by Mrs. Anderson and seconded by Mrs. Stallard to certify the discussion in Executive Session. (A copy of this compliance is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 6, January 28, 1999.)

Mrs. Anderson reported that personnel matters discussed in Executive Session included: awarding the rank of professor emeritus and associate professor emeritus to retiring faculty members, approval to discontinue the Faculty Salary Distribution Committee, and faculty accepting early retirement option plans. (A copy of these requests is filed with "Addenda to Minutes of Meetings of the Board

of Visitors” as Appendix 7, January 28, 1999.)

Adjournment

There being no further business, Mrs. Anderson adjourned the meeting at 3:10 p.m.



Jeanne S. Hayden
Secretary to the Board of Visitors

LONGWOOD COLLEGE BOARD OF VISITORS
Academic Affairs Committee
West Ruffner Conference Room
Thursday, January 28, 1999
2:00 p.m.

AGENDA

1. Approval of Request to Establish Closing Date for Early Retirement Plan
2. Report on American History Data
3. Report on the Use of Faculty Time
4. Assessments of Technology Use on Campus
5. Uses of the Web in Instruction and Distance Learning