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Board of Visitors

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**LONGWOOD COLLEGE BOARD OF VISITORS’
MEETING
Lancaster 215
Saturday, April 24, 1999
9:00 a.m.**

Call to Order

Minutes: January 29, 1999 Regularly Schedule Meeting

Rector’s Report

President’s Report

Committee Reports

Finance Committee

Approval of Comprehensive Campaign	Item 1
Approval of Internal Operating Budget for FY2000	Item 2
Approval of Request for Funds from Auxiliary Reserves	Item 3
Approval of 2000-2002 Biennium Budget Submissions to the Governor	Item 4
Approval of Dining Hall Bond Resolution	Item 5
Approval of Request to Borrow Funds	Item 6
Approval of Meal Plan Option for Students Off-Campus	Item 7
Approval of Internal Audit Plan	Item 8

Audit Committee

Academic Affairs Committee

Approval of Communications Program	Item 9
Approval of Promotion and Tenure Policy Changes	Item
10	
Approval of Change in Policy on Faculty Work Experience Program	Item
11	

Facilities and Services Committee

Approval of the Proposed Site of New Science Building	Item
12	

Student Affairs Committee

Approval of Alcohol and Other Drug Policies, Procedures, and Information: Revised	Item
13	
Approval of Sanctions for Distribution and Possession of Drugs	Item

14 Approval of Student Conduct: Cooperation Between the Town of Farmville
and Longwood College Item

15 **Community Advisory Committee**

- Report's From Representatives**
Foundation Board Representative
Alumni Association Representative
Faculty Representative
Student Representative

Old Business

New Business
Approval of Changes to Board of Visitors' Bylaws Item

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Announcements

Adjournment

LONGWOOD COLLEGE BOARD OF VISITORS
Saturday, April 24, 1999

Minutes

Call to order

The Longwood College Board of Visitors met on Saturday, April 24, 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
- Dr. Mark A. Crabtree
- Mr. Mark M. Gambill
- Mrs. Susan M. Harwood
- Mrs. Ada R. Michaels
- Mrs. Virginia A. Russell
- Mrs. Alice C. Stallard
- Mr. John J. Todd, Jr.

Member absent was:

- Mrs. Johanna B. Chase

Present at the request of the Board:

- Dr. Patricia P. Cormier, President
- Dr. Craig Challender, Faculty Representative to the Board of Visitors
- Ms. Jeanne Hayden, Secretary to the Board of Visitors
- Mr. Nicholas Mills, Student Representative to the Board of Visitors
- Mrs. Audrey Powell, substituting for Karen Chichester, President, Foundation Board
- Dr. James Vincent, Executive Assistant to the President and the Board of Visitors

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 Mrs. Harwood and seconded by Mrs. Michaels, the minutes of the January 29, 1999, meeting were approved as distributed.

Rector's Report

Mrs. Baise, Rector to the Board, reminded members of the April 30 SCHEV meeting in Richmond and encouraged them to attend. She also stated that they should have received a letter from Diana Cantor regarding the "Second College Savings Plan," which will now be called "At Best". Mrs. Baise announced that the College has met its management standards for institutions of higher education in Virginia for 1998-99 and has received a letter signed by the Secretary of Finance and the Secretary of Education. She also announced that Dr. Cormier has been selected to serve on Commission on Colleges of the Southern Association of Colleges and Schools. She also announced that a letter was received from John Padgett, the chairman of SCHEV, regarding the accelerated degree programs for non-traditional students in the information systems field of study.

Mrs. Baise reported that Longwood is one of four colleges asked by Wilbert Bryant, Secretary of Education, to select a representative to serve on the Steering Committee on Distance Learning Education. A motion was made by Mrs. Baise to nominate Mr. Richard Bratcher, Vice President for Information and Instructional Technology Services, to represent Longwood on the steering committee. The motion was seconded by Mrs. Stallard and approved by the Board.

Mrs. Baise then announced that Mrs. Michaels will chair a committee to examine the presidential evaluation process. In two years the Board will conduct a campus wide evaluation. The committee will review the current process used for evaluating the president and make recommendations for possible changes. Other board members serving on the committee are Mr. Todd and Mrs. Anderson.

Mrs. Baise also announced that she has selected Mrs. Stallard, Mrs. Chase, and Dr. Crabtree to serve on the Nominating Committee. They will make recommendations for Board officers for 1999-2000.

Final announcements included a meeting will be held at Natural Bridge on June 21 and 22, 1999, for rectors of Boards of Visitors and others to talk with the Blue Ribbon Commission on Education, and that Roy Clark will be performing at Longwood on December 17. She also shared a note with the Board that she received from former member Carroll Freeman.

President's Report

President Cormier presented a report on Longwood's dashboard indicators, the implementation schedule for 1999-2000 for the *Five Year Strategic Plan*, and the 1999-2000 initiatives for the *Longwood College Marketing and Communications Plan*. (A copy of Longwood's dashboard indicators and the implementation schedule for 1999-2000 for the *Five Year Strategic Plan* is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 1, April 24, 1999.) She stated that since the College is having difficulty receiving data from its peer institutions, she will make a recommendation at a later time for a more effective system. Dr. Cormier stated that IPEDS data, the national recording system for higher education in America, would be a possible source of information; however, IPEDS information tends to run a year behind in producing its reports. She also stated in response to a suggestion by Mr. Todd that a list of aspirational peer institutions will be developed. Dr. Cormier reviewed the 1999-2000 initiatives for the *Longwood College Marketing and Communications Plan*. (A copy of the plan is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 2, April 24, 1999).

Dr. Cormier then announced that the College had retained Don Lemish of James Madison University to conduct a feasibility study examining Longwood's possible entry into NCAA Division I. She distributed a copy of the study and asked Board members to review it for discussion at a later time. (A copy of the study is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Handout 1, April 24, 1999.) The President shared an article that appeared in the sports section of the *Richmond Times Dispatch* announcing that the College was conducting the study.

Following the President's report, Mrs. Baise congratulated Dr. David Smith on the School of Education and Human Services' reaccreditation with NCATE. Dr. Smith reported that the School had done well and made significant improvement. The last time the College was accredited NCATE found sixteen areas of concern, compared to four this time. He attributed the success of the accreditation to the students and faculty of the School of Education and Human Services.

The Rector called on Mrs. Powell, substituting for Karen Chichester, President of the Foundation Board, to report on the Foundation Board and its activities. (The text of Mrs. Powell's report is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 3, April 24, 1999.)

Mrs. Harwood announced that the Board of Visitors were at 100 percent participation in the Annual Fund.

Committee Reports

Finance Committee

Item 1 - Approval of the Comprehensive Campaign

Mrs. Baise presented a resolution and moved that the College proceed with the planning and implementation of a comprehensive campaign. The motion was seconded by Dr. Crabtree. Mr. Todd recommended amending the resolution from "\$20-25 million" to *\$20 million plus*. (A copy of the amended resolution is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 4, April 24, 1999.) His recommendation was seconded by Mrs. Stallard and the resolution passed unanimously as amended.

Item 2 - Approval of Internal Operating Budget for FY2000

Mrs. Butler presented the committee's recommendation and made a motion requesting approval of the internal operating budget for FY 2000. (A copy of the internal operating budget is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 5, April 24, 1999.) Dr. Crabtree seconded the motion and the Board approved.

Item 3 - Approval of Request for Funds from Auxiliary Reserves

Also presented for approval by Mrs. Butler was an amended request for funds totaling \$232,000 from auxiliary reserves. (A copy of the amended request is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 6, April 24, 1999.) Mrs. Butler made a motion for approval, which was seconded by Mr. Gambill. The Board approved the recommendation.

Item 4 - Approval of 2000-2002 Biennium Budget Submissions to the Governor

Mrs. Butler moved that the Board approve an amended recommendation for the 2000-2002 biennium budget submissions to the Governor. (A copy of the amended biennium budget is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 7, April 24, 1999.) Changes included: General Fund (E&G) Project a request to supplement the Ruffner Renovation from \$1 million to *\$2.3 million*; Non-general Fund (Private Funds) Project change of language regarding the authority to allow construction of a student housing complex to read *The College is seeking authority to submit a request to the State that would allow a contract for the construction of a student housing complex by a private developer on College property*; and Split Funded Projects (Auxiliary and Private Fund) Renovation of Rotunda Market request to be changed from \$802,356 to *\$400,000* auxiliary and from \$250,000 to *\$450,000* private funds with the total changes reduced from \$1,052,356 to *\$850,000*. The motion was seconded by Dr. Crabtree and passed by the Board.

Item 5 - Approval of Dining Hall Bond Resolution

A motion was made by Mrs. Butler recommending approval of the Dining Hall Bond Resolution. (A copy of this recommendation is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 8, April 24, 1999.) Mrs. Michaels seconded the motion and the Board approved.

Item 6 - Approval of Request to Borrow Funds

Mrs. Butler moved and Mrs. Harwood seconded, a request to borrow funds from the State's Master Leasing Equipment Borrowing Program to purchase a printing press. (A copy of the request is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 9, April 24, 1999.) The motion was approved by the Board.

Item 7 - Approval of Meal Plan Option for Students Off-Campus

Mrs. Butler presented a motion for approval of a meal plan option for students living off-campus. (A copy of this plan is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 10, April 24, 1999.) The motion was seconded by Mrs. Harwood and approved by the Board.

Item 8 - Approval of Internal Audit Plan

Mrs. Butler made a motion seconded by Mrs. Harwood to approve an internal audit plan for fiscal years 2000 and 2001. (A copy of the plan is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 11, April 24, 1999.) The motion was approved by the Board.

Audit Committee

Mrs. Butler stated that there was nothing to report from the committee at this time.

Academic Affairs Committee

Mrs. Anderson reported that the Academic Affairs Committee received for information a report on sabbatical and connection awards, an update on the Registrar's search, a presentation on the Education Program and an update on NCATE accreditation.

Item 9 - Approval of Communications Program

Mrs. Anderson made a motion requesting Board approval of a new Communications Program. (A copy of the program is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 12, April 24, 1999.) The motion was seconded by Dr. Crabtree and approved by the Board. Dr. Crabtree expressed his enthusiasm regarding the new program.

Item 10 - Approval of Promotion and Tenure Policy Changes

Mrs. Anderson presented a motion for approval of changes to the promotion and tenure policy. (A copy of the changes is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 13, April 24, 1999.) Her motion was seconded by Mrs. Stallard and approved by the Board.

Item 11 - Approval of Change in Policy on Faculty Work Experience Program

Mrs. Anderson presented for approval policy changes for the Faculty Work Experience Program. (A copy of these changes is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 14, April 24, 1999.) Dr. Crabtree seconded the motion and the Board approved.

Mrs. Anderson reported that in Executive Session the committee discussed items regarding personnel and honorary degrees. She moved and Mrs. Russell seconded the request to award promotions for the rank of professor to Dr. Chrystyna Kosarchyn, Associate Professor of Health, and to Dr. Sarah Young, Associate Professor of Social Work, and to award the rank of associate professor to Dr. Sharon Emmerson-Stonnell, Assistant Professor of Mathematics; Dr. Candis A. LaPrade, Assistant Professor of English; Dr. Melanie Marks, Assistant Professor of Economics; and Dr. Charles D. Ross, Assistant Professor of Physics. (A copy of the recommendation is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 15, April 24, 1999.) The Board approved. Mrs. Anderson moved approval of Dr. Bregman’s request that one faculty member be denied promotion. Mrs. Stallard seconded and the Board approved. A motion was made by Mrs. Anderson, seconded by Mrs. Russell to award tenure to Dr. Melanie Marks, Assistant Professor of Economics and to Dr. Susan Lynch, Assistant Professor of Therapeutic Recreation. (A copy of the recommendation is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 16, April 24, 1999.) The Board approved the motion.

Mrs. Anderson also made a motion, seconded by Mr. Gambill, to award the rank of professor emeritus to Dr. Nancy A. Andrews, Dr. Marvin W. Scott, and Dr. Wayne H. Tinnell. (A copy of the recommendation is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 17, April 24, 1999.) The Board approved. She made a motion seconded by Mrs. Michaels to approve candidates for retirement. (A copy of the recommendation is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 18, April 24, 1999.) A motion was made by Mrs. Anderson and seconded by Mrs. Stallard to approve the faculty salary ranges for 1999-2000. (A copy of the recommendation is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 19, April 24, 1999.) The motion was approved by the Board.

Also presented for approval was a motion by Mrs. Anderson for the awarding of honorary degrees to Dr. Giles Constable and Lt. General Samuel Wilson. (A copy of the recommendation is filed with

“Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 20, April 24, 1999.) The motion was seconded by Mrs. Harwood and the Board unanimously approved.

Facilities and Services Committee

Mrs. Russell reported that the Facilities and Services Committee received an update on campus construction projects and a presentation of the Ruffner Study.

Item 12 - Approval of the Proposed Site of the New Science Building

Mrs. Russell presented a motion for approval of a proposed site for the new science building. (A copy of the recommendation is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 21, April 24, 1999.) Her motion was seconded by Dr. Crabtree and approved by the Board.

Student Affairs Committee

Mrs. Michaels stated that reports were received on Fall 1999 admissions, off-campus enrollments, proposed changes in admissions entrance policies and racial based preferences in admissions.

Item 13 - Approval of Alcohol and Other Drug Policies, Procedures, and Information: Revised

Mrs. Michaels made a motion for approval of revised alcohol and other drug policies, procedures and information. (A copy of the revisions is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 22, April 24, 1999.) Mrs. Stallard seconded the motion which was then approved by the Board.

Item 14 - Approval of Sanctions for Distribution and Possession of Drugs

Mrs. Michaels also made a motion for approval of sanctions for distribution and possession of drugs. (A copy of the recommendation is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 23, April 24, 1999.) Dr. Crabtree seconded the motion and the Board approved. Dr. Crabtree stated the importance of having a “zero tolerance” policy.

Item 15 - Approval of Student Conduct: Cooperation Between the Town of Farmville and Longwood College

Also presented was a motion by Mrs. Michaels to approve an amended student conduct policy relating to students living off campus, pending final review by the Attorney General’s Office. (A copy of the amended policy is filed with “Addenda to Minutes of Meetings of the Board of Visitors” as Appendix 24, April 24, 1999.) The motion was seconded by Dr. Crabtree and was approved by the Board.

Community Advisory Committee

Mrs. Harwood had nothing to report from the committee at this time.

Representative’s Reports

Mr. Wertz, representing the Alumni Association, reported that the Association had sponsored or co-sponsored several successful events, including a hospitality tent at Strawberry Hills, a winery tour in Williamsburg and the Jane Goodall lecture. He announced that the Alumni Association will

be sponsoring an archeological dig at Staunton River in May, the annual Oktoberfest, a hospitality tent at the Steeple Chase Races in Leesburg, and an Alumni College featuring Dr. David Stein. Wilma Sharp, an alumna, will also be hosting a pregame party at her home in Williamsburg for those attending the Longwood College-The College of William and Mary soccer game. He also announced that an agreement has been completed for a new Longwood Visa Card that a contract has been signed with Harris Publishing for a new alumni directory. Mr. Wertz stated that the Alumni Association is interested in working with the Longwood Bookstore on a merchandising agreement in which the Association would receive a percentage of sales on alumni merchandise.

Dr. Challender, representing the faculty, thanked Mrs. Baise for visiting classes and encouraged other Board members to do the same. He commended the President's efforts in raising Longwood's profile in the state and beyond. He also commented on the time and effort faculty and administrators have put into the strategic plan and stated that he hoped that the plan will be equitably funded.

Mr. Mills, representing Longwood's students, thanked Board members for meeting with students and faculty and emphasized the importance of students having contact with the governing body of the college. He reported that the Senate has passed a resolution asking the College to include a sexual orientation policy in the Equal Employment Opportunity statement. He also stated that an SGA student activities fees report has been completed. Mr. Mills made an announcement regarding future goals for the SGA, including building college spirit among Longwood's students and getting more involved with the state legislature. He reported that the open forums for students have been successful and should continue.

Mrs. Baise commended Mr. Mills and his staff for the work the Student Government Association does on behalf of the college.

New Business

Item 16 - Approval of Changes in Board of Visitors' Bylaws

Mrs. Baise asked Mrs. Stallard to review the proposed changes to the Bylaws. Following discussion, Mrs. Stallard moved to approve as presented the changes in Articles 3,6, 7 and in Article 5, section 3A. Mrs. Russell seconded. Dr. Crabtree then made a secondary motion that the Board accept a friendly amendment to the principal motion whereby the Audit Committee would become a standing committee. Mr. Gambill seconded Dr. Crabtree's secondary motion and the Board approved. The principal motion, amended in accordance with the approved secondary motion, was then approved by the Board. Mrs. Stallard then moved to change the first sentence in Article 3, Section 1 to read: "*The annual meeting of the Board shall be held at the College in the fall.*" Mrs. Russell seconded and the Board approved. (A copy of the amended Bylaws is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 25, April 24, 1999.)

Announcements

Mrs. Baise announced that this would be Mrs. Anderson's last Board meeting and thanked her for her service to the Board. Mrs. Anderson thanked the Board for being allowed the honor of serving as a member. Mrs. Anderson is invited to the fall Board meeting in order for the Board to honor her service to Longwood College.

Adjournment

There being no further business, the meeting adjourned at 11:05 a.m.

Virginia A. Russell
Board Secretary

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

Longwood College
Lancaster Boardroom
24 April 1999

The Dashboard Indicators: A Comparison of Longwood College and Peer Institutions

1. Total SAT Scores of First-time Freshmen: Longwood Rank = 4 of 6

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
1052	1198	1098	1046	1120	1047

2. Persistence Rates (fall first-time freshmen returning next fall): Longwood Rank = 4 of 6

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
79%	82%	81%	74%	82%	78%

3. Graduation Rates (in 5 years): Longwood Rank = 3 of 5

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
58%	NA	60%	36%	56%	61%

4. Percent of graduates employed full-time within 2 - 3 years of graduation: Longwood Rank = 1 of 5

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
93%	71%	NA	56%	83%	88%

**5. Satisfaction Index from the College Student Experiences Questionnaire
No Significant Difference between the Mean for Longwood (6.20) and the Mean for the Peer Institutions (6.17)**

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
6.20					

6. Percent of auxiliary revenues dedicated to debt service: Longwood Rank = 4 of 6

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
10%	7%	23%	0%	17%	8%

7. E & G Expenditures (Instruction/Total E&G): Longwood Rank = 1 of 4

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
52%	46%	34%	36%	NA	NA

8. Percent of alumni donating: Longwood Rank = 2 of 6

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
29%	22%	17%	7%	13%	30%

9. Endowment per Full-time Equivalent Student: Longwood Rank = 2 of 6

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
\$5,088	\$6,064	\$1,767	\$2,730	\$2,245	\$3,078

10. Average Faculty Salary: Longwood Rank = 4 of 4

LC	Peer 1	Peer 2	Peer 3	Peer 4	Peer 5
\$47,424	\$50,019	\$49,132	NA	NA	\$63,394

ANNUAL REPORT PREPARED FOR THE BOARD OF VISITORS

The Office of Assessment and Institutional Research
 Ed Smith, Director
 Sandra Bollinger, Senior Research Analyst
 Kathy Paulette, Student Intern

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 April 12, 1999

Peer Institutions for the Dashboard Indicators:

- 1. Mary Washington College - Virginia**
- 2. State University of New York at Fredonia - New York**
- 3. Sonoma State University - California**
- 4. Salisbury State University - Maryland**
- 5. Shippensburg University - Pennsylvania**

Plymouth State College - New Hampshire
State University of New York at Plattsburgh - New York
State University of New York at Potsdam - New York
University of Wisconsin at River Falls - Wisconsin
Willamette University - Oregon

Note: Institutions in bold type returned data.

Longwood Excels:

Rank 1 Percent of graduates employed full-time
Rank 1 E & G Expenditures (Instruction/ Total E&G)

Rank 2 Percent of alumni donating
Rank 2 Endowment per Full-time Equivalent Student

Longwood Needs Improvement:

Rank 3 Graduation rate

Rank 4 Persistence Rate

Rank 4 SAT Scores

Rank 4 Percent of auxiliary revenues dedicated to debt service

Rank 4 Average Faculty Salaries

Note: The Satisfaction Index shown on page 1 was derived from the College Student Experiences Questionnaire, which is administered to seniors annually. A comparison of the mean score for Longwood seniors in 1998 (M = 6.20) vs. the mean score for seniors at these Peer Institutions (M = 6.17) was non-significant.

ANNUAL REPORT PREPARED FOR THE BOARD OF VISITORS

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April 12, 1999

The Longwood College Five Year Strategic Plan

1999 - 2000 Implementation Schedule

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.	
Performance Indicator	1999-2000 Goal
a. Enrollment increase	840 new freshmen/transfers
b. Quality	1060 SAT/3.1 GPA
c. Diversity	15% minority enrollment
d. Persistence rates	81%
e. Four year graduation rate	50%
f. Job placement rate	90 th percentile
g. Scholarships	Comprehensive Campaign

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.	
Performance Indicator	1999-2000 Goal
a. Competencies for each discipline	100% completion
b. 100% pass rate on PRAXIS	100% of new applicants to Teacher Education Program will pass.
c. 100% teacher licensure rate	100% completion
d. Major Field Tests for School of Business in top 20%	100% completion
e. Graduate school acceptance rate of 80%	Establish baseline data

f. All students in top quartile of ACT Compass Test	Submit to Faculty Senate for review. Implement pilot program on a college-wide scale.
g. Web-based portfolio for all graduates	All students entering the SOBE and the SEHS in Fall 1999 will have technology based portfolios; An appropriate model portfolio will be developed in SLAS.
h. Technological competency requirement	Conduct pilot program for Microsoft Software Certification Exam in SOBE.
i. Revise academic regulations and policies	Develop a 3 year, comprehensive review plan, beginning in 1999 with tenure and promotion policies.
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.	
a. Academic continuous quality improvement plan	100% completion in SOBE; Individual work plans developed for all faculty in LAS.
b. 19:1 full time student/faculty ratio	100% completion
c. National accreditation	Secure Social Work re-accreditation; Continue accreditation process for Theatre and Athletic Training
d. Faculty professional development opportunities	At least 70% of faculty will receive support
e. Faculty Connections Program	Comprehensive Campaign Biennium Budget
f. Sabbaticals	Provide \$30,000 to support sabbaticals.
g. Define meaning of teaching, scholarly activity and service	100% completion
h. Reward for scholarship that improves learning/teaching	Provide \$20,000 in support
i. New faculty orientation program	100% completion
j. Departmental chair training program	100% completion
k. Faculty Professional Development Center	Comprehensive Campaign
l. Student research	Each School will develop guidelines and an implementation schedule.
m. Fund endowed chairs	Comprehensive Campaign
n. Graduate program/fellowships	Comprehensive Campaign
o. Department/School Alumni Advisory Council	100% completion
p. Guidelines for, and annual assessment of, advising system	Complete development of guidelines and assessment mechanism.

4. Adapt both core and major fields curricula to the needs of student learning.	
a. Integrated core of common learning	General Education Committee will complete its work and make a recommendation to Faculty Senate.
b. 5 year evaluation of all major programs	Conduct evaluations of 14 programs as per the Program Evaluation Plan
c. Honors Program expansion	Comprehensive Campaign
d. Service learning /co-curricular record	Each School, in conjunction with Student Affairs, will complete guidelines and implementation schedule.
e. Internships	100% completion for SOBE; 100% completion for SEHS; 140 internships made available in SLAS
f. Cross-cultural experience	Each School, in conjunction with Student Affairs, will complete guidelines and implementation schedule.
g. Longwood Seminar	Tie results to retention; Implement consultant's recommendations where appropriate; Continue linked courses and learning communities; Conduct a pilot program for credit-bearing Seminars in 30% of total sections.
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	Planning
b. Renovate Jarman Auditorium	Planning
c. Renovate Ruffners	Begin renovation
d. Modernize all existing facilities	Establish baseline data; Conduct new Master Plan study

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.	
Performance Indicator	1999-2000 Goal

a. Staff development position	100% completion
b. Comprehensive training curriculum	100% completion
c. Staff individual development plans	Develop guidelines and implementation schedule.
d. Regular assessment of staff technology needs	100% completion
e. New HRS management information system	Work with Commonwealth to secure decentralization approval.
f. Employee Health and Safety Plan	Biennium Budget request
g. Assess effectiveness of Staff Advisory Committee	100% completion

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.	
Performance Indicator	1999-2000 Goal (partially dependent upon Biennium Budget request)
a. Network	75% of components use current software and hardware; 1 dial-in port to 15 subscribers; 1 network port per resident student; 90% of study areas with ports; 30% of classrooms with port per student; 50% peak saturation of Internet connection; 30% of potential network users supported concurrently; 30% of potential users supported by Application Servers; 85% of on-campus academic resources available to off-campus constituents
b. Student technology	67% of lab computers at acceptable levels; 95% of students owning computers; 8 skills based courses offered; 1 skills course seat per 4 students; 85% satisfaction rate for training courses; 1 technician per 1000 students;

	<p>1 RTA per 1000 students; 85% satisfaction with Help Desk; 85% satisfaction with residence hall technology; 50% satisfaction with Radio Station;</p>
c. Instructional technology	<p>75% of faculty computers at acceptable levels; 75% of software at acceptable levels; 100% completion of Biennial Technology Assessment; 40% of faculty using classroom based instructional technology; 50% satisfaction rate with levels of available technology; 85% satisfaction rate with technology equipment; 1 computer per 1 faculty; 1 computer per 2 part time faculty; 50% of classrooms with multimedia equipment; 95% operational time of classroom equipment; 1 training seat per 2 faculty; 1 technician per 30 classrooms; 85% satisfaction rate for technical support; 1 repair tech & 2 software techs per 500 computers;</p>
d. Administrative support and communications system	<p>85% of applications at acceptable levels; 70% of servers and hardware at acceptable levels; 90% satisfaction rate with administrative systems; 10 processes analyzed for automation; 100% of staff with networked computers; 10 training topics for staff; 1 training class seat per 2 staff; 85% satisfaction rate with training classes; 1 repair tech & 2 software techs per 500 computers</p>
e. Increase access to educational program	<p>3 distance ed. classrooms; 100% completion of distance ed. research study; 85% satisfaction rate for interactive video courses; 85% satisfaction rate for web-based courses</p>

f. Support decision making	100% of Fact Book web-based; 100% completions of decision support systems study; 85% satisfaction rate with Institutional Research and Assessment resources;
g. Library technology	85% of support application systems at acceptable levels; 70% of servers and hardware at acceptable levels; 10% of paid titles available electronically; 99.6% of library electronic resources available on Network; 85% satisfaction rate with library electronic resources

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.	
Performance Indicator	1999-2000 Goal
a. Define and assess learning outcomes	Define outcomes; Involve students; Create brochure
b. Expand Career Center	Biennium Budget request; Hire Assistant Director; Define role in internship program; Create a formal mission; Select and implement web-based software system; Hold first career fair; Create a user-friendly system; Identify 1 faculty liaison within each dept.
c. Service Learning	Biennium Budget request GIVE Coordinator becomes full time; Conduct a comprehensive review of all service learning models; Establish Service Learning Advisory Committee; Update agency information data base; Update student file data base; Establish student internship positions;
d. Leadership education and development program	Define leadership education; Design a handbook; Create Center for Leadership

	Education and Development proposal; Explore possibility of leadership minor/certificate program
e. Longwood Seminar	Tie results to retention; Define role of staff mentors; Connect with residence hall clusters; Emphasize attainment of personal goals; Assess extent of student awareness of Student Life goals; Promote freshman class spirit
f. Wellness Center	Hire full time director; Adopt an assessment instrument; Strengthen Wellness Advocate Program; Create brochure
g. Intercollegiate and Fitness Center	Comprehensive Campaign
h. Playing fields	Phase II Planning
i. Student community areas	Planning
j. Convert Stevens, Jeffers and McCorkle	N/A
k. Bookstore	Planning and Design
l. Heating Plant	Biennium Budget request
m. Convert space in Lancaster	Planning
n. Fund Longwood Commons	Comprehensive Campaign
o. Campus signage	Marketing Plan
p. Long-range parking plan	Incorporate campus needs into Master Plan Study

Service and Accountability

9. Adopt a service orientation toward students and others in all aspects of college administration.	
Performance Indicator	1999-2000 Goal
a. Define and assess customer service in each administrative unit	Evaluate current levels of customer service; Define parameters of customer service in each unit

b. Integrated customer service system	Select integrated customer service model; Determine space needs Hire architect
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 attainment of our goals possible.	
a. Board of Visitors' Performance Indicators	100% completion
b. Recycling program	Evaluate current policies and practices; Evaluate pilot program in Curry and Cunninghams; Adjust program and expand to all residence halls; Implement consultant's recommendations where appropriate
c. Annual environmental audit	Conduct audit; Seek funding to address any deficiencies
d. Marketing Strategy	Implement Phase I (attached)
e. \$50 million endowment	Begin silent phase of Comprehensive Campaign

Outreach

11. We will define our learning community to include the surrounding region and the persons we directly serve beyond the region.	
Performance Indicator	1999-2000 Goal
a. South Central Virginia Higher Education Consortium	Participate in private fund raising campaign for new CEC; Design plan for renovation of facility.
b. Hire the College Board and coordinate needs assessment	100% completion
c. Rural Studies Institute	Define, in conjunction with the Virginia Humanities Council, the goals of the Institute; Seek funding to support planning.
d. Institute for Teaching through Technology and Innovative Practices	Hire Director and support staff; Conduct needs assessment; Seek additional funding to support Institute.

e. SBDC & SOBE develop new marketing program for internship program	Design marketing plan
f. Open new SBDC in Petersburg	100% completion
g. House LCVA in Weinburg Building	100% completion of lease-to-own agreement; Renovate building – Phase I
h. LCVA Advisory Board will raise \$2 million in operating endowment.	Hire full time development officer; Design a fund raising initiative within the context of the comprehensive campaign; Secure at least \$100,000 additional funding for operating endowment; Raise \$25,000 for annual operating support.

The Longwood College

Marketing and Communications Plan

1999-2000 Initiatives

A. Graphic Identity Program

A comprehensive identity program will include basic design elements such as logos, wordmarks, letterhead package, and the adaptation of the new "look" to a wide range of media, including web applications, advertising signatures, campus signage (interior and exterior), transit identification for college vehicles, and other collateral/visual identity applications.

B. Graphic Style and Editorial Usage Manual

The Style Manual will illustrate and stipulate the usage of the new identity elements and will also include a designated editorial style particular to Longwood College, as well as print production guidelines and recommendations. This manual will bring uniformity and standardization to all college graphics, publications and written materials.

C. Longwood Web Site Re-Configuration

This will require a new design and concept for the present Longwood College Website and will be focused on the primary, Tier 1 marketing pages as designated by the Web Committee and the Office of Public Relations. The new concept and design will be more interactive and user friendly.

D. Admissions Viewbook (Prospectus)

This is the primary and major publication used by the admissions office for recruitment; a four-color, quality piece will tell the whole story of Longwood to prospective students, parents, guidance officers, etc. A new concept, new copy, and new layout & design will be needed.

E. Admissions Search Piece (Mass Distribution Flyer)

A lead piece, first impression, 4-color, multiple-fold brochure that precedes other admissions materials and is a critically important publication for recruitment. Usually designed in a rack brochure format to fit a #10 envelop, the new concept could result in a different size and concept. Concept, copy, layout and design must be compatible with the new admissions viewbook noted above.

F. Longwood Magazine

We have begun work on a college magazine, entitled "Longwood," which will be similar to an alumni magazine, yet designed in a way that will appeal to a broad range of constituents. Our plan is to publish the inaugural issue in September/October. This publication is being produced in-house and will also incorporate the new "graphic identity" as described above.

G. Honors and Professional Leadership Program

Reshape current honors program into an Honors and Professional Leadership Program. The new program will include:

- Leadership seminars with senior executives, government agency heads, etc.
- Paid "Leadership Internships" as part of our commitment to experiential learning
- An advisory board composed of leaders from the organizations with which the interns are placed
- Special interdisciplinary honors courses focusing on leadership issues
- A package of benefits, to possibly include: guaranteed course selection, housing preference, summer employment and merit scholarships

H. Magnet Majors

Promote "magnet majors," such as business, education, communications and information technology and the life sciences as the College's academic strengths.

I. The Rural Studies Institute

Give priority to the creation of The Rural Studies Institute. It will eventually come to include economic development in small towns and suburban areas, as well as rural areas. While focused on Southside Virginia, the Institute will also study issues in other parts of Virginia and beyond.

J. On-line Admissions

Offer free on-line application and early financial aid estimator to encourage applications from students who now only apply to one or two other schools.

K. Personal Admissions Counselor

Assign a Personal Admissions Counselor to each prospect and channel all contacts with the prospect through this staff person.

L. Sequenced E-Mail

Develop a program of sequenced e-mail communications with all inquirers and applicants who have provided an e-mail address. All communications will come from the personal admissions counselor.

M. Guide to Faculty Expertise

Develop a thorough *Guide to Longwood's Faculty Experts* and distribute widely.

Very informed

**Report From the Foundation to the Board of Visitors
April 24, 1999**

- Mdme. Rector, Dr. Cormier, Mr. Wertz, Board of Visitors and members of the staff
- Karen sorry she couldn't be here, but glad you have the opportunity – impressed that they were so fully engaged in committee discussions yesterday
- Greetings and appreciation for having the Foundation represented in the meetings. Thank them for their hard work on behalf of Longwood.
- The Foundation is looking forward to hearing the results of the Feasibility Study for the Campaign at their May 20-21 meetings and will consider the budget to support the Campaign at that time. Might talk about how exciting the idea of a campaign is, etc. and that you will do whatever you can to deliver the Foundation's full support of it.
- Actions by Foundation since last report to the Board:
 - The Foundation appointed an Investment Advisory Committee with the specific purpose of reviewing the composition of our investment portfolio and the performance of our managers and investment consultant. With limited professional expertise in investments on the Board we felt it was necessary to identify professional in that field that were in essence "thinking about investment every day" who had some connection to Longwood to help us with this task.

The Chair of the Finance Committee, Cabell Dudley, chairs the Investment Advisory Committee. We found two very well-qualified appointments to serve on the committee. Joe Godsey is Managing Director and Portfolio Manager of Kanawha Capital Management in Richmond and his wife is a Longwood alumna, Class of 1965. The other appointment is well known to Longwood and that is Tee Thompson of A. G. Edwards and Sons, also in Richmond. Tee is a former member of the Foundation Board and currently serves on the LCVA board.

The Committee had a productive meeting by phone conference call with Bobbie Burton and Darlene Selz in early April. All had carefully reviewed "volumes" of material from the managers and the discussions lead to these conclusions:

- comfortable with the current investment policy
- advised remaining in a holding pattern for now
- should revisit performance at the end of the June 30th quarter
- should allocate new monies according to the established Investment policy (65% equities, 35% bonds)

Note: Large cap equities: Sanford and Bernstein (41%); International & Small Cap: Grantham & Mayo (16%); Bonds: Common Fund (39%)

While we have not done as well as some others, the committee felt that we had not done badly, but should continue to watch the performance very carefully.

Both Joe and Tee plan to join us for the May Finance committee meeting to which Grantham and Mayo send a representative.

- In anticipation of a Campaign the Foundation has established a Gift Review Committee to address gift acceptance issues in a less cumbersome manner. That committee consists of the Chair of the Finance Committee (also chair), one other appointment by the President of the Foundation (Audrey Powell), a maximum of two appointees by the President of the College (Rick Hurley), the VP for Institutional Advancement (Bobbie) and the Secretary Treasurer of the Foundation (Darlene). The committee has the responsibility of gift evaluation and acceptance, as well as the establishment of policies and procedures concerning gift acceptance.

RESOLUTION TO APPROVE THE COMPREHENSIVE CAMPAIGN FOR LONGWOOD COLLEGE

WHEREAS, increasing private support is a critical element in the fulfillment of the Longwood College's five-year strategic plan and vision for the future; and

WHEREAS, there is enthusiastic endorsement for President Cormier's leadership and direction for Longwood College; and

WHEREAS, there is clear and broad understanding among critical constituencies that Longwood College has a strong case for soliciting private financial support; and

WHEREAS, the Board of Visitors promises to dedicate its full and unqualified support to insure a successful campaign;

BE IT THEREFORE RESOLVED, that a comprehensive campaign for Longwood College is both feasible and timely; and

BE IT FURTHER RESOLVED by the Board of Visitors, on this twenty fourth day of April nineteen hundred and ninety nine, that the President and Vice President for Institutional Advancement are hereby authorized to proceed with the planning and successful implementation of a multi-year comprehensive ~~\$20-25~~ *\$20-plus* million campaign.

**FINANCE COMMITTEE
ACTION ITEM 2**

**BOARD OF VISITORS
ACTION ITEM 2**

Approval of Internal Operating Budget for FY1999-2000

RECOMMENDATION: "On behalf of the President, I move that the proposed 1999-2000 Internal Operating and Capital Outlay budgets be approved as presented on pages 2 and 3."

EXPLANATION: Each year following the approval of the State budget by the Governor, the College completes the development of the Capital Outlay and Internal Operating budgets for the next fiscal year which are presented to the Board for approval. There are three (3) primary budgets developed - a budget which supports the academic programs at the College (E&G), an Auxiliary budget, and a budget for Capital Outlay construction. Factors considered in developing the budgets include State approved appropriations, assumptions about enrollments and the subsequent preparation of revenue projections, the projection of expenses such as increases in fixed costs, (e.g. fuel, electricity, insurance, water, sewage, debt service) and identification of the most critical needs of the College for the forthcoming year.

For 1999-2000, the E&G budget was established recognizing the change in tuition and assuming a level enrollment. The Housing and Dining budgets were set assuming that 2420 students will be living on campus next year, which is less than the number on-campus this year.

The proposed E&G and Auxiliary budgets are presented as balanced budgets with an appropriate amount designated as an addition to the auxiliary reserve fund. The Capital Outlay budget is simply a listing of projects approved for the 1998-2000 biennium or those not yet completed which were authorized in previous biennia.

Attachment

LONGWOOD COLLEGE
Current Unrestricted
Operating Budget 1999-2000

EDUCATIONAL AND GENERAL	ORIGINAL BUDGET 1998-1999	PROPOSED BUDGET 1999-2000
REVENUES:		
Tuition and Fees	9,969,432	8,335,609
State Appropriation	14,193,352	18,122,067
Sale and Service of E & G Activities	12,239	13,500
Federal Work Study	88,200	88,200
Other Sources	189,300	158,470
Total Revenues	24,452,523	26,717,846
EXPENDITURES:		
Instruction	12,728,027	13,907,173
Public Service	206,379	225,499
Academic Support	4,661,140	5,092,956
Student Services	1,473,754	1,610,285
Institutional Support	3,059,255	3,342,670
Operation and Maintenance of Plant	2,323,968	2,539,263
Total Expenditures	24,452,523	26,717,846
Excess revenue over expenditures		
STATE AUXILIARY ENTERPRISE		
REVENUES:		
Housing Fee and Sales	5,953,423	6,408,525
Dining Fee and Sales	4,076,915	4,295,901
Comprehensive Fee	6,042,527	6,248,695
Federal Work Study	124,800	124,800
Other Sources	237,500	188,500
Total Revenues	16,435,165	17,266,421
EXPENDITURES:		
Housing Services	5,791,610	6,222,331
Dining Services	3,996,546	4,138,715
Athletics	1,925,344	2,067,299
All Other Student/Faculty Services	4,179,109	4,275,744
Total Expenditures	15,892,609	16,704,089
Excess Revenues Over Expenditures	542,556	562,332

LONGWOOD COLLEGE
Capital Outlay
Budget 1999-2000

	TOTAL PROJECT BUDGET	PROJECTED EXPENDITURE TO June 30, 1999	PROJECTED PROJECT BUDGET 1999-2000
PROJECTS FUNDED FROM REVENUE BONDS			
New Dining Hall Construction (9c)	8,462,000	7,250,002	1,211,998
Housing Improvements	2,800,000	1,463,000	1,337,000
Total	<u>11,262,000</u>	<u>8,713,002</u>	<u>1,211,998</u>
PROJECTS FUNDED FROM GENERAL FUNDS			
Maintenance Reserve 98-2000	671,129	570,460	100,669
Handicapped Access	406,790	180,411	226,379
Purchase Equipment for Hiner Building	1,575,000	1,147,677	427,323
Planning for Renovation of East, West, Main Ruffner	518,000	414,400	103,600
Planning for Renovation of Science Complex			860,000
Planning for Renovation of Jarman			100,000
Renovation of East, West and Main Ruffner			8,587,000
Total	<u>3,170,919</u>	<u>2,312,948</u>	<u>10,404,971</u>
 Total Capital Outlay 1998-1999	 <u>14,432,919</u>	 <u>11,025,950</u>	 <u>11,616,969</u>

**FINANCE COMMITTEE
ACTION ITEM 3**

**BOARD OF VISITORS
ACTION ITEM 3**

Request for Funds from Auxiliary Reserves

RECOMMENDATION: “On behalf of the President, I move that an allocation of ~~\$227,000~~ \$232,000 be made from the College’s auxiliary reserve fund for the following projects.”

South Tabb Steam Tunnel Repair	\$157,000
Master Plan Update	\$ 75,000

EXPLANATION: The College maintains an auxiliary fund balance called the Auxiliary Reserve Fund. These funds are maintained to cover costs associated with new construction, renovation, major repairs and equipment associated with our auxiliary buildings. An allocation from reserve funds is needed for the repair of the steam tunnel leading into South Tabb (this is a split funded project with the balance being paid from the College’s E & G Maintenance Reserve Fund), and to update the College’s Facility Master Plan. The focus of the latter project is on parking, traffic flow when Pine Street is closed and updating the current plan to reflect the location of new buildings.

As of June 30, 1999, the uncommitted (available) reserve fund balance is estimated at \$950,000. However, an addition of \$562,332 has been budgeted for FY2000. If this expenditure request is approved, the estimated fund balance as of June 30, 2000 will be ~~\$1,285,332~~ \$1,280,332.

**FINANCE COMMITTEE
ACTION ITEM 4**

**BOARD OF VISITORS
ACTION ITEM 4**

Approval of 2000-2002 Biennium Budget Submission to the Governor

RECOMMENDATION: “On behalf of the President, I move that the 2000-2002 Biennium Budgets (Operating and Capital) be approved for submission to the Governor.”

EXPLANATION: The Department of Planning and Budget is responsible for leading the State’s Biennium Budget development process. They have issued operating and capital budget development guidelines that require the submission of requests on two different dates - April 16, 1999 for operating and May 17, 1999 for capital.

The College’s requests, which are shown on Attachment A, stem from the institution’s Strategic Plan. They were developed over the course of the last several months and represent the work and input from a broad based leadership group.

Attachment

Proposed 2000-2002 Capital Outlay Projects

I. General Fund (E&G) Project

- A. Supplement Ruffner Renovation \$ ~~1,000,000~~ 2,300,000
Additional funds are requested to replace funding cut from the project by the Bureau of Capital Outlay Management and to allow an improved approach to the HVAC and electrical service needs of the building.
- B. Construct New Science Building \$17,131,000
Funds are requested to construct a 72,320 square foot science building for the departments of natural science and psychology.
- C. Renovation/Addition to Jarman \$ 5,802,000
Funds are requested to renovate the building that houses Jarman Auditorium and to construct a 26,600 square foot addition to the building. The addition would house a 420 seat theater and support spaces.
- D. Modernize Heating Plant \$ 1,740,000
Funds are requested to remove and replace the wood-fired boilers in the heating plant with new high-efficiency boilers and supporting equipment.
- E. HVAC Improvements \$ 550,000
Funds are requested to replace the HVAC system in Coyner and to increase HVAC capacity in the new library.
- F. Renovate Barlow \$ 550,000
Funds are requested to renovate Barlow which will contain administrative office space when completed.

II. Non-general Fund (Private Funds) Project

- A. Construct Longwood Commons \$ 3,308,000
The College is seeking authority to spend funds to be raised from private sources on the conversion of Pine Street into a pedestrian mall.
- B. Authority to allow construction of student housing complex (Cost not applicable) by private developer.
The College is seeking authority to ~~allow~~ *submit a request to the State that would allow*

a contract for the construction of a student housing complex by a private developer on College property.

III. Split Funded Projects (Auxiliary and Private Funds)

A. Renovation of Rotunda Market	\$ 802,356 400,000Auxiliary
The College is seeking authority to spend its own funds on the conversion of the Rotunda Market into Bookstore space. The College's Bookstore contract, or Barnes & Noble, has pledged financial support for the project.	\$ 250,000 450,000Private
	<hr/>
	\$ 1,052,356 850,000
B. Construct Fitness Center/Field House	\$ 6,000,000 Auxiliary
The College is seeking authority to construct a 68,000 square foot Fitness Center/Field House which will be financed through private donations and State issued revenue bonds.	\$ 6,072,574 Private
	<hr/>
	\$12,072,574

**FINANCE COMMITTEE
ACTION ITEM 5**

**BOARD OF VISITORS
ACTION ITEM 5**

Approval of Dining Hall Bond Resolution

RECOMMENDATION: “On behalf of the President, I move that the attached Dining Hall Bond Resolution be approved as presented.”

EXPLANATION: On October 19, 1996, the Board of Visitors approved a dining hall bond resolution which authorized the State to sell revenue bonds on behalf of the College to fund the construction of the new dining hall. For some unexplainable reason, Section 6 of the approved bond resolution read “Not applicable - deleted from document.” As a result, the College is prohibited from borrowing funds needed to pay our construction contractor, on a short-term basis, until such time as the remainder of the revenue bond is sold in October. (Note: The State sells bonds in accordance with a schedule that insures the proceeds are used in a timely manner, thus \$5,485,000 of the College’s \$8.5 million dollar bond was sold initially with the balance to be sold in October.)

The initial bond sale will not provide sufficient cash to pay our contractors through October. Thus, the College wants to participate in the State’s commercial paper lending program to meet the project cash needs until the final bond sale in October. This is a routine practice in bond financing that can not occur unless the Board of Visitors approves the attached resolution. The only difference between this resolution and the resolution approved in 1996 is Section 6. Section 6 makes reference to a Payment Agreement, a copy of which is also attached.

Attachments

RESOLUTION OF THE RECTOR AND VISITORS OF

Longwood College

WHEREAS, there has been passed by the General Assembly of Virginia an act entitled "Commonwealth of Virginia Higher Educational Institutions Bond Act of 1998" (the "1998 Act") which has been or is expected to be signed by the Governor;

WHEREAS, the 1998 Act may be repealed but the Project, as defined below, continues as an authorized project for bond financing through subsequent legislation (the 1998 Act and any such subsequent legislation, the "Act");

WHEREAS, pursuant to the Act, the Treasury Board of the Commonwealth of Virginia (the "Treasury Board") is authorized, by and with the consent of the Governor, to sell and issue bonds or bond anticipation notes of the Commonwealth of Virginia for the purpose of providing funds, with other available funds, for paying the cost of acquiring, constructing, renovating, enlarging, improving and equipping certain revenue-producing capital projects at certain institutions of higher learning of the Commonwealth and for paying issuance costs, reserve funds and other financing expenses (the "Financing Expenses"), all in accordance with the provisions of Section 9(c) of Article X of the Constitution of Virginia;

WHEREAS, such revenue-producing capital projects include a dining hall (Capital Outlay Project Number 15502) (the "Project") for Longwood College (the "Institution"); and

WHEREAS, the Treasury Board is proposing to sell and issue bonds or bond anticipation notes pursuant to the Act for such revenue-producing capital projects, in one or more series;

NOW, THEREFORE, BE IT RESOLVED BY THE RECTOR AND VISITORS OF Longwood College:

Section 1. The Board of Visitors of the Institution (the "Board") requests the Treasury Board to sell and issue bonds or bond anticipation notes ("BAN's") in an aggregate principal amount not to exceed \$8,462,000 to finance all or a portion of the costs of the Project plus Financing Expenses (individually, the "Project Bonds" or "Project Notes", collectively, the "Project Borrowing"). The Project Borrowing will be identified by amount by the State Treasurer upon issuance of any bonds or BAN's.

Section 2. The Board (a) covenants to fix, revise, charge and collect a dining fee and other rates, fees and charges, for or in connection with the use, occupation and services of the Project and (b) pledges such rates, fees and charges remaining after payment of (i) the expenses of operating the Project and (ii) the expenses related to all other activities funded by the dining fee ("Net Revenues") to the payment of the principal of, premium, if any, and interest on the Project Borrowing. The Board further covenants that it will fix, revise, charge and collect such rates, fees and charges in such amounts so that Net Revenues will at all times be sufficient to pay, when due, the principal of, premium, if any, and interest on the Project Borrowing and on any other obligations secured by Net Revenues (such payments collectively the "Required Payments"). The Project Borrowing shall be secured on a parity with such other obligations so secured by Net Revenues (other than any obligations secured by a prior right in Net Revenues). Any Net Revenues pledged herein in excess of the Required Payments may be used by the Institution for any other lawful purpose.

Section 3. It is hereby found, determined and declared that, based upon responsible engineering and economic estimates and advice of appropriate officials of the Institution, as shown

on the Financial Feasibility Study attached hereto as Exhibit A, the anticipated Net Revenues pledged herein will be sufficient to pay the Required Payments so long as the aggregate amount of net debt service on the Project Borrowing actually payable in any bond year does not exceed the amounts assumed in the Financial Feasibility Study.

Section 4. The Board covenants that the Institution will furnish the Treasury Board its general purpose financial statements, within 30 days of their issuance and receipt, audited by a firm of certified public accountants or the Auditor of Public Accounts which shall include a schedule of revenues and expenditures for auxiliary enterprise systems. If Net Revenues are insufficient to pay Required Payments during such period, the Institution shall provide evidence of a plan to generate Net Revenues sufficient to make Required Payments in the future.

Section 5. The Board covenants that so long as any of the Project Notes are outstanding, the Institution will pay to the State Treasurer, not less than 30 days before each interest payment date, an amount estimated by the State Treasurer to be due and payable on such date as interest on the Project Notes. The Board covenants that so long as any of the Project Bonds are outstanding, the Institution will pay to the State Treasurer, not less than 30 days before each interest or principal payment date, the amount certified by the State Treasurer to be due and payable on such date as principal of, premium, if any, and interest on the Project Bonds.

Section 6. The Board hereby approves and authorizes its Vice President for Administration and Finance (Richard V. Hurley) to execute and deliver on behalf of the Institution the Payment Agreement presented to the meeting at which this resolution is adopted, to be completed with such changes as the officer of the Institution executing such Payment Agreement determines to be appropriate and in the best interest of the Institution.

Section 7. The Board covenants that the Institution will pay from time to time its proportionate share of all expenses incurred in connection with the sale and issuance of any series of bonds that includes Project Bonds or Project Notes and all expenses thereafter incurred in connection with the Bonds, including without limitation the expense of calculating any rebate to the United States of the earnings derived from the investment of gross proceeds of the Bonds, all as certified by the State Treasurer to the Institution.

Section 8. The Board covenants that the Institution will not take or omit to take any action the taking or omission of which will cause the Bonds to be "arbitrage bonds" within the meaning of Section 148 of the Internal Revenue Code of 1986, as amended, including regulations issued pursuant thereto (the "Code"), or otherwise cause interest on the Bonds to be includable in the gross income of the owners thereof for federal income tax purposes under existing laws. Without limiting the generality of the foregoing, the Institution will pay from time to time its proportional share of any rebate to the United States of the earnings derived from the investment of the gross proceeds of the Bonds.

Section 9. The Board covenants that the Institution will proceed with due diligence to undertake and complete the Project and that the Institution will spend all of the available proceeds derived from the sale of the Project Borrowing for costs associated with the Project and appropriated for the Project by the General Assembly.

Section 10. The Board covenants that the Institution will not permit the proceeds of the Project Borrowing to be used in any manner that would result in (a) 5% or more of such proceeds being used in a trade or business carried on by any person other than a governmental unit, as provided in Section 141(b) of the Code, (b) 5% or more of such proceeds being used with respect to any output facility within the meaning of Section 141(b)(4) of the Code, or (c) 5% or more of

such proceeds being used directly or indirectly to make or finance loans to any persons other than a governmental unit, as provided in Section 141(c) of the Code. The Institution need not comply with such covenants if the Institution obtains the written approval of the State Treasurer and an opinion of nationally recognized bond counsel acceptable to the Treasury Board that such covenants need not be complied with to prevent the interest on the Bonds from being includable in the gross income of the owners thereof for federal income tax purposes.

Section 11. The Board covenants that for so long as any of the Bonds are outstanding the Institution will not enter into any operating lease, management contract or similar agreement with any person or entity, other than a state or local governmental unit, for all or any portion of the Project without first obtaining the written approval of the State Treasurer and an opinion of nationally recognized bond counsel acceptable to the Treasury Board that entering into such agreement will not cause the interest on the Bonds to be included in the gross income of the owners thereof for federal income tax purposes.

Section 12. The Board covenants that for so long as any of the Bonds are outstanding, the Institution will not sell or dispose of any or any part of the Project without first obtaining the written approval of the State Treasurer and an opinion of nationally recognized bond counsel acceptable to the Treasury Board that such sale or disposition will not cause interest on the Bonds to be included in the gross income of the owners thereof for federal income tax purposes.

Section 13. The officers of the Institution are authorized and directed to execute and deliver all certificates and instruments and to take all such further action as may be considered necessary or desirable in connection with the sale and issuance of the Bonds.

Section 14. The Board acknowledges that the Treasury Board will rely on the representations and covenants set forth herein in issuing the Bonds, that such covenants are critical to the security for the Bonds and the exclusion of the interest on the Bonds from the gross income of the owners thereof for federal income tax purposes, that the Board will not repeal, revoke, rescind or amend any of such covenants without first obtaining the written approval of the Treasury Board, and that such covenants will be binding upon the Board so long as any of the Bonds are outstanding.

Section 15. This resolution shall take effect immediately.

The undersigned Secretary of the Board of Visitors of Longwood College does hereby certify that the foregoing is a true and correct copy of a resolution adopted at a meeting of the Board of Visitors of Longwood College duly convened and held on April 24, 1999 at which a quorum was present and voting, and that such resolution is now in full force and effect.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of Longwood College the 24th day of April, 1999.

Virginia A. Russell
Secretary, Board of Visitors
of Longwood College

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PAYMENT AGREEMENT

This Payment Agreement made as of March 1, 1999 between the Rector and Visitors (the "Board") of Longwood College, an institution of higher education, within the meaning of Section 23-1.01 of the Code of Virginia 1950, as amended (the "Institution") and an institution of higher learning, within the meaning of Article X, Section 9(c) of the Constitution of Virginia 1971, as amended ("9(c)") and the Commonwealth of Virginia (the "Commonwealth"), acting through the Treasury Board of the Commonwealth of Virginia, a permanent collegial body affiliated with the Department of the Treasury ("Treasury Board"):

Section 1. Background.

(a) The Notes. The Treasury Board is authorized by law and willing to authorize and issue from time to time "Commonwealth of Virginia General Obligation Bond Anticipation Notes, 1997 Series" (the "Notes") to provide funds to institutions of higher learning and institutions and agencies administered solely by the executive department of the Commonwealth (collectively, "Institutions") for which the General Assembly has authorized the issuance of general obligation bonds pursuant to 9(c) for revenue-producing capital projects; the Institution hereby requests the Treasury Board to issue the Notes for such purpose; and the parties have determined to enter into this Payment Agreement to set forth the terms upon which the Treasury Board will issue Notes for such purpose and the terms upon which Institution will provide for the payment of the principal of and interest on the Notes.

(b) TECP Program. The Treasury Board's intention is to issue the Notes as part of a tax-exempt commercial paper program (the "TECP Program") that will require the Treasury Board, among other things, to enter into the Dealer Agreement, the Issuing and Paying Agent Agreement and the Credit Agreement (collectively, the "TECP Instruments"), copies of which have been presented to the Board.

Section 2. The Notes.

(a) New Notes. The Treasury Board hereby agrees to use its best efforts to issue Notes, from time to time in accordance with the terms of this Payment Agreement and the Note Resolution adopted by the Treasury Board on October 21, 1998 (the "Note Resolution"). The proceeds of such Notes initially issued ("New Notes") will be used to provide funds to pay the cost of the capital project(s) of the Institution described as New Dining Hall (the "Project") and issuance costs, reserve funds and other financing expenses such as the Basic Expenses and any Additional Payments hereinafter mentioned ("Financing Expenses").

(b) Renewal Notes. The Treasury Board will also use its best efforts to issue its Notes ("Renewal Notes"), from time to time, in amounts sufficient and on dates appropriate to pay the principal amount of its maturing Notes until the Treasury Board shall issue bonds to

retire the principal of such Notes ("Bonds").

(c) Interest on Notes. For purposes of the TECP Program, the Treasury Board has authorized the issuance of up to \$50,000,000 aggregate principal of its Notes, with maturities of up to 270 days, for the purpose of providing funds for capital projects of Institutions, including the Project for the Institution. The Notes shall bear interest, payable at maturity, at fixed rates of interest, calculated on the basis of a 365-366 day year, not in excess of the Cap Rate.

For purposes of this Payment Agreement, "Cap Rate" means five percent (5%) percent (5%) per annum unless and until the interest rate on any outstanding Note shall at any time exceed five percent (5%) per annum, in which case "Cap Rate" shall mean the interest rate that is the next highest whole integer percentage interest rate that is at least one hundred basis points (1%) in excess of the highest interest rate on any outstanding Note (For example, if the interest rate on a New or Renewal Note issued on January 2 is 5.18%, the Cap Rate for the next month will be 7%); provided, however, that if thereafter, during any calendar month, none of the outstanding Notes bear interest at interest rates that are in excess of 5% per annum, then the Cap Rate shall revert to 6% subject to increase in accordance with the provisions of this sentence (For example, if the 5.18% Note issued on January 2 matures on March 13, a Renewal Note is issued with an interest rate of 4.95% per annum and no other Note then outstanding bears interest during the month of March at interest rates in excess of 5%, the Cap Rate shall revert to 5%, but if on April 8, a Note was issued with an interest rate of 6.76%, the Cap Rate for the next month (May) would be 8% subject to reduction as provided in the second proviso above). The Cap Rate shall be computed monthly by the State Treasurer whose determination thereof shall be conclusive,

Section 3. Institution Payments.

(a) In General. The Board requests the Treasury Board to sell and issue Notes in an aggregate principal amount not to exceed \$2,900,000 plus Financing Expenses to finance all or a portion of the cost of the Project (the portion of such Notes allocable to the Project being called "Project Notes"). The Project Notes will be identified by amount and maturities by the State Treasurer upon issuance of any Notes.

(b) Interest on Project Notes.

(i) For purposes of this Payment Agreement, the Project Notes shall be deemed to bear interest at the Cap Rate, payable monthly, in advance, on the principal amount of the Project Notes outstanding. Beginning with the second month after the month in which the Project Notes are issued, the interest rate on the Project Notes shall be reduced by the "Institution Credit" in respect of the second preceding month (or portion thereof). The Institution Credit shall be equal to the difference between the amount of interest accrued (whether or not becoming due and payable in such period) at the Cap Rate on the Project Notes in a particular

period and the amount of the interest accrued (whether or not becoming due and payable in such period) on the Project Notes at their stated rates of interest during the same period.

(ii) The Board (a) covenants to fix, revise, charge and collect rates, fees and charges, including without limitation dormitory rents, for or in connection with the use, occupation and services of the Project and, if applicable, the system of which it is part (the "System") and (b) pledges such rates, fees and charges remaining after payment of the expenses of operating the Project or, if applicable, the System ("Net Revenues") to the payment of the interest on the Project Notes. The Board further covenants that it will fix, revise, charge and collect such rates, fees and charges in such amounts so that Net Revenues will at all times be sufficient to pay, when due, the interest on the Project Notes and on any other obligations secured by Net Revenues including any Financing Expenses not paid from the proceeds of the Project Notes (such payments collectively the "Required Payments"). The Project Notes shall be secured on a parity with such other obligations so secured by Net Revenues (other than any obligations secured by a prior right in Net Revenues). Any Net Revenues pledged herein in excess of the Required Payments may be used by the Institution for any other lawful purpose.

(c) TECP Program Expenses. The TECP Instruments and the Note Resolution require the Commonwealth to pay certain costs and fees, reimburse certain expenditures and make certain undertakings with respect to certain contingencies, the occurrence of some of which are, and others may be, beyond the control of the Commonwealth, that could, under certain circumstances, require the Commonwealth to make payments ("Additional Payments"), in addition to the indicated costs, fees and expenditure reimbursements ("Basic Expenses"), which Additional Payments could be substantial. The Basic Expenses are set forth in or described in Schedule 1 appended hereto. Additional Payments and the contingencies that could trigger the obligation to make such payments are described in the TECP Instruments. The Institution represents that it has carefully reviewed the TECP Instruments and the Notes Resolution. The Institution acknowledges that the TECP Instruments and the Note Resolution will require the Commonwealth to incur and pay Basic Expenses and may require the Commonwealth to make Additional Payments, and Institution hereby agrees to pay to or for the account of the Commonwealth its share of such Basic Expenses in accordance with the provisions of Schedule 1 and to make on demand any Additional Payments as shall be allocable to the Project Notes, which allocation shall be made by the State Treasurer whose determination thereof shall be conclusive.

(d) Computation of Interest and Financing Expenses Payable. The Institution hereby agrees to pay, solely from the Net Revenues pledged for the purpose, to the State Treasurer as Paying Agent for the Commonwealth in respect of interest on its Project Notes the following:

(i) on any date of issue of any Project Notes purchased with the proceeds of New Notes, interest on such Project Notes for the balance of the month at the Cap Rates;

(ii) monthly, on the first (1st) day of each month or, if the first is not a Business Day, the Business Day next preceding such date, the following:

(A) Interest on the Project Notes for such month at the Cap Rates, based on the principal amount of Project Notes outstanding on the last business day of the preceding month, less the Institution Credit for the second previous month (or portion thereof), and

(B) Basic Expenses (to the extent not paid from the proceeds of the Project Notes), based on the schedule or invoice last provided to Institution by the Commonwealth; and

(iii) on demand, any Additional Payments (to the extent not paid from the proceeds of the Project Notes) when and as the same become due and payable by the Commonwealth in accordance with the TECP Instruments.

(e) Capitalized Interest and Expenses. The Institution agrees that, in the event that for any reason there is not otherwise available to the State Treasurer pursuant to subsection (d) above funds sufficient to pay all of the interest, Basic Payments and Additional Payments when due, the Commonwealth may charge Institution's Project Note Construction Account held by the State Treasurer for the amount of such interest, Basic Payments or Additional Payments, as the case may be.

(f) Payment of Principal. The Institution agrees that the Treasury Board shall use its best efforts to issue its general obligation Bonds, at one or more times on or before August 31, 1998, and to apply the proceeds first, prior to their application to any other purpose, to the retirement of the unpaid principal amount of the Project Notes.

Section 4. Financial Feasibility Study. (a) It is hereby found, determined and declared that, based upon responsible engineering and economic estimates and advice of appropriate officials of the Institution, as shown in the Financial Feasibility Study attached hereto as Exhibit A, the anticipated Net Revenues pledged herein will be sufficient to make the Required Payments so long as the aggregate amount of net interest on the Project Notes actually payable does not exceed the amounts assumed in the Financial Feasibility Study.

Section 5. Financial Statements. The Board covenants that the Institution will furnish the Treasury Board its general purpose financial statements, within 30 days of their issuance and receipt, audited by a firm of certified public accountants or the Auditor of Public Accounts, which shall include a schedule of revenues and expenditures for auxiliary enterprise systems. At the same time, the Institution will furnish the Treasury Board a certificate of the chief financial officer of the Institution stating whether Net Revenues were sufficient to pay Required Payments during the period covered by such financial statements. If Net Revenues were insufficient to pay Required Payments during such period, such certificate shall include the Institution's plan to generate Net Revenues sufficient to make Required Payments in the future.

Section 6. **Rebate Expenses.** The Board covenants that the Institution will pay from time to time its proportionate share of all Financing Expenses incurred in connection with the sale and issuance of any Notes that include Project Notes and all expenses thereafter incurred in connection with the Notes, including without limitation the expense of calculating any rebate to the United States of the earnings derived from the investment of gross proceeds of the Notes, all as certified by the State Treasurer to the Institution.

Section 7. **Non-Arbitrage Covenant.** The Board covenants that the Institution will not take or omit to take any action the taking or omission of which will cause the Notes to be "arbitrage bonds" within the meaning of Section 148 of the Internal Revenue Code of 1986, as amended, including regulations issued pursuant thereto (the "Code"), or otherwise cause interest on the Notes to be includable in the gross income of the owners thereof for federal income tax purposes under existing laws. Without limiting the generality of the foregoing, the Institution will pay from time to time its proportional share of any rebate to the United States of the earnings derived from the investment of the gross proceeds of the Project Notes.

Section 8. **Covenant to Complete Project.** The Board covenants that the Institution will proceed with due diligence to undertake and complete the Project and that the Institution will spend all of the available proceeds derived from the sale of the Project Notes for costs associated with the Project and appropriated for the Project by the General Assembly.

Section 9. **No Bad Use.** The Board covenants that the Institution will not permit the proceeds of the Project Notes to be used in any manner that would result in (a) 5% or more of such proceeds (but in no event in excess of \$15 million) being used in a trade or business carried on by any person other than a governmental unit, as provided in Section 141(b) of the Code, (b) 5% or more of such proceeds (but in no event in excess of \$5 million) being used with respect to any output facility within the meaning of Section 141(b)(4) of the Code, or (c) 5% or more of such proceeds being used directly or indirectly to make or finance loans to any persons other than a governmental unit, as provided in Section 141(c) of the Code. The Institution need not comply with such covenants if the Institution obtains the written approval of the State Treasurer and an opinion of nationally **recognized** bond counsel acceptable to the Treasury Board that such covenants need not be complied with to prevent the interest on the Notes from being includable in the gross income of the owners thereof for federal income tax purposes.

Section 10. **Management Contracts.** The Board covenants that for so long as any of the Notes are **outstanding** the Institution will not enter into any operating lease, management contract, service contract or similar agreement with any person or entity, other than a state or local governmental unit, for all or any portion of the Project without first obtaining the written approval of the State Treasurer and an opinion of nationally recognized bond counsel acceptable to the Treasury Board that entering into such agreement will not cause the interest on the Notes to be included in the gross income of the owners thereof for federal income tax purposes.

Section 11. **Sale of Project.** The Board reasonably expects to own and operate and does not expect to sell or otherwise dispose of the Project or any component thereof prior to the final maturity date of the Notes or the Bonds except such minor parts or portions thereof as may be disposed of due to normal wear, obsolescence or depreciation in the ordinary course of business.

The Board covenants that for so long as any of the Notes are outstanding, the Institution will not sell or dispose of all or any part of the Project without first obtaining the written approval of the State Treasurer and an opinion of nationally recognized bond counsel acceptable to the Treasury Board that such sale or disposition will not cause interest on the Notes to be included in the gross income of the owners thereof for federal income tax purposes.

Section 12. **No Artifice.** The Board has not and will not engage in a transaction or series of transactions enabling it to exploit the difference between tax-exempt and taxable interest rates to gain a material financial advantage and which increases the burden on the market for tax-exempt obligations, including causing obligations to be sold that would not otherwise be necessary or causing obligations to be issued sooner or allowing them to remain outstanding longer than would otherwise be necessary.

Section 13. **Tax Covenant.** The Board hereby covenants that it shall not take any action that will, or fail to take any action which failure will, cause the interest on the Notes to become includable in the gross income of the owners thereof.

Section 14. **Further Actions.** The officers of the Institution are authorized and directed to execute and deliver all certificates and instruments and to take all such further action as may be considered necessary or desirable in connection with the sale and issuance of the Notes.

Section 15. **Treasury Board May Rely on Institution's Covenants.** The Board acknowledges that the Treasury Board will rely on the representations and covenants set forth herein in issuing the Notes, that such covenants are critical to the security for the Notes and the exclusion of the interest on the Notes from the gross income of the owners thereof for federal income tax purposes, that the Board will not repeal, revoke, rescind or amend any of such covenants without first obtaining the written approval of the Treasury Board, and that such covenants will be binding upon the Board so long as any of the Notes are outstanding.

Section 16. **Effective Date.** This Payment Agreement shall be effective upon execution and delivery hereof and shall expire at midnight on the date of the final maturity of the Project Notes, or if payment of the Project Notes in full has not been made on such date, when the State Treasurer holds funds derived in respect of the Payment in an amount sufficient to constitute payment of the Project Notes in full.

Section 17. **Notice.** All demands, notices, approvals, consents, requests and other communications hereunder shall be given to the appropriate party hereto in writing.

Section 18. **Amendment.** This Payment Agreement shall not be amended or

supplemented subsequent to its execution and delivery and before payment of the Project Notes in full without the written consent of the parties hereto and an opinion of nationally recognized bond counsel acceptable to the Treasury Board that the amendment or supplement will not cause interest on the Notes to be included in the gross income of the owners thereof for federal income tax purposes.

Section 19. **Payment Agreement Binding on Successors.** This Agreement shall be binding upon, inure to the benefit of, and be enforceable by the parties and their respective successors and assigns.

Section 20. **Provisions Severable.** If any provision of this Payment Agreement shall be held invalid by any court of competent jurisdiction, such holding shall not invalidate any other provision hereof.

Section 21. **Applicable Law.** This Payment Agreement shall be governed by the applicable laws of the Commonwealth of Virginia.

Section 22. **Counterparts.** This Payment Agreement may be executed in several counterparts, each of which shall be an original and all of which together shall constitute but one and same instrument.

IN WITNESS WHEREOF, Longwood College and the Commonwealth have caused this Payment Agreement to be executed in their respective names by their duly authorized representatives, all as of the date first above written.

LONGWOOD COLLEGE

By: Richard V. Hurley
Vice President for
Administration and Finance

COMMONWEALTH OF VIRGINIA

By: Susan F. Dewey,
Chair of the Treasury Board
and Treasurer of Virginia

**FINANCE COMMITTEE
ACTION ITEM 6**

**BOARD OF VISITORS
ACTION ITEM 6**

Approval of Request to Borrow Funds

RECOMMENDATION: “On behalf of the President, I move that the request to borrow funds for a printing press through the State’s Master Leasing Equipment Borrowing Program be approved as presented.”

EXPLANATION: The College’s largest and primary printing press is nearing the end of its useful life. The cost to replace the press with a four color, state-of-the-art unit is estimated at \$110,000. The College would like to finance this purchase over a seven year period (useful life is 15 years) through the State’s MLEP since this is the most competitive financing arrangement available.

**FINANCE COMMITTEE
ACTION ITEM 7**

**BOARD OF VISITORS
ACTION ITEM 7**

Approval of Meal Plan Option for Off-Campus Students

RECOMMENDATION: “On behalf of the President, I move that the new meal plan proposed for off-campus students be approved as presented.”

EXPLANATION: The College currently offers a five meal plan to off-campus students that is restricted to lunch. Only four students are presently participating in this program. The College proposes to change this program to allow off-campus students to eat any five meals during the week plus \$50.00 of bonus dollars that can be used in any of the dining locations on campus. The charge to students for this program will be \$312 per semester.

**FINANCE COMMITTEE
ACTION ITEM 8**

**BOARD OF VISITORS
ACTION ITEM 8**

Approval of Internal Audit Plan

ACTION REQUESTED: On behalf of the President, I move that the Board of Visitors approve the attached internal audit plan.

BACKGROUND: The internal audit plan provides direction to the internal audit office for the next two fiscal years. It outlines the areas to be reviewed by internal audit over the course of the next two years and is based on a risk assessment performed in 1996. During the next fiscal year, internal audit will be conducting a new risk assessment and will revise the audit plan to incorporate this new information. The revised audit plan will be put before the board for approval at that time. The attached audit plan serves as a guideline in the interim.

LONGWOOD COLLEGE INTERNAL AUDIT PLAN FISCAL YEARS 2000 AND 2001

2000

1. Facilities (Fall 1999)(Continuation from Spring 1999)
2. Student Computer Contract Review
3. Housing Office Review (Interns)
4. Registrar Office Review (Interns)

2001

1. Information Technology (Fall 2000)
2. Financial Aid (Spring 2001)
3. Library Services Review (Interns)
4. Student Union Review (Interns)

Notes

- A. The audit plan is subject to change; this plan indicates the intentions of the internal audit office barring any major event that would change the ability of the office to conduct all audits indicated (i.e. unforeseen complications, special investigations, requests by management and the Board, hotline calls, fraud, embezzlement, etc.) Should the plan need updating, internal audit will provide a new plan to the Board for approval and indicate the reason for the necessary changes.
- B. Audits are conducted primarily on a departmental level. This provides internal audit with the opportunity to review the major functions of the College on a small scale. Each audit and review covers the cash collections, expenditures, purchasing, inventory management, internal control components, etc of each department and over the course of time provides a picture of the overall state of each of the major functions on a college-wide level. This structure allows the internal audit department to provide the widest coverage possible based on the size of the audit shop.
- C. Typically, audit plans project out three to five years in advance. I have only projected out two years because I anticipate altering the method currently used to select auditees. I am using the upcoming summer to reorganize some administrative items in internal audit. This will include restructuring the method by which auditees are selected. After I have completed this process, I will prepare a three-year audit plan for the Board's review and approval. I do not anticipate the major audits for these two years to change when this new process is in place and therefore would request that the Board approve this plan.

**ACADEMIC AFFAIRS
ACTION ITEM 1**

**BOARD OF VISITORS
ACTION ITEM 9**

Approval of Communications Program

ACTION REQUESTED: On behalf of the President, I move that the new Communications Program proposal be approved as presented.

BACKGROUND: During the 1997-98 academic year an ad hoc committee examined the feasibility of a Communications Studies Program at Longwood College. The committee made a positive recommendation and suggested a broad approach to constructing a Communications Studies curriculum. A Communication Planning Group led by Dean David P. Cordle was formed in September 1998 to continue the work done by the previous committee and to draft a proposal for a Communications Studies Program. This committee comprised of faculty expected to participate in offering the interdisciplinary curriculum developed the proposal, which was presented to the Educational Policy Committee for review. The Educational Policy Committee approved the proposed new program and presented the proposed new program, B.A. in Communications Studies, to the Faculty Senate on February 3, 1999. The Faculty Senate reviewed the proposal and voted unanimously to support the new program.

RATIONALE: The sponsoring unit is the Department of Speech and Theatre. The department currently offers the B.F.A. degree in Visual and Performing Arts (Theatre) with minors in Speech and Theatre. The theatre concentration has experienced significant growth during this decade, with headcount majors increasing from 28 in 1990-91 to 60 in fall 1998. Five full-time faculty positions are currently assigned to this department. Three are occupied by tenured or tenure-track faculty members, all of whom teach or have taught courses central to the proposed program's curriculum. The proposed program is interdisciplinary in nature, building upon existing courses offered by other academic units including the Department of Art; the Department of English, Philosophy, and Modern Languages; and the School of Business and Economics. The proposed curriculum includes reading and writing intensive courses; courses in technology, business, art, English, and speech, and professional internships. Upon graduation students will have developed skills in oral and written communication, emerging technologies, business, graphic design, and consumer behavior, which will enable them to enter a variety of fields in the service sector of today's economy.

A complete copy of the proposed new program follows.

LONGWOOD

Located in Historic Farmville, Virginia

STATE COUNCIL OF HIGHER EDUCATION IN VIRGINIA Program Proposal

Name of institution: Longwood College

Title of proposed program: Communication Studies

Degree title: Bachelor of Arts **CIP number:** 09.0101

Term and year of initiation: Fall 2000

Term and year of first graduates: Spring 2004

Date of approval by Board of Visitors: April 24, 1999

Location of program within institution:

Department of Communication Studies and Theatre
School of Liberal Arts and Sciences
Longwood College

Name, title, and telephone number of person other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff about the proposal:

David P. Cordle, Dean
School of Liberal Arts and Sciences
Longwood College
Tel: (804) 395-2854
e-mail: dcordle@longwood.lwc.edu



**STATE COUNCIL OF HIGHER EDUCATION IN VIRGINIA
Program Proposal**

**Bachelor of Arts in Communication Studies
Longwood College**

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DESCRIPTION OF THE PROPOSED PROGRAM

- 1. the sponsoring unit's (department, division, interdisciplinary group of faculty, etc.) history and mission. How will the proposed program fit into them and into other programs offered by that and other units?**

The sponsoring unit is presently designated as the Department of Speech and Theatre, a unit within the School of Liberal Arts and Sciences. It will be renamed the Department of Communication Studies and Theatre if the proposed program is approved. The department currently offers the B.F.A. degree in Visual and Performing Arts with a concentration in Theatre, and minors in Speech and Theatre. The Visual and Performing Arts (Theatre) program has experienced significant growth during this decade, with headcount majors increasing from 28 in 1990-91 to 60 in Fall 1998, and degrees conferred increasing from 2 in 1990-91 to 14 in 1997-98. Five full-time faculty positions are currently assigned to the department. Three are occupied by tenured or tenure-track faculty members, all of whom teach or have taught courses central to the proposed program's curriculum, such as Introduction to Speech, Voice and Diction, Intercultural Communication, and Interpersonal Communication. The other two positions are currently filled through one-year appointments, with searches underway to hire a costume designer and a scenic/lighting designer on the tenure track for Fall 1999.

The proposed program is interdisciplinary in nature, building upon existing courses offered by other academic units including the Department of Art; the Department of English, Philosophy, and Modern Languages; and the School of Business and Economics.

A new tenure-track faculty member with a Ph.D. in Communication Studies was added in Fall 1998 with the proposed program in mind. For now, her departmental home is the Department of English, Philosophy, and Modern Languages, which currently offers minors in Communications and Journalism. If the proposed program is approved, she will become the sixth faculty member in the Department of Communication Studies and Theatre, but will still teach journalism courses offered through EPML, where the journalism minor will continue to be listed.

It is anticipated that an additional Communication Studies faculty member will be needed after the proposed program is implemented and enrollment starts to build. The College is prepared to have this faculty position filled as soon as Fall 2001 if necessary.

- 2. admission criteria and continuation and exit requirements, including the number and kind of credits required for the degree. Strong educational justification must be provided for requiring more than 60 credits for an A.A., A.S., or AA&S degree; 65 credits for an A.A.S. degree; or 120 credits for a**

baccalaureate degree. Time to degree should be described for graduate programs.

Longwood's usual admissions criteria will apply for freshmen entering this program. Students will be expected to have earned an Advanced Studies Diploma (23 units), to have maintained at least a 2.6 cumulative high school grade point average, and to have scored at least 960 on the SAT. No special course prerequisites are needed other than the college preparatory units in the Advanced Studies Diploma. Matriculated students must pass ENGL 101 (Composition and Literary Analysis), SPCH 101 (Fundamentals of Speech), and COMM 200 (Fundamentals of Communication), each with a grade of C or better, before attempting upper-division COMM courses. COMM 492 (Internship) and COMM 497 (Senior Thesis) are the capstone courses for the major, and both require a cumulative GPA of 2.5 for enrollment.

The Bachelor of Arts in Communication Studies is a 120-credit degree program, designed to be completed in eight semesters. Of these 120 credits, 33 are committed to the college-wide General Education Core, and another 9 are taken up by requirements common to all Bachelor of Arts programs at Longwood. Major requirements total 39 credits. 27 of these are specified courses in the major, and the other 12 are communication studies electives selected from the ART, COMM, ENGL, MARK, MISY, SPCH, and THEA prefixes. These 12 credits allow the student an opportunity to select courses most consistent with his or her career interests within the broad field of Communication Studies or to prepare for graduate study. The required 18-23-credit minor, chosen in consultation with the faculty advisor, provides additional opportunities for complementary study in related fields. The remaining 16-21 credits are general electives.

3. majors, concentrations, or specialty tracks within the program. Provide the semester-by-semester curriculum for each track or concentration and course descriptions for all courses in the major and any new or revised support courses. Proposed new courses must be identified as such.

This proposal is for a general communications degree program, designed to prepare students to apply principles of communication for work in various media and also for graduate study. This proposal does not include concentrations or specialty tracks, and therefore does not require the student to commit to a narrow career focus. However, the selection of required major electives and the choice of the required minor provide many options for students to address specific career interests.

A list of degree requirements, a semester-by-semester curriculum outline, and course descriptions are included at the end of this section.

4. what students are expected to know and be able to do by the time of graduation.

At graduation, students should have

- advanced skills in written communication and reading

- advanced skills in oral communication
- intermediate skills in foreign language
- advanced skills in research methods and applications
- advanced skills in interpersonal communication
- advanced understanding of mass media and their effects on culture and human behavior
- advanced understanding of the legal and ethical ramifications of various types of communication
- understanding of practical applications of communication theory and concepts
- advanced understanding of communication technologies, particularly computer hardware and software

5. if this is a proposed restructuring of an existing program, how the curriculum for the new degree title will differ from the one leading to the existing program. Why does this need to be a separate degree program?

(not applicable)

6. in the case of a collaborative program with another institution of higher education or with business and industry, the extent of the collaboration, including resources available at each institution, resource allocation, program administration, and which institution(s) will award the degree.

(not applicable)

7. how the program will be delivered, including any use of new teaching technologies. Describe what parts of the curriculum can or will be telecommunicated from another source. If the program is designed for part-time students, describe how scheduling, advising, and other services will be adapted for their needs. If it will be offered off-campus, describe its administration, staffing, and support services.

The proposed program will be offered on-campus, primarily to full-time students. No plans to telecommunicate from other sources have been made.

Traditional classroom instruction will be central to the program's delivery, but experiential learning is emphasized. The required internship and thesis are central capstone experiences.

Longwood College is a leader in the utilization of technology in the instructional program, with personal computers and the worldwide web integral to many courses. Starting with the 1998-99 academic year, all matriculating students are required to have laptop computers, with ports in all dormitory rooms and in many classrooms facilitating their use. In February 1999 the College opened a new 32-station MAC/PC lab, at a cost of \$160,000, designed primarily for the needs of Graphic Design and Communication Studies students. The lab is equipped with the latest

versions of desktop publishing software, as well as multimedia packages such as Macromedia Director.

- 8. a brief *curriculum vitae* for each faculty member who will be teaching in the program. Identify those reassigned from other programs or degree levels and describe the effect of the reassignments. If faculty have not yet been identified, describe the qualifications of the individuals to be selected.**

Curriculum vitae for the following faculty members are included at the end of this section:

- Gene Muto, Chair, Department of Speech and Theatre
- Nancy Haga, Professor of Speech
- Chrys Kahn-Egan, Assistant Professor of Communication Studies

Dr. Kahn-Egan will be reassigned from the Department of English, Philosophy, and Modern Languages. She will continue to teach Journalism and other communication-related courses offered by EPML, but will not be available to teach freshman writing as she has during the 1998-99 academic year. With demand for seats in freshman writing increasing along with higher enrollments campus-wide, the College may need to commit additional adjunct or full-time faculty resources to EPML in the near future.

An additional full-time faculty hire in Communication Studies is projected for Fall 2001 (see response to 1. above) with qualifications as follows:

Communication Studies Generalist, to teach a variety of courses in Communication Theory and Practice, including courses in Interpersonal, Small Group/Professional, Gender, and Organizational Communication; Communication Technologies; Speech; Persuasion; and Mass Media. In addition, the faculty member will act as advisor and mentor to students, supervise internships, and take a proactive role in helping students in independent research. Candidates should possess the Ph.D., M.F.A., or M.S. in the field of Communication Studies, have professional experience in the field, and have a background in teaching.

- 9. provisions for faculty mentoring and advising.**

Longwood College provides faculty members with a comprehensive program of preparation and mentoring. New faculty participate in a week-long orientation program, during which they are introduced to the institution's various functions, trained in instructional technology, and given an overview of faculty responsibilities and benefits. At this time, new faculty are also assigned a Faculty Mentor and a Department Resource Person who can assist them on an ongoing basis. A significant emphasis is also placed on the role of department chairs in mentoring and guiding the development of junior faculty.

Longwood promotes faculty development by providing financial support for scholarship. Also available to faculty are a Faculty Sabbatical Program and a new Faculty Connections Program through which faculty members can spend a semester applying their expertise in settings outside the College.

The College offers its students a small-campus atmosphere and a faculty and staff committed to providing individualized service. In keeping with this emphasis, high-quality student advising is considered an essential aspect of the faculty member's work. The student is assigned a faculty advisor prior to arriving on campus, and is encouraged to make full use of the assistance that he or she can provide. Communication Studies majors will benefit from more advanced mentorship as faculty members supervise required theses and internships.

The importance of Longwood's advising program will increase in the coming years, due to student-learning initiatives outlined in the College's recently-adopted Strategic Plan. These initiatives include broad commitments to internships, faculty-directed student research, service learning, cross-cultural experiences, and web-based student portfolios—all of which will require substantial faculty direction outside the classroom.

10. how this program will explicitly prepare graduates for employment or further studies.

The proposed curriculum includes reading- and writing-intensive courses; courses in technology, business, art, English, and speech; and professional internships. Upon graduation students will have developed skills in oral and written communication, emerging technologies, business, graphic design, and consumer behavior, which will enable them to enter a variety of fields in the service sector of today's economy. Among the career options available to them are those in education, government, business and industry, and broadcasting. The B.A. in Communication Studies will also prepare students to pursue graduate study in Communication Studies and related fields.

Specifically, the proposed program's required study in communication theory and organizational communication can have a direct application to careers in communication consulting/training and conference planning. The training in public address and rhetoric will facilitate success in law, industrial and organizational communication, educational administration, public relations, speech writing and theology. A general communications degree in all of its particulars can apply to careers in radio, television, cable, public affairs, sales and marketing, advertising, and management.

11. the plan and timetable for programmatic accreditation, if appropriate. Show how the program matches accreditation standards.

While there is no national accrediting agency for Communication Studies, the proposed program has been developed with regard to successful Communication Studies programs extant at colleges and universities, both in Virginia and nationally. In addition, the proposed program has been developed with the guidance of the National Communication Association's publication *NCA Communication Programs Rationale and Review Kit*, 1997.

12. the composition and function of any advisory committee(s) and its (their) involvement, if any, in the development of this proposal and the program's operations.

During the 1997-98 academic year an ad hoc committee worked under the direction of Jennifer Apperson, Acting Dean of the School of Liberal Arts and Sciences, to examine the feasibility of a Communication Studies program at Longwood College. After researching the demand for such a program and the College's ability to address that demand, the committee made a positive recommendation and suggested a broad approach to constructing a Communication Studies curriculum.

A Communication Planning Group, led by David P. Cordle, Dean of Liberal Arts and Sciences, was formed in September 1998 to continue the work done by the previous committee and to draft a proposal for a Communication Studies program. This committee, like its predecessor, comprised faculty members representing the various academic units--Art, Business, English, and Speech & Theatre--expected to participate in offering the interdisciplinary curriculum. The present proposal was developed by the committee and approved by the College's Educational Policy Committee and Faculty Senate before being presented to the central administration and the Board of Visitors.

In keeping with the interdisciplinary nature of the proposed program, a standing advisory committee consisting of representatives from these same academic areas will be established to assist in the program's coordination.

13. a list of clinical facilities, industries, and other agencies with which agreements may be or have been developed, including the number of students each could serve. (Copies of the agreements may be required with the statement of readiness.)

With a professional internship proposed as a capstone course, it is imperative that a network of cooperative agencies be established in order to provide internship placements. The Farmville site of Longwood College is centrally located, within close proximity to Lynchburg, Charlottesville, Richmond, and Petersburg. Immediately following the implementation of the proposed program in Fall 2000, the Communication Studies faculty will initiate the establishment of a local and regional

network of internship sponsors, including banks and mortgage companies; hospitals, hospices, and other health care facilities; insurance agencies; law offices; advertising and public relations agencies; and radio and television stations. This network will be fully established by 2003, the date for the first graduating class of Communication Studies majors.

In addition to this proposed plan and timetable, the College maintains a Career Center for the purpose of assisting students and alumni as they establish career objectives and initiate steps designed to meet individual career goals. As the College implements a Strategic Plan that makes student internships a high priority, the Career Center's role in facilitating internships will expand. The Career Center and the Communication Studies faculty will work together to establish agreements with the external agencies that will host student interns, to match students with appropriate placements, and to prepare students for the internship experience.

DEGREE REQUIREMENTS

Communication Studies Major, B.A. Degree

A. General Education Core Requirements. 33 credits.

B. Additional Degree Requirements. 9 credits.

See page 58.

C. Required Minor. 18-23 credits.

All Communication Studies majors must have a minor from another area. The minor must be made in consultation with the faculty advisor. Please see page 54 for a complete listing of minors.

D. Major Requirements. 39 credits.

Majors must complete all 27 credits of the Communication Studies Core, plus 12 credits of Communication Studies Electives. (See 1 and 2 below.)

1. Communication Studies Core. 27 credits.

SPCH 101 Fundamentals of Speech

COMM 200 Fundamentals of Communication

COMM 300 Advanced Communication Theory and Research

COMM 310 Interpersonal Communication

COMM 320 Mass Media Theory and Effects

COMM 400 Legal and Ethical Communication

COMM 410 Communication Technologies

COMM 492 Communication Internship

COMM 497 Senior Seminar: Applied Communication

2. Communication Studies Electives. 12 credits. (Please check the Undergraduate Catalog for prerequisites for courses in other departments.)

ART 120 Foundations of Contemporary Design

ART 155 Basic Process and Principles of Design

ART 225 Graphic Art Production I (Prereq ART 221)

ART 322 Graphic Design II (Prereq ART 221, 225)

ART 327 Graphic Art Production II (Prereq ART 221, 225, 322)

ART 355 Manipulation and Color in Photography (Prereq ART 120, 155)

ART 455 Electronic Photography (Prereq ART 120, 155, 355)

ART 456 Photography Studio (Prereq ART 120, 155, 355)

COMM 330 Small Group Dynamics

COMM 340 Nonverbal and Visual Communication

COMM 350 Rhetoric and Persuasion

COMM 360 Organizational and Professional Communication

COMM 370 Gender and Communication

COMM 420 Intercultural Communication and Conflict

ENGL 210 Introduction to Journalism
ENGL 213 Writing Non-Fiction
ENGL 214 Technical Writing
ENGL 222 Popular Culture and Mass Media
ENGL 256 Art of Film I
ENGL 257 Art of Film II
ENGL 258 Women and Film
ENGL 350 Linguistics
ENGL 470 Professional Writing
MARK 380 Principles of Marketing
MARK 381 Marketing Research (Prereq MARK 380)
MARK 383 Consumer Behavior (Prereq MARK 380)
MARK 480 Advertising (Prereq MARK 380)
MISY 170 Management Information Systems
MISY 291 Business Communication
SPCH 310 Fundamentals of Radio Broadcasting
SPCH 311 Fundamentals of Television Production
SPCH 315 Television Production
SPCH 410 Radio Production
THEA 215 Voice and Movement I
THEA 317 Performance for the Camera

E. General Electives. 16 – 21 Credits.

SEMESTER-BY-SEMESTER CURRICULUM OUTLINE

1ST SEMESTER—FALL 2000

				HOURS	
1.	ENGL	100	GEN. ED. #1	3	
2.	SPCH	101	MAJ. REQ. CORE	3	
3.	COMM	200	MAJ. REQ. CORE	3	14 HRS.
4.	_____	_____	GEN. ED. #2	4	
5.	PHED	_____	GEN. ED. #9	1	

2ND SEMESTER—SPRING 2001

1.	ENGL	101	GEN. ED. #1	3	
2.	_____	_____	GEN. ED. #4	3	
3.	HIST	_____	GEN. ED. #6	3	14 HRS.
4.	_____	_____	GEN. ED. #8	3	
5.	PHED	_____	GEN. ED. #9	2	

3RD SEMESTER—FALL 2001

1.	_____	_____	GEN. ED. #3	3	
2.	_____	_____	GEN. ED. #5	4	
3.	_____	_____	GEN. ED. #7	3	16 HRS.
4.	COMM	310	MAJ. REQ. CORE	3	
5.	_____	_____	MAJ. ELECT.	3	

4TH SEMESTER—SPRING 2002

1.	COMM	300	MAJ. REQ. CORE	3	
2.	COMM	320	MAJ. REQ. CORE	3	
3.	_____	_____	MIN. OR GEN. EL.	3	15 HRS.
4.	_____	_____	HUMANITIES (B.A.)	3	
5.	_____	_____	HUMANITIES (B.A.)	3	

5TH SEMESTER—FALL 2002

1.	_____	_____	FOR. LANG. (B.A.)	3	
2.	COMM	400	MAJ. REQ. CORE	3	
3.	_____	_____	MAJ. ELECT.	3	15 HRS.
4.	_____	_____	MAJ. ELECT.	3	
5.	_____	_____	MINOR	3	

6TH SEMESTER—SPRING 2003

1.	COMM	410	MAJ. REQ. CORE	3	
2.	_____	_____	MINOR	3	15 HRS.
3.	_____	_____	MINOR	3	
4.	_____	_____	GEN. ELECT.	3	
5.	_____	_____	GEN. ELECT.	3	

7TH SEMESTER—FALL 2003

1.	COMM	492	MAJ. REQ. CORE	3	
2.	_____	_____	MAJ. ELECT.	3	
3.	_____	_____	MINOR	3	16 HRS.
4.	_____	_____	MINOR	3	
5.	_____	_____	GEN. ED. #10	1	
6.	_____	_____	GEN. ELECT.	3	

8TH SEMESTER—SPRING 2004

1.	COMM	497	MAJ. REQ. CORE	3	
2.	_____	_____	MINOR	3	
3.	_____	_____	GEN. ELECT.	3	15 HRS.
4.	_____	_____	GEN. ELECT.	3	
5.	_____	_____	GEN. ELECT.	3	

COURSE DESCRIPTIONS

Communication Studies Courses

Note: ENGL 101, SPCH 101, and COMM 200 (with grades of C or better in each) are prerequisite to all other Communication Studies courses.

COMM 200 **Fundamentals of Communication.** Introduces students to communication as an academic discipline by exploring how meaning is created and shared in multiple contexts such as: intrapersonal, interpersonal, small group, organizational, public, mass mediated, and intercultural. Fundamental theories from each context are covered.

COMM 300 **Advanced Communication Theory and Research.** Expansion of COMM 200. Students explore advanced communication theories and milestone research to understand the complexities of communication processes.

COMM 310 **Interpersonal Communication.** Theory, research, and practice of dyadic communication. Includes issues such as compliance gaining, coordinated meaning, personal influence, listening, verbal aggression, and other interpersonal communication factors.

COMM 320 **Mass Media Theory and Effects.** Explores the influences and limitations of the media in American society. Emphasis on theoretical and empirical explanations of both the impact of media on society and of society on the media. Students design and conduct a media effects research project.

COMM 400 **Legal and Ethical Communication.** Challenges students to consider the legal and ethical ramifications of various types of communication. Topics include freedom of speech, libel, sedition, obscenity, provocation, hate speech, invasion of privacy, verbal aggression, mass hysteria, and others.

COMM 410 **Communication Technologies.** Theory, research, and practical application of new communication technologies. Explores the impact of various communication technologies on individuals and society. Students also are trained in the use of communication technologies in order to complete an applied project.

COMM 492 **Communication Internship.** Directed practicum of experiential learning in a professional setting. Students perform relevant tasks to the discipline and profession. An internship contract must be agreed upon by the professional supervisor, faculty advisor, and student.

COMM 497 **Senior Thesis.** All Communication students must complete an independent senior seminar project, which exemplifies their knowledge of the discipline. Projects must include written, oral, and technical components.

300 and 400 level Communication Studies Electives (Please see the Undergraduate Catalog for descriptions of Communication Studies Electives in other departments.)

COMM 330 Small Group Communication. Examines the complex personal and communication dynamics of small groups. Topics include leadership, influence, conflict, task management, organization, interdependence, and others. Students actively participate in group projects and meetings to demonstrate successful small group techniques.

COMM 340 Nonverbal and Visual Communication. Theory, research, and practice into the realm of intentional and unintentional nonverbal communication. Study of unspoken communication genres includes kinesic, affective, ocular, haptic, paralinguistic, proximic, environmental, chronemic, and artifactual. Exploration of semiotics and other visual communication areas.

COMM 350 Rhetoric and Persuasion. Theory, research, and practice into the areas of rhetoric and persuasion. Study of the power and limitations of persuasion, coercion, influence, and argumentation. Topics range from ancient concepts of rhetoric to modern advertisements.

COMM 360 Organizational and Professional Communication. Study and practice of organizational structures and professional communication. Issues such as public relations, corporate impression management, damage control and crisis management, networks, management styles, task groups, information systems, and others will be addressed. Students will make professional presentations and write professional documents such as resumes, business letters, company reports, and press releases.

COMM 370 Gender and Communication. Theory, research, and practice of the complex and powerful relationship between gender and communication styles. Aspects of the gender-communication relationship addressed include conflict, leadership, meaning coordination, disclosure, sexual orientation, professional and interpersonal interactions, conformity, and nature and nurture influences.

COMM 420 Intercultural Communication. A study of intercultural communication in the classroom and business worlds, defining and identifying the different cultures at work in our society, exploring the problems resulting from poor intercultural communication, and finding ways to improve communication between differing cultures.

Name: Dr. Gene Muto

Rank: Professor of Theatre

Education: D.A. in Interrelated Arts, New York University, 1988
M.F.A. in Directing, University of Connecticut, 1977
B.S. in Theatre, SUNY-Brockport, 1973

Position Status: Tenure-Track

Tenure Status: Eligible for tenure review in 2000-2001

Most Recent

Teaching Experience: Professor of Theatre, Augusta State

Professional Activity: Twenty-one years experience in professional theatre

Name: Dr. Christine N. Kahn-Egan

Rank: Assistant Professor of Journalism and Communication

Education: Ph.D. in Mass Communication, Florida State University, 1998
M.A. in Communication Theory and Research, University of
North Carolina at Greensboro, 1994
B.A. in English, University of North Carolina at Charlotte, 1992

Position Status: Tenure-Track

Tenure Status: Eligible for tenure review in 2003-2004

**Most Recent
Teaching Experience:** Instructor of Communication, Florida State University

Professional Activity: Thirty-five publications , twenty-seven presentations

Name: Dr. Nancy A. Haga

Rank: Professor of Speech

Education: Ed.D. in Higher Education Curriculum, University of Virginia, 1979
M.A. in English Education, Longwood College, 1969
B.S. in Physical Education, University of Richmond, 1957

Position Status: Tenure-Track

Tenure Status: Tenured

Most Recent Teaching Experience: Professor of Speech, Longwood College

Professional Activity: Six publications, seventeen paper presentations

EVALUATION OF PROGRAM EFFECTIVENESS

Provide information about the following:

1. **The Plan to assess the students' attainment of the program's learning goals. This should include measures, schedule, and the ways in which the assessment plan for this program fits into the institution's overall assessment program.**
 - Advanced skills in writing and reading: Longwood College will soon be requiring all sophomores to score above the 75th percentile on the writing and reading components of the Compass Skills test. Communication Studies majors will be required to score above the 80th percentile.
 - Advanced skills in oral communication: The Senior Thesis presentation will be scored by Communication Studies faculty, and Internship supervisors will also be asked to score oral communication.
 - Intermediate skills in Foreign Language: Competency is assessed in conjunction with the required 202-level instruction.
 - Advanced skills in research methods and applications: The Senior Thesis will be rated by faculty using a common scoring rubric, with occasional external reviewers.
 - Advanced skills in interpersonal communications: Rated by Internship supervisors.
 - Advanced understanding of mass media; advanced understanding of the legal and ethical ramifications of various types of communication; and understanding of practical applications of communication theory and concepts: An internally-developed comprehensive examination will be developed, supported by the ratings of Internship Supervisors.
 - Advanced understanding of communication technologies, particularly computer hardware and software: The College's Five-Year Strategic Plan requires each academic program to determine technology competencies essential to the discipline and to develop measurements to assess achievement. Communication Studies majors will be required to pass one of the Microsoft certification exams, either at the Specialist or Expert level.

These assessment measures fit advantageously with the College's assessment plan, which already utilizes many of the same elements.

2. **The benchmarks by which the program will be deemed successful, when they will be applied, and what the institution will do if the program does not meet those benchmarks. These benchmarks should include meeting enrollments, job placement and satisfaction of graduates, and other measures in addition to student learning.**

Continuation of the proposed program at Longwood College is predicated on meeting benchmarks of quality and productivity. In addition to the student learning outcomes

described above, the proposed program will be measured by standard benchmarks for enrollment and degrees conferred, beginning in 2003-04, the target enrollment year. Annual Senior Surveys and biennial Alumni Surveys will provide data on satisfaction with education in the major, satisfaction with advising, effectiveness of career preparation, and job placement.

Assessments of interns by sponsoring agencies will be an important part of the proposed program's efforts to measure the efficacy of learning outcomes, as well as the overall quality of the interns' work.

JUSTIFICATION OF PROPOSED PROGRAM

Provide information about the following:

1. student demand and projected enrollment, including

- **the estimated headcount and FTE students, including the sources for the projection. With the assistance of the institution's planning or reports office, complete and attach the form, "Summary of Projected Enrollment in Proposed Program."**

See "Summary of Projected Enrollment in Proposed Program" at the end of this section. This projection was developed with the assistance of the Director of Admissions and the Director of Assessment/Institutional Research.

- **the portion of the projected enrollments anticipated to be new to the institution and the portion that represents migration from existing degree programs. Indicate which programs are likely to lose students under the anticipated scenario and what the effect will be on the programs losing them.**

The projected enrollments include an estimated 20 matriculated students who might migrate from existing degree programs. Once the program is established, it is anticipated that most of its enrollment, perhaps 75%, will consist of students who would not otherwise have matriculated. The impact on existing programs is expected to be small and widely-distributed, with English and Business potentially seeing a minor effect from initial migration.

- **evidence of student demand for this program. Provide a full report of any surveys and a summary of any other sources that document student demand.**
 - Longwood's Office of Admissions reports that it annually receives approximately 500 inquiries and requests for information on Communication Studies, in spite of the fact that the College offers only a minor in the field.
 - Longwood recruiters who visit high schools in our targeted recruitment area cite the program to be one of the most frequently requested areas of study.

- Both nationally and in Virginia, 4% of high school students indicate college plans to study in this field. According to the 1998 *College Board College-Bound Seniors Virginia Report*, this 4% interest level would place the program in the upper third of all listed college majors, reflecting a strong student demand.
 - According to enrollment data provided by SCHEV, two of the three state institutions offering a General Communications program have grown substantially during the past five years. James Madison University's program has experienced a 29% increase in headcount enrollment, and Virginia Tech's program has grown by 32%. Radford University's program has lost 14% of its enrollment, but although its CIP classification is General Communications, Radford's program is actually a traditional Speech major, substantially different from what Longwood College is proposing.
- **if this program has been part of an existing program, enrollment and degrees-conferred data for as many years as they are available. Application information should be included, if available.**

(not applicable)

- **the recruitment process for this program, including the anticipated gender and racial mix of students and how, specifically, underrepresented groups will be recruited and retained in the program. Describe the ways in which this program will affect the affirmative-action profile of the sponsoring unit (department, division, etc.).**

The gender composition of classified undergraduates in the College, the School of Liberal Arts and Sciences, and the existing Department of Speech and Theatre are as follows:

	Males	Females
College	33%	66%
LAS	30%	70%
Speech & Theatre	33%	66%

The racial composition of classified undergraduates is as follows:

	Black	Hispanic	Amer. Indian	Asian	White
College	8%	2%	0%	2%	88%
LAS	7%	2%	0%	2%	89%
Speech & Theatre	5%	2%	0%	3%	90%

Longwood College has had in place since 1979 an aggressive affirmative action recruitment plan. The original Virginia Plan was a statewide plan developed in

response to a court mandate. In 1996 the College drafted a new Student Plan using SCHEV guidelines. Well-established relationships and successful recruitment efforts have placed the College in the upper half of Virginia's public colleges in percentages of minorities. The proposed program is expected to have approximately the same gender and racial mix as the College's, and therefore will not significantly change the existing profiles at any level.

No special recruitment programs appear necessary to attract students to the proposed program, in that a significant number of students showing an interest in Communication Studies are already being contacted through the College's existing recruitment efforts. Generally, student recruitment costs will be relatively low, since a base of interest in the proposed program already exists. It is likely that targeted mailings, posters, informational flyers, and other promotional activities would be increased during the first two to three years to inform prospective students of the program's existence and of the opportunities associated with it.

It is anticipated that 90% of the entering students will be residents of Virginia.

2. demand for graduates, including

- **the types of jobs or graduate school opportunities for which graduates will be prepared.**

A general communications degree such as the proposed B.A. in Communication Studies prepares the graduate for a variety of communication-related jobs, including the following:

- Account Representative
- Advertising Specialist or Manager
- Allied Health Fields (ex: Patient Relations Advocate)
- Announcer/Narrator
- Columnist
- Communications Consultant
- Corporate Communications Officer
- Editor
- Fundraiser
- Grant/Proposal Writer
- Journalist
- Lobbyist
- Marketing Specialist or Manager
- Office/Project Manager
- Press Secretary
- Public Relations Specialist or Manager
- Radio/Television
- Sales Representative

- Speech Writer
- Technical Writer

The B.A. in Communication Studies degree will also provide the necessary preparation for students who plan to pursue graduate study in Communication Studies and related fields.

- **the need for such graduates. Cite sources of information. Labor market information should be appropriate to the scope of the program: i.e., if the program is national in scope, the labor market data should be national; if regional, the data should be regional; if local, provide local data. Discuss potential changes in the employment market which may affect this program.**

State and national labor market information is available from a number of sources, with most of the available information related to specific communication-related careers. The absence of data that would apply equally to all communication careers is not surprising, given the breadth of training offered by a Communication Studies program and the varied careers to which it is applicable. Nevertheless, available information indicates strong demand for graduates trained in Communication Studies.

The scope of the proposed program is primarily statewide and regional. The Virginia Employment Commission publishes a list of the 115 occupations projected to provide the greatest number of new jobs in the Commonwealth from 1994 to 2005. A general communications degree prepares students for a number of the occupations on this list:

- #3 Salespersons, Retail: from 102,959 to 118,440 (15% increase)
- #16 Marketing & Sales, Supervisors: from 38,488 to 45,729 (19% increase)
- #41 Marketing/Advertising/Public Relations Managers: from 10,557 to 13,971 (32% increase)
- #51 Other Sales Representatives: from 24,964 to 27,685 (11% increase)
- #85 Technical Writers: from 2,339 to 3,843 (64% increase)
- #105 All Other Sales & Related Workers: from 7,027 to 8,177 (16% increase)
- #112 Writers & Editors: from 4,251 to 5,316 (25% increase)

Indications of strong demand nationally and internationally for workers trained in Communication Studies include the following:

- According to the *1998-99 Occupational Outlook Handbook* published by the U.S. Department of Labor's Bureau of Labor Statistics, jobs for marketing, advertising, and public relations managers and for services sales representatives will grow "much faster than average" (36% or more) during the period 1996-2006. The same source indicates that jobs for public relations specialists, technical writers, editors, and communication consultants will grow "faster than average" (21%-35%) during the same period.
- Human Resources Development Canada reports that 25,000 persons were employed in public relations and communications in Canada in 1996, an increase

of 45.6% from 1986. Over the same period, employment in all occupations grew by 13.1%. The same source indicates that employment in this field is not very sensitive to overall economic conditions.

- *Recruiting Trends 1996-97* ranks Communications #3 (of 16) in the category of "Industries reporting the best job outlook."
- In its "Best Jobs for the Future" feature, the October 26, 1998 issue of *US News & World Report* reported a high demand for Communications graduates in jobs as technical writers and health care public relations specialists.

In addition to the favorable outlook for communication-related jobs, the broad applicability of Communication Studies training provides graduates with a measure of protection against fluctuations in the employment market.

- **for programs already in existence as options or majors within existing degree programs, employment and, if applicable, licensing data.**

(not applicable)

3. any other justifications for program initiation.

SUMMARY OF PROJECTED ENROLLMENT IN PROPOSED PROGRAM

Institution: Longwood College **Program title:** Communication Studies

CIP Code: 09.0101 **Degree level:** Baccalaureate

Initiation date: Fall 2000

Name of person completing this form: David P. Cordle, Dean
School of Liberal Arts and Sciences

Part 1: Projected enrollment:

2000-01		2001-02		2002-03		Target Year 2003-04	
HDCT FTES		HDCT FTES		HDCT FTES		HDCT FTES	
20	20	40	40	60	60	80	80

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

Undergraduate		Graduate	
	Lower occupational/technical		First year
X	Lower bachelor's		Advanced
X	Upper bachelor's		First professional

PROGRAM RESOURCE NEEDS

1. **In a narrative, describe the costs and sources of funds for starting the program: full- and part-time faculty and staff and any other costs associated with *planning and initiating* the proposed program.**

The College has incurred no costs through the initial planning phase, other than the investment of time by existing faculty, staff, and administrators. The College is prepared to initiate the proposed program with available staff and within existing budgets. The only new costs anticipated prior to program initiation are (1) approximately \$3,000 for brochures, posters, direct mailings to prospective students, and postage, and (2) \$2,500 for initial purchase of books and journal subscriptions for the library.

2. **In a narrative, describe the available and needed program resources in each of the following categories, explaining why each is needed to *operate* the program:**

- **full-time faculty:** See 1. under "Description of Proposed Program." At initiation, the proposed program will be anchored by three full-time faculty members in the Department of Communication Studies and Theatre, all of whom are already on staff. A fourth full-time Communication Studies faculty member will likely be added by Fall 2001 in order to implement new courses necessary for the program's major requirements. Full-time faculty in other academic units will continue to offer existing courses listed as major electives in the proposed program.
- **part-time faculty:** The program will make occasional use of adjunct faculty members to cover specialized instruction.
- **graduate assistants:** (not applicable)
- **classified positions:** The program will be served by a single secretarial position, already present in the current Department of Speech and Theatre and occupied at the Executive Secretary level. The transition to a Department of Communication Studies and Theatre will require some adjustment of the position description.
- **targeted financial aid:** There is sufficient demand projected for the program that special financial aid and scholarships (other than that generally available to matriculating students at Longwood) are not necessary.
- **equipment (including computers):** The proposed program will make use of audio/video production facilities equipped at a cost of approximately \$200,000, including an expenditure of \$23,000 in Spring 1999 for new video recording cameras, a digital mixing console, and a digital audio recorder. The College's new \$160,000, 32-station MAC/PC lab provides multimedia and desktop publishing capabilities that make it an important resource for the proposed program. Annual costs for maintaining and upgrading equipment will average \$5,000. The addition of a fourth faculty member in 2001 will require purchase of an additional computer, at a cost of \$2,500.
- **library:** In addition to the \$2,500 committed for the planning period, the College's Director of Library has committed an additional \$5,000 for books and

journal subscriptions for the program's first two years, and has indicated support to maintain journal subscriptions and add books as needed beyond that.

- **telecommunications:** The College's telecommunications infrastructure is adequate for the program's needs, and already serves the three faculty members on staff. Adding a fourth faculty member in Fall 2001 will require an expenditure of \$400 for telecommunications installation and minimal ongoing costs for long-distance telephone.
- **supplies:** The Department of Communication Studies and Theatre will need an addition of \$2,500/year to its operating budget to cover supplies and other miscellaneous needs.
- **accreditation:** (not applicable)
- **clinical or affiliating agencies:** No resource needs anticipated at this time.
- **other resources:** The Office of Admissions will spend approximately \$2,000 annually on brochures, posters, and mailings.

If any construction of new space, renovation or conversion of existing space, or lease of space is needed for this program, please complete and attach the "Space Profile for Proposed Program" form.

(not applicable)

3. Describe all sources of funds and the anticipated effect of any reallocation of funds and faculty within the instructional unit.

The implementation of the proposed program is a part of the College's enrollment plan. Increased tuition revenues resulting from higher enrollments will provide for the program's programmatic needs. Reallocations from other units are not anticipated.

4. Complete and attach the form "Projected Resource Needs for Proposed Program."

See "Projected Resource Needs for Proposed Program" at the end of this section.

Part C: Estimated resources to initiate and operate the program:

	Planning period 1998-2000	Program initiation year 2000-2001	Second year of program 2001-2002	Year of target enrollment 2003-2004
Full-time faculty	\$140,830	\$140,830	\$175,830	\$175,830
Part-time faculty	\$0	\$4,000	\$4,000	\$4,000
Graduate assistants	\$0	\$0	\$0	\$0
Classified positions	\$20,823	\$20,823	\$20,823	\$20,823
Fringe benefits	\$51,729	\$52,035	\$63,235	\$63,235
Total personnel costs	\$213,382	\$217,688	\$263,888	\$263,888
Targeted financial aid	\$0	\$0	\$0	\$0
Equipment (including computers)	\$183,000	\$5,000	\$7,500	\$5,000
Library	\$2,500	\$2,500	\$2,500	\$1,000
Telecommunication costs	\$0	\$400	\$0	\$0
Supplies	\$0	\$2,500	\$2,500	\$2,500
Accreditation	\$0	\$0	\$0	\$0
Clinical or affiliations costs	\$0	\$0	\$0	\$0
Other resource needs (for promotion of new program)	\$3,000	\$2,000	\$2,000	\$2,000
Total	\$219,065	\$230,088	\$278,388	\$274,388
Sources of funds				
Reallocation	\$0	\$0	\$0	\$0
Other fund sources (please specify)	All personnel are in place. All other funds have been spent or committed from existing resources.	All full-time personnel are in place. Part-time faculty and all other new expenditures will be covered from tuition revenues.	One new faculty position is made possible through enrollment growth. Computer for new faculty member will be covered from tuition revenues.	(no new expenditures)
Budget request	\$0	\$0	\$0	\$0

**ACADEMIC AFFAIRS COMMITTEE
ACTION ITEM 2**

**BOARD OF VISITORS
ACTION ITEM 10**

Approval of Promotion and Tenure Policy Changes

ACTION REQUESTED: On behalf of the President, I move the adoption of the Promotion and Tenure Policy changes as presented below.

BACKGROUND: The Promotion and Tenure Committee of the Faculty Senate is charged with making recommendations to the Faculty Senate on policies and procedures governing appointment, reappointment, rank, promotion and tenure of faculty, and on policies and procedures governing faculty status appeals.

RATIONALE: The Promotion and Tenure Committee of the Faculty Senate reviewed the current policies and determined that changes were needed to emphasize teaching for all ranks and provide better understanding of the policy. The changes presented below are quoted from the Faculty Policies and Procedures Manual. Strikeouts indicate elimination of current language. New language is shown in italics. The Faculty Senate has approved the recommendations.

- a. **Change in criteria for promotion to Assistant Professor** (Found on page 58 of the Faculty Policies and Procedures Manual, Promotion)

3. Specific Criteria for Promotion to Each Rank:

a. Assistant Professor—in addition to meeting the general criteria for promotion, the candidate shall have had ~~two years of full-time teaching experience prior to consideration for promotion~~ *demonstrated the potential for excellence in the areas of teaching and research as established by the faculty handbook and written departmental requirements.*

- b. **Changes to General Criteria for Faculty Evaluations**

(Found in the Faculty Policies and Procedures Manual on Page 39, General Provisions and Pages 67-70, Annual Performance Evaluation/Post Tenure Review Process)

General Criteria for Faculty Evaluation (Adoption of this all-inclusive policy would eliminate duplication in the Faculty Policies and Procedures Manual. The guidelines would be used college-wide and specific requirements must be set by department/discipline. The Promotion and Tenure Committee of the Faculty Senate will determine specific placement of this policy in the Faculty

Policies and Procedures Manual. A copy of the policies found on pages 39-40 and 67-70 are attached.)

The professional lives of college faculty members traditionally have been characterized by expectations in the broad categories of teaching, scholarship, and service. Ideally the most effective members of the profession blend elements of these three components in many different combinations to achieve the overriding goal to stimulate student learning, of prime importance at Longwood College. Therefore, evaluation of faculty for annual performance review, post-tenure review, probationary review, tenure, and promotion should focus on continuing efforts on the part of faculty, throughout their professional careers, to integrate teaching, scholarship and service to develop an academic atmosphere in which learning is cherished by faculty and students alike.

All faculty are expected to demonstrate excellence in teaching, productive scholarship, and service. However, recognizing that different academic disciplines have unique characteristics and demands, the following criteria for teaching, scholarship, and service are presented as guidelines from which individual departments will develop specific standards for annual performance review, post-tenure review, probationary review, and review for tenure and promotion to any rank. The Dean of the school and the Vice President for Academic Affairs must approve departmental standards for faculty evaluation before they are implemented. Copies of approved standards must be distributed to all departmental faculty in writing.

1. Teaching

In all personnel judgments, high quality teaching (and the scholarship and service that supports it) is the principal consideration. Each faculty member is expected to continuously refine his or her instructional knowledge base and methodology of delivery, constantly seeking the best way to foster student learning. To this end, faculty members undergoing annual performance review, post-tenure review, probationary review, or reviews for tenure or promotion to any rank, must present evidence of effective teaching which may be demonstrated by:

- a. a current, sound knowledge base in the discipline reflecting continuous revision that improves course content*
- b. organized course preparation, including clear syllabi detailing objectives and expectations*
- c. organized preparation for each class so that the course delivery flows as a cohesive whole*
- d. employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop critical thinking*
- e. demonstration of the ability to synthesize and correlate information and to simplify complex topics*
- f. demonstration of effective clear communication skills and the ability to stimulate these skills in students*

- g. *development of evaluation instruments that accurately assess the achievement of stated course standards*
- h. *consistency in grading assignments and applying rules*
- i. *responsiveness to students in and outside the classroom*
- j. *high expectations for student achievement and the provision of support that helps students meet these expectations*
- k. *enthusiasm for the discipline that transmits the excitement and value of learning as demonstrated by*
 - (1) *development of new courses and/or new curricula*
 - (2) *development of more effective measures of student learning*
 - (3) *development of more effective methodologies of content delivery*
 - (4) *direction of students in undergraduate research projects, masters' thesis research, or internships*
 - (5) *incorporation into courses of information gained at appropriate professional meetings*
- l. *demonstration of the characteristics of caring, patience, integrity, and concern*

2. *Scholarship*

As a community of scholars, the faculty is expected to impart to students an appreciation of the scholarly activity that forms the basis of knowledge in all disciplines. Recognizing that high quality scholarship takes time to mature, annual publication is not expected; however, those seeking promotion or tenure must present evidence that they have engaged in scholarship that has been effectively shared with the professional community pertinent to their discipline.

Faculty members undergoing annual performance review or post-tenure review must present evidence of continuing scholarly activity as defined by each academic unit. Probationary faculty members must document, as part of their reviews, an ongoing research agenda that will lead to publication or presentation. Faculty members eligible for tenure or for promotion to any rank must present evidence of scholarly activity that adds to the pedagogical and/or disciplinary knowledge base and that has been disseminated to the community of scholars at large through means appropriate to the discipline.

- a. *Scholarship that adds to the disciplinary knowledge base*
 - (1) *presentation of new disciplinary knowledge at appropriate professional meetings*
 - (2) *publication of new disciplinary knowledge in appropriate journals, especially those that are refereed*
 - (3) *publication of books that add to disciplinary knowledge*
 - (4) *performances or shows, especially juried or invitational, that are presented to public constituencies*
 - (5) *design and execution of workshops that disseminate knowledge to public constituencies*

- (6) *successful development of grants*
- (7) *presentations open to the public, such as colloquia, that share new disciplinary knowledge*
- (8) *editing of a professional disciplinary journal*
- (9) *organizing and implementing a disciplinary lecture series*
- (10) *servicing as a review of professional journal articles and/or books*

b. Scholarship that adds to the pedagogical knowledge base

- (1) *presentation of innovative teaching techniques at appropriate professional meetings*
- (2) *active participation in workshops and conferences for faculty development designed to invigorate teaching*
- (3) *publication of innovative teaching techniques in appropriate journals, especially those that are refereed*
- (4) *publication of pedagogically related books*
- (5) *design and execution of workshops to improve teaching*
- (6) *successful development of grants*
- (7) *presentations open to the public such as colloquia that share new pedagogical knowledge*
- (8) *editing a professional journal devoted to pedagogy*
- (9) *organizing and implementing a lecture series related to pedagogy*
- (10) *servicing as a reviewer for pedagogical journal articles and/or books*

3. Service

Faculty members have a further obligation to share their expertise with students, their colleagues, and public constituencies in a variety of service settings. Faculty members undergoing annual performance review, post-tenure review, probationary review, and reviews for tenure and promotion to any rank must document any activities that render service to the institution, community, and/or society at large, which may be represented by:

- a. comprehensive student advising*
- b. consulting work, or presentations to organized entities such as schools, industries, businesses, civic organizations, and clubs that add to the knowledge base of these entities*
- c. participating membership on departmental, school wide, college wide, or professionally related committees*
- d. participation in college governance, including attendance at departmental, school, and college faculty meetings*
- e. holding office in state, regional, or national professional organizations*
- f. serving as the sponsor/advisor for student organizations*
- g. participation in activities that create, foster, and support connections among student groups, and between student groups and external constituencies*

- h. *participation in activities that promote skill development in students outside the classroom*
- I. *servicing as program coordinator*
- j. *active participation in the recruiting of students*
- k. *responsibility for a college facility*
- l. *effective execution of special assignments requested by department chairs, deans, or other individuals associated with the college*

c. Faculty Reviews: Reassigned Time for Administrative or Supervisory Duties

(Add this new section before N. Annual Performance Evaluation/Post Tenure Review Process on page 67)

Faculty Reviews: Reassigned Time for Administrative or Supervisory Duties

A number of faculty serve in administrative or supervisory capacities which involve the reassignment of their time from teaching duties to other duties. The evaluation of faculty with reassigned time for other duties should acknowledge this additional dimension of performance with an additional set of criteria. These criteria will vary, depending on the nature of the duties performed by the faculty member, but should address the performance of any duties listed under the following categories:

1. Promotion of high-quality teaching and effective learning

- a. *offering meaningful teacher development activities (e.g., for faculty, adjunct faculty, graduate teaching assistants)*
- b. *practicing fair, consistent evaluation of teachers*
- c. *recruiting, hiring, and supervising qualified temporary faculty when necessary*
- d. *scheduling facilities and faculty time to provide optimum instruction each semester*
- e. *regular monitoring of student placement; frequent review of placement policies and procedures*
- f. *reviewing curriculum requirements, course availability and student progress through programs*
- h. *managing educational resources, equipment and materials, ensuring their consistent availability to teachers*

2. Scholarship in action

- a. *demonstrating contact with current research and practice in the relevant discipline(s)*
- b. *collecting and interpreting meaningful data (e.g., for purposes of program evaluation, program development, program accreditation, and the like)*
- c. *developing new programs and revising current programs*
- d. *revising and disseminating program/departmental publications*

3. Administrative service to the institution and community

- a. *developing and administering cross disciplinary programs and perspectives*
- b. *scheduling, arranging, and facilitating accreditation team visitations*
- c. *coordinating with other administrative, instructional, and/or co-curricular units*
- d. *articulating with programs from which Longwood draws students (high schools, community colleges, other undergraduate institutions) and to which Longwood sends students (other graduate institutions, employers, school districts)*
- e. *interacting with parents, students and prospective students, and community members*
- f. *managing office procedures, policies, and resources*
- g. *supervising staff*
- h. *making and executing budget decisions*

d. Rank of Lecturer (This item will be placed in the Faculty Policies and Procedures Manual after the Promotion and Tenure Committee decides to embed the policy.)

The Promotion and Tenure Issues Committee feels the rank of Lecturer will be beneficial in achieving the educational goals and aspirations established by Longwood's Strategic Plan. It is recognized that special circumstances often require unique staffing solutions.

- a. *the initial appointment at the rank of Lecturer shall be a one-year non-tenure track contract*
- b. *a faculty member reappointed to the rank of Lecturer shall, following the initial appointment, be offered a one, two, or three year rolling non-tenure track contract*
- c. *student and departmental need will determine the length of the rolling contract a faculty member receives*
- d. *a person appointed at the rank of Lecturer must have earned at least a Master's Degree*
- e. *a teaching assignment will be a minimum of a 12-hour course load each semester*
- f. *a Lecturer will be expected to advise students and engage in committee work and other faculty responsibilities as designated by the department chair*
- g. *a Lecturer will be evaluated annually for his/her teaching excellence*
- h. *the maximum amount of time a person can be in this position is six(6) years*
- i. *time spent in the Lecturer rank does not count toward tenure and promotion*
- j. *scholarship is not an expectation for a person who serves in a Lecturer position*
- k. *positions at the rank of Lecturer are not to replace tenure track or tenured positions*
- l. *a Lecturer may not be hired to replace tenure track positions or tenured faculty unless approval is obtained from the department faculty, the department chair, and the dean of the school*

A. GENERAL PROVISIONS

Longwood College is an equal opportunity and affirmative action institution. The College is committed to the principle that access to study or employment at the College and all benefits, privileges, and opportunities afforded by the College shall be accorded to each person according to individual merit and regardless of race, color, religion, handicap, national origin, political affiliation, marital status, sex, or age.

Academic responsibilities of the faculty include but are not limited to:

1. Teaching and providing instructional support
2. Academic advising and academic consulting with students
3. Engaging in research, publication, and creative artistic activities
4. Fulfilling ongoing departmental needs of both a continuing and developmental nature
5. Supporting the activities of Longwood College in such ways as performing committee work and providing consultation to the College

In all matters of evaluation of faculty, the following ranges of weights shall apply:

Teaching Effectiveness and Academic Support/Advising	50%
Scholarship and Professional Activity	10%
Service	10%

30% may be distributed among the categories as determined by the faculty member and the department Chair.

The exact percentages within these ranges are to be determined by the individual faculty members being evaluated in consultation with the department Chairperson. The minimum percentages must be met in each category; null performance in any category is not acceptable.

Except in accordance with the Code of Virginia (Title 2.1-348, 1972 supplement), the College will not limit or prohibit the simultaneous employment of two or more members of the same family. However, faculty or staff shall not initiate, participate in, nor influence institutional decisions involving a direct benefit (including appointment, retention, promotion, tenure, salary, and leave) to members of their immediate family.

While individuals and committees involved in personnel decisions have specific responsibilities, the Vice President for Academic Affairs and the Deans of the Schools shall be responsible for the general implementation of the appointment, reappointment, promotion and tenure policies of the College.

general provisions/2

The Vice President for Academic Affairs is responsible for providing all faculty members with a current *Faculty Policies and Procedures Manual*. Each Department Chair shall be responsible for providing all department members with a copy of all current departmental policies and procedures concerning reappointment, promotion, and tenure.

The Board of Visitors may make exceptions to the various criteria for appointment, reappointment, promotion and tenure.

References. Faculty Handbook 1982, 1986; Longwood College Board of Visitors, July 16, 1982, Faculty Senate 1996. Faculty Senate 1998.

N. ANNUAL PERFORMANCE EVALUATION/POST TENURE REVIEW PROCESS

1. Annual Review

The annual evaluation of faculty for merit pay consideration is based upon the accomplishments of faculty members in the areas of teaching effectiveness, academic support/advising, scholarship, professional activity, and service during the calendar year preceding the time of evaluation. Department Chairs will evaluate members of their departments and hold a conference with each of them during the spring semester. Faculty members are urged to bring a self-evaluation to the conference.

Student evaluations (see Appendix H) will be used as flags for areas of weakness or strength. Faculty who do not meet normal expectations for teaching performance will not be considered for general salary increases. Teaching effectiveness is judged using the criteria outlined in 1 below.

School Deans are responsible for ensuring equitable applications of standards among school departments, and the Vice President for Academic Affairs is responsible for ensuring the same equity throughout the College. After consideration of all recommendations and available funds by the Deans and the Vice President for Academic Affairs, the Deans shall, in consultation with their Department Chairs, develop specific monetary recommendations for salary increases.

The following criteria shall be used in completing the evaluation form (see Appendix F). Individual faculty members are not expected to meet all of the criteria listed.

a. Teaching Effectiveness

- (1) has up-to-date knowledge of subjects taught
- (2) demonstrates energetic, enthusiastic presentation of material
- (3) stimulates student learning in class
- (4) provides clear syllabi and expectations
- (5) uses up-to-date bibliography
- (6) uses fair examination and grading policy
- (7) communicates effectively
- (8) provides understandable objectives and lectures
- (9) encourages class discussion and questions
- (10) creates a positive learning environment
- (11) does not exhibit hostile intimidation of students
- (12) discusses points of view other than his/her own
- (13) constructs tests reflecting and supporting course goals
- (14) challenges and motivates better and weaker students
- (15) actively improves course content and presentations
- (16) is responsive to students' needs and evaluations
- (17) is punctual and available to students
- (18) recognizes and talks with students
- (19) quickly understands what students are saying or asking
- (20) provides friendly and accurate advising
- (21) actively assists students with academic problems
- (22) promptly returns written work
- (23) cooperates with faculty and program needs
- (24) assists development of off-campus, evening, and summer programs for Continuing Studies needs

- (25) advises non-traditional students
- (26) develops existing or new courses or course content or programs
- (27) participates in honors course development
- (28) develops appropriate library holdings
- (29) understands and uses a variety of teaching methods
- (30) develops students' writing and speaking skills
- (31) directs independent research, honors, and master's theses
- (32) provides students with friendly and constructive career planning
- (33) anticipates and responds to departmental needs
- (34) supports college-wide efforts to provide forums and speakers for students
- (35) supervises interns professionally
- (36) creates international perspectives when possible

b. Academic Support/Advising

- (1) participates in academic advising
- (2) advises academic clubs and honor societies
- (3) participates in tutoring program
- (4) leads study groups
- (5) supervises internships

c. Scholarship

- (1) publishes in significant refereed publication (must be in print)
- (2) participates in juried shows; invitational performances
- (3) has significant non-refereed publication
- (4) has other shows or performances
- (5) serves as editor for state/national journal
- (6) reviews for state/national journal
- (7) authors sponsored research
- (8) invited to present papers/speeches
- (9) receives awards, grants, scholarships, or prizes
- (10) makes scholarly contributions to society

d. Professional Activity

- (1) develops/heads professional programs
- (2) participates in professional meetings, panels, workshops, etc.
- (3) attends and participates in regional and national professional meetings
- (4) holds office at state/national level
- (5) leads and/or organizes workshops
- (6) makes professional contributions to society

e. Service

- (1) makes scholarly or professional contributions to the community
- (2) holds membership on major elected college committees such as Faculty Status Committee, or Faculty Senate Executive Committee
- (3) participates in college governance through the Faculty Senate
- (4) assumes responsibility for programs within the department
- (5) assumes responsibility for facilities
- (6) volunteers for troublesome assignments

2. Post Tenure Review

Tenured faculty members who receive two consecutive less than satisfactory overall reviews or three less than satisfactory overall reviews within a five-year period shall immediately undergo the post-tenure review described below in paragraphs B, C, and D, therefore going into the two-year probationary status period.

A two-year plan will be developed by the tenured faculty member (identified as less than satisfactory) in consultation with the Chair and the Dean to address areas of concern. The department tenure committee will approve the two-year plan and will also participate together with the Chair and the Dean in subsequent annual reviews of the faculty member.

As with all annual reviews, the primacy of teaching effectiveness shall be manifested in the two-year plan during the post-tenure review process. Standards for the post-tenure review process are the same as those for tenure. The faculty member's record must indicate a continuing pattern of success in these criterions' areas and evidence of further growth and achievements. The criteria are:

- a. possession of the recognized terminal degree;
- b. teaching effectiveness as shown by:
 - (1) up-to-date knowledge of subject,
 - (2) effective classroom presentations,
 - (3) maintenance of high academic standards,
 - (4) continued evaluation and development of courses,
 - (5) use of a fair, impartial means of evaluating student performance,
 - (6) recognition of students as individuals and concern for their intellectual, development, enthusiasm, and creative abilities,
 - (7) availability to students and colleagues,
 - (8) effectiveness of oral and written communication, and an active concern to teach these skills to students,
 - (9) responsiveness, where appropriate, to evaluations by students, peers, the Department Chair, and the Dean. Teaching effectiveness shall be established by student evaluation, peer evaluation, administrative evaluation, and other appropriate or required evaluation
- c. professional activity and achievement such as:
 - (1) scholarly, especially refereed, publication,
 - (2) performance or exhibition, especially when juried or invitational,
 - (3) participation in professional societies demonstrating recognition as a scholar beyond the immediate academic community,
 - (4) service to educational institutions,
 - (5) scholarly and professional contributions to the local community and society,
 - (6) recognition through awards, grants, scholarships, and prizes;

- d. **responsible participation in departmental, faculty, and College activities: attendance at department and College faculty meetings, satisfactory performance of committee assignments, chairing of events, responsibility for facilities, and providing sound academic advice to students.**

If at the end of the two-year period, the probationary faculty member has failed to make reasonable progress as determined jointly by the Dean, department Chair and tenure (or P&T) committee, the Chair will recommend to the School Dean that the faculty member receive a one-year terminating contract.

**ACADEMIC AFFAIRS COMMITTEE
ACTION ITEM 3**

**BOARD OF VISITORS
ACTION ITEM 11**

Approval of Change in Policy on Faculty Work Experience Program

ACTION REQUESTED: On behalf of the President, I move that the changes in the policy for the Faculty Work Experience Program be approved as presented.

BACKGROUND: The Board of Visitors approved The Faculty Work Experience Program in January 1998. The Faculty Development Committee asked for revisions to make the program available to more faculty. During the discussion of the Faculty Work Experience Program, members of the Senate requested that the name of the program be changed to Faculty Connections Leave Program.

RATIONALE: The proposed changes to the Faculty Work Experience Program are identified by strikeouts in current text. The proposed changes will be incorporated into the text of the Faculty Work Experience Program as stated on page 78, Item 4, in the Faculty Policies and Procedures Manual. The Faculty Senate has approved the changes.

Faculty ~~Work Experience Leaves~~ Connections Leave Program

I. Purpose: To provide tenured members of the Longwood College Faculty ~~at the Associate Professor and Full Professor ranks~~ with opportunities to use their talents, background and expertise in the world outside of the college in organizations or other educational settings. ~~In the future, this opportunity may be extended to tenured Assistant Professors and non tenured faculty members.~~ Benefits accrue to the organizations that have use of the particular faculty member's expertise on site. Faculty members receive benefits by being involved in contextual situations outside the classroom.

II. Program Structure:

- A. Eligibility--any tenured member of the teaching faculty, ~~Associate Professor and above~~, who has been employed at Longwood College for at least three years on a full-time basis.

- B. Program length--a faculty member selected for this program will work for the outside organization on a full-time basis, for one academic semester, fall or spring with no reduction of salary or benefits. Summer sessions are not included in this program.

- C. Selection process--any eligible faculty member may submit a program application with the following information to his or her chair and academic dean.
1. The reason or reasons the faculty member feels he or she would benefit from being selected for this program.
 2. The organization or organizations that the faculty member would like to work for during the length of the program, and why he or she has selected the organization(s).
 3. Any additional expenses, up to \$1,000, that the faculty member expects that he or she may incur as a result of having to travel away from Farmville, or having to stay in another geographic area. Expenses of this type would not hinder the faculty member's proposal in any way. It is necessary, however, to include this in the overall funding request.
 4. Specific benefits that would accrue to the faculty member, the department and the college as a result of participation in this program.
 5. Any additional information that the faculty member believes will support his or her application, and will not be detrimental to Longwood College.
 6. The school dean will forward all applications received within his or her school with recommendations from the Chair and the School Dean to the Vice President for Academic Affairs (VPAA).
 7. The Vice President for Academic Affairs (VPAA) will review applications and make the selections after consultation with the Faculty Development Committee.
 8. Those faculty members selected for this program will present to their department chair proof that they have, in fact, been approved to work in their selected organizations. This proof may be in the form of a letter indicating that the faculty member has been approved by the organization for the time indicated, with a firm beginning date.
 9. A contract binding the faculty member, the outside organization, and Longwood College will be prepared and signed by all concerned.
 10. Once a signed contract for participation is received, the academic dean can finalize the hiring of any adjunct faculty who will perform the academic duties of the faculty member.
- D. Upon program completion--the faculty member will prepare a report about the organization experience. The report must be approved by the outside

organization before publication. No organization-sensitive information is to be included in the report. The faculty member will present the report to the Department Chair, Dean and Vice President for Academic Affairs (VPAA) after it has been approved by the organization. The faculty member will present his or her findings to members of the faculty, and/or to other organizations outside the college community.

III. Program Timetable (Assume a Starting Date of September)

- A. November 20--announcement of the program by President Cormier.
- B. December 1--preliminary selection process begins. Call for proposals sent to faculty.
- C. January 16--preliminary selection process completed: proposals due.
- D. February 6--faculty members notified of acceptance.
- E. March 15--final contracts signed.
- F. May 1--final adjunct arrangements completed.
- G. August--Faculty ~~Work/Experience~~ Connections Program begins.

**FACILITIES AND SERVICES COMMITTEE
ACTION ITEM 1**

**BOARD OF VISITORS
ACTION ITEM 12**

Approval of Proposed Site for New Science Building

RECOMMENDATION: “On behalf of the President, I move that the new science building be built on the site located between the library and ARC.”

BACKGROUND: At the time of this writing, it appears that Longwood will receive funding from the State to plan a new science building. The new complex will replace Stevens, Jeffers and McCorkle, the buildings where instruction in the sciences presently occurs.

Because the new science building is not included on the College’s Facility Master Plan, it was necessary to select a site and commission a study to insure the site could accommodate a building of the size needed. The study was conducted by a professional engineering firm who reached the conclusion that the proposed site between the library and ARC would be an acceptable location.

The College’s Director of Facilities, Mr. Rob Key, will present the details of the study at the meeting.

**STUDENT AFFAIRS COMMITTEE
ACTION ITEM 1**

**BOARD OF VISITORS
ACTION ITEM 13**

Approval of Alcohol and Other Drug Policies, Procedures, and Information: Revisions

ACTION REQUESTED: “On behalf of the President, I move that the Revisions of Alcohol and Other Drug Policies, Procedures, and Information be approved as attached.”

RATIONALE: Basically, the policies and procedures have been purposeful and productive, as students honor, respect, and understand the College’s expectations along with federal, state, and local laws. However, there is need to clarify, simplify, and revise the procedures so that they truly support the policies and are productive for students and the College. Thus, the revisions as explained contribute to the accomplishment of this task.

Alcohol and Other Drug Policies, Procedures and Information

It is the responsibility of every member of the College community to know the risks associated with the use and abuse of alcohol and other drugs and to assist the College in creating an environment which promotes health-enhancing attitudes and activities.

Introduction

~~Longwood College prohibits the illegal and irresponsible use of alcohol and other drugs. The College will enforce federal, state, and local laws, as well as its own alcohol and drug policies and procedures that support these laws. Longwood also endorses the efforts of the Fraternity Insurance Purchasing Group (FIPG) and the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. It is the responsibility of every member of the College community to know the risks associated with the use and abuse of alcohol and other drugs and to assist the College in creating an environment which promotes health enhancing attitudes and activities. This information is intended to provide information about the College's Alcohol and Other Drug policies and sanctions; federal, state and local laws and penalties; procedures for the serving of alcohol and the registration of parties; health risks associated with alcohol and other drug use; and resources for education and treatment. It is distributed in partial compliance with the federal Drug Free Schools and Communities Act.~~

Longwood College is dedicated to fostering and sustaining a meaningful learning environment where the highest academic and personal standards are affirmed. Because the campus community values and supports activities that are educationally purposeful, healthful and safe, and conducive to producing well-rounded, effective citizen leaders, the illegal use and/or abuse of alcohol or other drugs will not be tolerated. All students, employees, guests, organizations and sponsoring groups, therefore, are required to abide by the local, state and federal laws and ordinances and College regulations governing the consumption of alcohol and control of illicit drugs. Violators will be held accountable for their actions and subject to the full range of available legal penalties and institutional sanctions. The College's commitment to the total well-being of its students is also furthered through a broad array of prevention and intervention programs, services, and resources that encourage healthy lifestyles and the lawful, low-risk use of alcohol.

The Longwood College Alcohol and Other Drug Policies information contained herein is distributed in partial compliance with the federal Drug Free Schools and Communities Act. Areas covered include the following: federal, state and local laws and penalties; additional Longwood-specific policies; locations where alcohol use is permitted; College disciplinary sanctions; health risks associated with alcohol and other drug use; and resources for education and treatment. Procedures for the registration of public/private events and social functions are reviewed in the Event Planning on Campus section of the Student Handbook. It is distributed in partial compliance with the federal Drug Free Schools and Communities Act.

Questions pertaining to any aspect of this policy should be directed to the Office of Student Services or the Office of the Dean of Students.

~~III. I. Legal Requirements~~ Federal, State and Local Laws

A. ~~The Virginia Minimum Drinking Age Law:~~ Individuals must be 21 years of age to purchase, possess, and/or consume alcohol. It is also illegal to give or sell alcoholic beverages to persons who are under 21 years of age and/or who are intoxicated. **For violations of the minimum drinking age law, the legal penalties include fines of up to \$2,500, loss of license for up to one year, and possibly jail.**

~~B. Laws Pertaining to Alcohol Sales:~~ An alcohol license is needed any time there is or an exchange of money, including donations, specifically for an event at which alcohol will be present and/or for the alcohol itself. Violations and/or negligence can lead to arrest, fines, and court action. ~~For information about alcohol sales, contact the Director of Dining Services.~~

B. *Open Container /Public Consumption Laws.* The Commonwealth of Virginia and Prince Edward County prohibit open containers of alcohol in public, including all public areas of the Longwood campus. At Longwood, open containers of alcohol are defined as any holders or receptacles on which the manufacturer's seal has been broken, and/or holders that allow unobstructed, unrestricted, or otherwise open access to the alcohol. This includes, but is not limited to, cans, cups, bottles, kegs, etc. Public area is defined as any space utilized or occupied by individuals that is not considered private or designated as a place in which alcohol consumption is permitted. Examples of public areas include, but are not limited to, building entrances, lobbies, elevators, hallways, lounges, residence hall rooms/suites with open doors, meeting rooms, indoor/outdoor recreation areas, campus mall areas, academic/study areas, etc. **State law also prohibits the consumption of alcohol in unlicensed public places. Persons convicted of violating this law face fines of no more than \$250.00.**

C. *Driving Under the Influence.* The legal limit set by the Commonwealth of Virginia for the amount of alcohol that may be present in the blood while operating a vehicle is .08. Penalties for a first-time DUI violation include arrest, a fine of up to \$2,500, loss of license for 12 months, referral to the Virginia Alcohol Safety Action Program (VASAP), and jail.

D. *False Identification Card Laws:* ~~The P~~possession, use, sale, and/or manufacture of false identification cards: ~~This is strictly prohibited under Virginia law. and under the Longwood College Honor Code.~~ Penalties for the possession of a false driver's license or the fraudulent/deceptive use of a driver's license to purchase alcohol can result in up to \$500 in fines and loss of driver's license for one year.

E. *Contributing to the Delinquency of a Minor.* In the Commonwealth of Virginia it is illegal to purchase alcohol for those who are not of legal drinking age. The range of legal penalties can include a fine of up to \$2,500 and one year in jail.

~~C. F. Public Consumption and~~ *Public Intoxication and Disorderly Conduct:* ~~State law prohibits the consumption of alcohol in unlicensed public places.~~ In keeping with local and state laws, Longwood will not allow public drunkenness **or disorderly conduct of any kind. Possible penalties for such misconduct include a fine of not more than \$2,500 and**

up to one year in jail.

G. Drug-Free School Zones: Violations of federal laws for possession, use, or distribution of illegal drugs carry mandatory penalties for first time offenders including: imprisonment, fines, loss of property, loss of professional licensure, and loss of financial aid. Penalties for violations occurring within 1,000 feet of a school or campus may be doubled with no possibility of parole.

II. Additional Longwood Alcohol and Other Drug Policies

~~A. The primary goal of students at Longwood is to achieve academic excellence. Illegal use of alcohol and other drugs will not be condoned. Also, irresponsible use of alcohol by persons of legal age will not be tolerated.~~

~~B. At no time will Longwood allow possession, use, and/or distribution of an illegal drug as defined by the Drug Control Act of Virginia. For appropriate events, Longwood will determine how, when, and where alcohol may be used.~~

~~C. Individuals and sponsoring groups are accountable for their choices and behavior. If alcohol or other drug violations occur, the following systems may be utilized:~~

~~1. College Disciplinary, Honor or Judicial Boards, or designated hearing officers and sanctions.~~

~~2. Procedures outlined in faculty and employee handbooks.~~

~~3. Court action/legal prosecution.~~

~~D. Students, employees, and guests must adhere to federal, state, and local alcohol and other drug laws, ordinances and regulations.~~

~~E. Alcohol and other drugs will not be allowed to interfere with **classroom learning**, residence hall living, co-curricular activities, ~~or classroom learning~~, or any other college-related or sponsored event. The following additional regulations serve to protect, sustain and further the academic and personal standards that collectively form and affirm the meaningful learning environment:~~

A. ~~F.~~ Alcoholic beverages must not be brought into or consumed within 1) freshman residence hall floors; or 2) residence hall buildings designated as alcohol-free; or 3) other residence hall floors that choose not to have alcohol present in the living environment.

B. ~~G.~~ **The Alcohol possession, and consumption, or presence of alcohol** is prohibited at all times in residence hall rooms if each of the residents assigned to live in the room (i.e., the total head count comprising the living space) is under the age of 21. (Note: This restriction does not apply if at least one of the room's residents is of legal age.)

C. ~~H.~~ The possession or use of "beer bongs" or other similar devices which dispense alcohol in a rapid manner is prohibited.

D. ~~I.~~ Drinking games of any kind are prohibited at all times.

E. ~~J.~~ **All membership recruitment functions (fraternity/sorority, special interest groups, other student organizations/groups) are required to be alcohol-free.**

F. ~~K.~~ Kegs (all sizes) or other common sources of alcohol (e.g., "beer balls" including, but not limited to, the serving or provision of cans or bottles of alcohol to others) are not allowed on Longwood College-owned property except for ~~ARAMARK sponsored events~~

managed by third-party vendors.

G. In addition to the alcohol regulations and procedures described in this policy, all registered Greek organizations will be subject to the additional expectations, and standards of the College-endorsed Fraternity Insurance Purchasing Group (FIPG).

H. The possession, use, and/or distribution of illegal drugs as defined by the Drug Control Act of Virginia is strictly prohibited.

~~J. When alcohol is present at an event, strict controls will be enforced in order to prevent underage drinking.~~

~~K. Alternative beverages and food must be available and visible when alcohol is served.~~

~~L. Specific guidelines for alcohol use will be issued for events that have approval for alcohol to be present.~~

~~M. Detailed alcohol procedures are outlined elsewhere in the Handbook. These procedures apply to all members of the Longwood community.~~

~~N. Questions should be directed to the Director of Student Services or the Dean of Students.~~

IV. College Alcohol Procedures

III. -A. Locations and Day of the Week for use of Alcoholic Beverages:

~~Snack Bar/Lancer Cafe: Tuesday and Thursday, Lankford Student Union: Times and locations by permission of the Dean of Students (only Fri. and Sat. night parties will be approved).~~

Residence Hall Rooms (limited to only those rooms where at least one of the assigned residents is over 21)

For persons 21 years of age, Sunday - Saturday (FOR INDIVIDUAL USE OF ALCOHOL as long as residents roommates/suitemates agree).

Room/suite gatherings of more than one person must be in compliance with all College policies, procedures, and regulations. This includes, but is not limited to, state alcohol laws, fire code/room occupancy standards, noise guidelines, and guest restrictions

~~Residence Hall Rooms/Suites for events requiring registration~~ Fri. 6 pm - Sat. 2 am.; Sat. 12 noon - Sun. 2 am.; & and Sun. 12 noon - 7 pm., as approved by the REC.

Residence Hall Common Area and Chapter Room events and functions requiring registration and REC approval (see Guidelines for Public/Private Events/Functions on pp. 44-46)

Fri. 6 pm. - Sat. 2 am.; Sat. 12 noon - Sun. 2 am.; & and Sun. 12 noon - 7 pm., as approved by the REC.

Cabin (see Guidelines for Public/Private Events/Functions on pp. 44-46)

Friday & Saturday, 6 pm. - midnight.

Other Locations

By permission of the Dean of Students.

NOTE: Events and social functions with alcohol cannot be registered or held within the last seven (7) days prior to the first day of final examinations in fall or spring semester.

VI. IV. College Disciplinary Sanctions

~~A.~~ **With regard to alcohol use students, organizations and groups will be held accountable for misconduct that occurs in both the on- and off-campus settings. Those found to be in violation of any aspect of the Longwood College Code of Conduct or the Alcohol and Other Drug Policies, including the procedures regulating on-campus events and functions, and Information will be subject to the full range of College held accountable for their actions and face disciplinary sanctions (see the Longwood College Judicial and Honor Codes of Conduct sections of the Student Handbook) action and/or legal prosecution. Students may also be held accountable for allowing or soliciting violations of the standards of conduct by their guests. Campus disciplinary sanctions include, but are not limited to: written warnings, loss of privileges, probation, educational assignments, fines, restitution, suspension, and/or dismissal. If students are found to be in violation of the above policies and procedures by a campus hearing body, the The following minimum recommended sanctions for student infractions of the alcohol/other drug standards of conduct are as follows: are likely to occur:**

1. Distribution of illegal drugs: Dismissal.
2. Possession/use of illegal drugs: **For a first offense suspension, a mandatory substance abuse evaluation before readmission and, if necessary, referral to the Longwood Drug Awareness Seminar. Second offenses will result in dismissal. The respective costs for the evaluation and the seminar are \$97.50 and \$50.00 and are assumed by the student.**
3. Possession of drug paraphernalia: **For a first offense, one calendar year of Disciplinary Probation/other sanctions and, if necessary, referral to the Longwood Drug Awareness Seminar (at a cost of \$50.00 to the student). Second offenses will result in suspension.**
4. Alcohol Policy violations (any aspect): **Referral to On Campus Talking About Alcohol (OCTAA), Piedmont Alcohol Safety Action Program (PASAP) or an alcohol substance abuse counselor. For first- and second-time offenses, students will be charged \$50.00 and \$75.00 respectively; the substance abuse evaluation costs \$97.50. Third time offenses will result in suspension from the College and a mandatory substance abuse evaluation before readmission.**
5. Possession/use of false identification (Honor Code offense): Probation/other sanctions. Multiple and/or repeat offenders will face more stringent sanctions, and the case may also be referred for legal prosecution.

6. **Parental/Legal Guardian Notification: For any violation of the Alcohol and Other Drug Policies or conduct standards committed by students under 21 years of age, the College will provide the individual's parent(s) and/or legal guardian with written notification of the infraction(s).**

~~B. Violations of state/local alcohol and drug laws or ordinances are punishable by fines, imprisonment, and suspension of a driver's license. Violations occurring within a Drug Free School Zone (on or within 1,000 feet of all College property) may carry enhanced penalties. Specific information about these penalties is available from the Campus Police and the Office of Student Services.~~

~~C. Violations of federal laws for possession, use, or distribution of illegal drugs carry mandatory penalties for first time offenders including: imprisonment, fines, loss of property, loss of professional licensure, and loss of financial aid. Penalties for violations occurring within 1,000 feet of a school or campus may be doubled with no possibility of parole. Specific information about these penalties is available from the Campus Police and the Office of Student Services.~~

~~VII.~~ **V. Health Risks and Resources for Education and Treatment**

Alcohol and illicit drug use can pose many health risks to college students. Such use may result in: impaired judgment and coordination; physical and psychological dependence; damage to vital organs such as the heart, stomach, liver and brain; inability to learn and remember information; psychosis and severe anxiety; unwanted or unprotected sex resulting in pregnancy and sexually transmitted diseases, including AIDS; and injury and death. There are risks associated with drugs and alcohol. Negative consequences of alcohol and other drug use can be immediate.

Substance abuse by family members and friends is also of concern to students. Patterns of risk-taking behavior and dependency not only interfere in the lives of these abusers, but can also have a negative impact on students' academic work, emotional well-being, and adjustment to college. Students concerned with their own health or that of a friend should consult a physician, a mental health professional, or one of the other resources listed in the following section for more information and assistance.

~~VIII. Resources for Education and Treatment~~

On Campus:

1. Wellness Center (395-2509)--Various educational programs (including video and print resources) regarding alcohol and other drug use and abuse and related issues are available.
2. Counseling Center (395-2409)--The Counseling Center offers **confidential**, individual counseling, an alcohol support group, and a support group for adult children of alcoholics (ACOAs).
3. Student Health (395-2102).
4. Student Services (395-2490).
5. Greek Affairs (395-2118).
6. Campus Police (395-2612); Emergency (395-2091).
7. Peer Helpers (395-2657)--Peer Helpers are available for educational programs.
8. Wellness Advocates (395-2509 or contact your organization's representative).

9. G.A.M.M.A. (395-2118)--Greeks Advocating the Mature Management of Alcohol.
10. SADD (395-2509)--Students Against Drunk Driving.
11. Housing--Contact the Housing Office (395-2080) for information about alcohol-free residence hall options.

Off-Campus:

1. Local meetings of support groups, including Alcoholics Anonymous (AA) and Al-Anon, and Adult Children of Alcoholics (ACOAs)--Contact the Wellness Center, Student Health, or the Counseling Center for information.
2. Crossroads Mental Health Service (392-3187); 24-hour Emergency (1-800-548-1688).
3. Alcohol and Drug Abuse Hotline--(1-800-ALCOHOL).
4. Narcotics Anonymous--(1-800-777-1515).
5. National Cocaine Hotline--(1-800-COCAINE).
6. National Institute on Drug Abuse/Treatment; Hotline--(1-800-662-HELP).
7. AIDS Information Hotline--(1-800-342-AIDS).
8. National STD Hotline--(1-800-227-8922).
9. Federal Drug, Alcohol and Crime Clearinghouse Network--(1-800-788-2800).
10. Piedmont ASAP--(392-8920).

**STUDENT AFFAIRS COMMITTEE
ACTION ITEM 2**

**BOARD OF VISITORS
ACTION ITEM 14**

Approval of Sanctions for Distribution and Possession of Drugs

ACTION REQUESTED: “On behalf of the President, I move that these sanctions for distribution and possession of drugs be approved.”

RATIONALE: The College has clarified and strengthened sanctions for alcohol violations. It is essential that sanctions for drug violations be clarified, strengthened, and communicated. The essence of the sanctions remains the same, but they are being communicated with recognition for “zero tolerance.” Thus, the sanctions are designed to accomplish this task.

Sanctions Specific to Distribution, Possession and Use of Illegal Drugs (see Alcohol and Other Drug Policies, Procedures and Information for additional details)

Consistent with Longwood's commitment to maximizing academic and personal success, the College maintains a **Zero Tolerance Policy** with regard to the illegal distribution, possession or use of drugs. Any student found responsible for violating the College's drug-related policies and/or conduct standards—*regardless of the severity or nature of the incident*—will receive the following minimum disciplinary sanctions:

Distribution of Drugs

1st Offense: Immediate dismissal.

Possession/Use of Drugs

1st Offense: Suspension.

Mandatory formal risk assessment conducted by a certified alcohol/substance abuse counselor prior to readmission. Cost is \$97.50.

Referral to the Longwood Drug Awareness Seminar (if deemed necessary by the hearing board or officer). Cost is \$50.00.

2nd Offense: Immediate dismissal.

Possession/Use of Drug Paraphernalia

1st Offense: One calendar year of Disciplinary Probation.

Referral to the Longwood Drug Awareness Seminar (if deemed necessary by the hearing board or officer). Cost is \$50.00.

2nd Offense: Suspension.

**STUDENT AFFAIRS COMMITTEE
ACTION ITEM 3**

**BOARD OF VISITORS
ACTION ITEM 15**

**Approval of Student Conduct: Cooperation Between the Town of Farmville and
Longwood College**

ACTION REQUESTED: “On behalf of the President, I move that the Student Conduct Policy: Cooperation Town of Farmville and Longwood College be approved as attached.”

BACKGROUND: The Longwood/Town of Farmville Task Force Members have been working together in an effort to deal with student behavior and conduct off the campus. The Task Force was formed in an effort to facilitate cooperation among students, the College, and the Town.

RATIONALE: The Student Conduct Policy will provide a means for the College to assist the Town when there are difficult and serious incidents relevant to student conduct. The policy provides some structure for possible action as described in the policy. It has been reviewed by Alison Landry, the College’s assigned Assistant Attorney General.

**STUDENT CONDUCT: COOPERATION TOWN OF FARMVILLE
AND LONGWOOD COLLEGE**

Longwood College and the Town of Farmville will work together when there are student conduct situations relevant to students living off-campus. The College will assist with those matters that relate to student violations of 1) Longwood's Conduct Standards, 2) local, state, and federal laws and/or 3) actions that have an adverse effect on the institution or its educational mission.

Documented incidents involving students that have occurred off-campus will be reviewed on a case by case basis by the Dean of Students. If it is possible for the College to handle the matter given jurisdictional limitation, the following actions should be taken:

1. The Dean of Students or designated representative will schedule a meeting with the student(s) involved in the alleged incident to gather information and determine if there is cause for further campus action. If the situation does not warrant a disciplinary hearing, then this meeting will serve as a record of resolution.
2. Situations can be referred to one of the College's Disciplinary Boards for resolution and sanctions if responsibility is, in fact, established. Records of off-campus violations will be maintained by the College.

In cooperation with the Commonwealth Attorney, students with court-ordered referrals for alcohol violations can be referred to the College's On Campus Talking About Alcohol Program (OCTAA) and/or the Piedmont Alcohol Safety Action Program (PASAP). After three alcohol offenses and the establishment of responsibility through due process--students can be suspended from Longwood College.

LONGWOOD CONDUCT STANDARDS APPLICABLE TO OFF-CAMPUS

<i>Illegal</i> Possession/Use of Weapons or Explosives	Obscene or Indecent Behavior
Possession/Distribution of Drugs Possession of Drug Paraphernalia	Physical Well-Being
Sexual Misconduct	Littering
Hazing	Student Rights and Privileges (Interfering with another student's rights as outlined in the Handbook)
Alcohol (State Laws/College Policies)	
Violence to Persons or Attempted Violence/Abuse to Persons	Stealing
Property (Damaging, Vandalizing or Tampering)	Possessing/Using a False Identification

Approval of Candidates for Promotion

ACTION REQUESTED: On behalf of the President, I move that the recommendations to promote the candidates as presented be approved.

BACKGROUND: To be eligible for promotion faculty members must meet general and rank specific criteria published in the Faculty Policies and Procedures Manual, pages 58 and 59.

1. **General Provisions:** Promotion decisions are made by the Vice President for Academic Affairs subject to approval by the President and the Board of Visitors, upon the recommendation of the appropriate School Dean, the Department Chair, and the Department Promotion Committee. These recommendations must comply with the criteria in this section and follow the time table and the procedures set forth in Appendices B and C.
2. **General Criteria for Promotion to all Ranks:**
 - a. Possession of the recognized terminal degree
 - b. Teaching effectiveness as shown by:
 - (1) up-to-date knowledge of subject matter
 - (2) effective classroom presentations
 - (3) maintenance of high academic standards
 - (4) continued evaluation and development of courses
 - (5) use of a fair, impartial means of evaluating student performance
 - (6) recognition of students as individuals and concern for their intellectual development, enthusiasm, and creative abilities
 - (7) availability to students and colleagues
 - (8) effectiveness of oral and written communication, and an active concern to teach skills to students
 - (9) responsiveness, where appropriate, to evaluations by students, peers, the Department Chair, and the Dean. Teaching effectiveness shall be established by student evaluation, peer evaluation, administrative evaluation and other appropriate or required evaluation.
 - c. Professional activity and achievement such as:
 - (1) scholarly, especially refereed publication
 - (2) performance or exhibition, especially when juried or invitational

- (3) participation in professional societies demonstrating recognition as a scholar beyond the immediate academic community
- (4) service to educational institutions
- (5) scholarly and professional contributions to the local community and society
- (6) recognition through awards, grants, scholarships, and prizes

d. Responsible participation in departmental, faculty, and College activities: attendance at Department, School and College faculty meetings, satisfactory performance of committee assignments, chairing of events, responsibility for facilities, and providing sound academic advice to students

PROFESSOR . . . [evidence of] . . . creative work, professional publication or achievement, or quality research judged significant by peers both within and beyond the state and region and shall have a minimum of eleven years of full-time college teaching including at least five years at the rank of associate professor.

ASSOCIATE PROFESSOR . . . [evidence of] . . . professional achievement which is recognized within and beyond the state and region, and potential for further professional growth and have completed at least five years of full-time college teaching prior to consideration for promotion.

RATIONALE: The appropriate Department Promotion Committee, Department Chair, Dean and Vice President for Academic Affairs have determined that the proposed candidates are in compliance with the above criteria and recommend the candidates be promoted as presented.

Professor:

Dr. Chrystyna Kosarchyn, Associate Professor of Health
Dr. Sarah V. Young, Associate Professor of Social Work

Associate:

Dr. Sharon Emerson-Stonnell, Assistant Professor of Mathematics
Dr. Candis A. LaPrade, Assistant Professor of English
Dr. Melanie Marks, Assistant Professor of Economics
Dr. Charles D. Ross, Assistant Professor of Physics

Approval of Candidates for Tenure

ACTION REQUESTED: On behalf of the President, I move that the recommendations to award tenure to the faculty presented be approved.

BACKGROUND: To be eligible for tenure, a faculty member must meet the Criteria for Tenure (pages 65-66 of the Faculty Policies and Procedures Manual).

1. **General Provisions:** An appointment with tenure is an appointment by Longwood College which is continuous and permanent in nature. Tenure must be earned and awarded and is not a right accrued by employment at the College for any period of time. Tenure may be terminated by the College for cause, such as but not limited to, serious misconduct or incompetence, retirement, and academic or financial exigency. Academic exigency is defined as an academic need which cannot be met by existing departmental personnel. Such an exigency arises when a change in enrollment, or offerings, in curricula or departments requires review and reduction of faculty staffing levels. A financial exigency is a financial condition which threatens the well-being of the institution as a whole or in part and which cannot be reasonably and responsibly alleviated by any less drastic means than terminating tenured faculty.
2. Flexibility must be maintained in the composition of each department so that the needs of the institution may be met on a continuing basis.
3. Vice Presidents, Deans, Department Chairs, Directors, and faculty assigned to administrative offices or duties shall not acquire tenure in such offices and duties, and relief from such assignments, per se, shall not affect the teaching status and tenure of those individuals. Persons appointed to the positions of Vice President for Academic Affairs or Dean may be granted faculty tenure on appointment if so recommended by the appropriate Department Tenure Committee and Chair. This tenure review shall be completed prior to the search committee's selection of a final list of candidates.
4. Each department in the College shall establish a standing committee on tenure (or a committee on promotion and tenure) consisting of at least three full-time, tenured faculty members. In the event that a department has fewer than three eligible members, the department shall elect committee members from the tenured faculty at large (except its own Chair). The tenure committee shall also review probationary faculty members.
5. The probationary period for tenure shall be six years. Procedures for tenure consideration

specified in Appendix D occur during the probationary faculty member's sixth year of employment, with tenure normally awarded to successful candidates at the beginning of their seventh year of full-time employment. Only years under a full-time contract shall satisfy this requirement; periods of academic leave or part-time employment shall not count.

6. The criteria for tenure include the recognized terminal degree, six years of effective teaching, professional achievement and service. The candidate's record must indicate a continuing pattern of success in these criteria areas and potential for further growth and achievements. The criteria are:
 - a. Possession of the terminal degree
 - b. Teaching effectiveness as shown by:
 - (1) up-to-date knowledge of subject matter
 - (2) effective classroom presentations
 - (3) maintenance of high academic standards
 - (4) continued evaluation and development of courses
 - (5) use of a fair, impartial means of evaluating student performance
 - (6) recognition of students as individuals and concern for their intellectual development, enthusiasm, and creative abilities
 - (7) availability to students and colleagues
 - (8) effectiveness of oral and written communication, and an active concern to teach these skills to students
 - (9) responsiveness, where appropriate, to evaluations by students, peers, the Department Chair, and the Dean. Teaching effectiveness shall be established by student evaluation, peer evaluation, administrative evaluation and other appropriate or required evaluation.
 - c. Professional activity and achievement such as:
 - (1) scholarly, especially refereed, publication
 - (2) performance or exhibition, especially when juried or invitational
 - (3) participation in professional societies demonstrating recognition as a scholar beyond the immediate academic community
 - (4) service to educational institutions
 - (5) scholarly and professional contributions to the local community and society
 - (6) recognition through awards, grants, scholarships, and prizes
 - d. Responsible participation in departmental, faculty, and College activities: attendance at department and College faculty meetings, satisfactory performance of committee assignments, chairing of events, responsibility for facilities, and providing sound academic advice to students

RATIONALE: The appropriate Department Committee, Department Chair, Dean and Vice President for Academic Affairs have found the candidates listed below to be in compliance with the above stated criteria and recommend that they be awarded tenure.

Dr. Melanie Marks, Assistant Professor of Economics

Dr. Susan Lynch, Assistant Professor of Therapeutic Recreation

Affirmation of New Faculty Hires

ACTION REQUESTED: On behalf of the President, I move that the recommendations for new appointments to the faculty be affirmed as presented.

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

RATIONALE: New appointments to the faculty are to fill vacancies or new positions, and are within the authorized number of faculty positions. Candidates must meet the general and specific promotion criteria for the rank to which they will be appointed. The candidates listed below for affirmation are in compliance with the general and specific criteria for appointment at the rank indicated.

Name: Dr. Genevieve J. Brock

Rank: Assistant Professor of French

Position Status: New position converted from part-time MEL.

Education: B.A. in French, University of Virginia, 1988
M.A. in French Literature, University of Virginia, 1990
Ph.D. in French Literature, University of Virginia, 1996

Tenure Status: This is a non-tenure track position.

Most Recent Teaching Experience: Visiting Assistant Professor, Wake Forest University

Professional Activity: One publication, five presentations

Name: Dr. David A. Buckalew

Rank: Assistant Professor of Biology

Position Status: Replaces Dr. Wayne Tinnell, who is retiring.

Education: B.S. in Biology and Psychology
Frostburg State University, 1977
M.S. in Biology
Frostburg State University, 1982
Ph.D., in Biology
Colorado State University, 1989

Tenure Status: Eligible for tenure review in 2003-2004

Most Recent Teaching Experience: Associate Professor of Biology,
Xavier University of LA

Professional Activity: Five publications, eleven presentations

Name: **Dr. David J. Coles**

Rank: Assistant Professor of History

Position Status: Replaces Dr. Robert Pace, who resigned.

Education: A.A. Edison Community College, 1977
B.A. in History, Florida State University, 1982
M.A. in History, Florida State University, 1985
Ph.D. in History, Florida State University, 1996

Tenure Status: Eligible for tenure review in 2004-2005

Most Recent Teaching Experience: Instructor of History,
Tallahassee Community College

Professional Activity: Forty-two publications, thirty presentations

Name: **Dr. Deborah C. Frazier**

Rank: Assistant Professor of Education

Position Status: Replaces Audrey Berryman who was terminated.

Education: B.A. in English and Art, Longwood, 1975
M. Ed. in Instructional Technology,

University of Virginia, 1989
Ph.D., Social Foundation of Education,
University of Virginia, 1998

Tenure Status: Eligible for tenure review in 2003-2004 or 2004-2005

Most Recent Teaching Experience: Assistant Professor of Education,
University of Maine at Presque Isle

Professional Activity: One publication, ten presentations

Name: **Dr. Anthony L. Palombella**

Rank: Assistant Professor of Biology

Position Status: Replaces Dr. Marvin Scott who is retiring.

Education: B. A. in Genetics, University of California, 1983
M.A. in Cell and Molecular Biology,
San Francisco State University, 1989
Ph.D. in Molecular, Cellular, and Developmental
Biology, University of Colorado, 1997

Tenure Status: Eligible for tenure review in 2004-2005

Most Recent Teaching Experience: Instructor of Biology,
Monmouth University

Professional Activity: Five publications, six presentations

Name: **Dr. Tracy Tuten Ryan**

Rank: Assistant Professor of Management/Marketing

Position Status: Replaces Dr. Thomas Dukes who resigned.

Education: B.S. in Business Administration,
East Carolina University, 1988
M.S. in Business Administration,
East Carolina University, 1990
Ph.D. in Business Administration,

Virginia Commonwealth University 1996

Tenure Status: Eligible for tenure review in 2004-2005

Most Recent Teaching Experience: Assistant Professor of Business Administration, Randolph Macon College

Professional Activity: Six publications, twelve Presentations

Name: **Mr. Timothy W. Stewart**

Rank: Assistant Professor of Biology if Ph.D. is in hand by August 1, 1999. If not, rank will be Instructor.

Position Status: Replaces Dr. Billy Batts who is retiring.

Education: B.A. in Biology, Ithaca College, 1989
M.S. in Biological Sciences,
State University of New York College at Brockport , 1993
Doctoral Candidate in Biological Sciences,
Bowling Green State University

Tenure Status: Eligible for tenure review in 2004-2005 if Ph.D. is completed by August 1, 1999

Most Recent Teaching Experience: Graduate Instructor/Teaching Assistant, Bowling Green State University

Professional Activity: Five publications, fifteen presentations

Name: **Mr. John B. Strait**

Rank: Assistant Professor of Geography if Ph.D. is in hand by August 1, 1999. If not, rank will be Instructor.

Position Status: Replaces Mr. Jack Austin who is retiring.

Education: B.A. in Geography, Wittenberg University, 1991
M.A. in Geography, Georgia State University, 1993
Doctoral Candidate in Geography,

University of Georgia,

Tenure Status: Eligible for tenure review in 2004-2005 if
Ph.D. is completed by August 1, 1999

Most Recent Teaching Experience: Temporary Instructor of Geography,
University of Georgia

Professional Activity: One publication, eleven presentations

Name: **Dr. William A. Velhagen**

Rank: Assistant Professor of Biology

Position Status: Replaces Dr. David Breil, who is deceased.

Education: B.S. in Biology, University of the Philippines, 1984
M.D., University of the Philippines, 1986
Ph.D. in Biology, University of the Philippines, 1988
Ph.D. in Zoology, Duke University, 1995

Tenure Status: Eligible for tenure review in 2003-2004

Most Recent Teaching Experience: Visiting Assistant Professor of Biology,
James Madison University

Professional Activity: Four publications, fourteen presentations

Approval of Candidates for Emeritus Status

ACTION REQUESTED: On behalf of the President, I move that the faculty members listed below be awarded Emeriti status.

BACKGROUND: As stated in the Faculty Policies and Procedures Manual (page 83) the honorary rank of Emeritus may be awarded to the retiring faculty member who:

- a. Has given 20 years of service to Longwood College
- b. Has attained the rank of Associate Professor or Professor
- c. 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 the recommendation to the Board of Visitors.

RATIONALE: Bestowing this honor upon valued members of Longwood's faculty provides an opportunity to continue to utilize this valuable resource while formally recognizing their distinctive service to Longwood. Emeriti faculty may attend meetings of the Faculty Senate as non-voting members, march in academic processions, when feasible be given office space and research facilities, present guest lectures on invitation, be listed in the faculty roster and college catalog as Emeriti Faculty, be invited where appropriate to serve on masters' thesis and honors committees, and be eligible to audit one course per semester.

Professor Emeritus: Dr. Nancy A. Andrews, Professor of Health and Physical Education
Dr. Marvin W. Scott, Professor of Biology
Dr. Wayne H. Tinnell, Professor of Biology

Approval of Candidates for Early Retirement

ACTION REQUESTED: On behalf of the President, I move that the faculty seeking Early Retirements 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 can document 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 that he/she is 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:

Mr. L. Marshall Hall, Jr., Associate Professor of History (1963)
Option II, Spring 2000

Dr. Massie C. Stinson, Jr., Associate Professor of English (1973)
Option III, Fall 2000

Dr. Sarah V. Young, Associate Professor of Social Work (1971)
Option I, June 2000

Approval of Authorized Faculty Salary Range

ACTION REQUESTED: On behalf of the President, I move that the recommended salary schedules be approved as presented.

BACKGROUND: The Board of Visitors is required by the Governor's Consolidated Salary Authorization for Faculty Positions to establish and administer their compensation plan for each year of the biennium. A component of the plan submitted to the Governor requires the establishment of salary ranges for each academic rank.

RATIONALE: This plan becomes the basis for the State's budgetary monitoring of faculty salary expenditures. Part of the information required by the Authorization is the declaration of a set of compensation standards, or salary ranges for all categories of faculty. Board approval of the salary ranges permits the College to determine salaries and benefits for individuals within the appropriate range without further Board action.

AUTHORIZED SALARY RANGES FOR 1999-2000

	<u>1998-1999</u>		<u>1999-2000</u>	
	Low	High	Low	High
Professor	\$46,104	\$81,571	\$46,104	\$85,568
Associate Professor	36,567	70,666	36,567	74,129
Assistant Professor	32,000	59,334	32,000	64,890
Instructor	28,000	40,278	28,000	43,130
Lecturer	10,000	101,992	10,000	106,000

**EXECUTIVE SESSION
ACTION ITEM 8**

Approval of Honorary Degrees

ACTION REQUESTED: On behalf of the President, I move that the candidates recommended to receive honorary degrees be approved as presented.

BACKGROUND: The Honorary Degree Committee met February 10, 1999 and recommends for approval the awarding of honorary degrees for May 1999 to Giles Constable, Ph.D., Professor, Institute for Advanced Study, Princeton and Lieutenant General Samuel Vaughan Wilson, President, Hampden Sydney College.

CONFIDENTIAL

Giles Constable: Curriculum vitae

picture sent
to Dennis

Born: 1 June 1929; London, England

Nationality: British (resident alien in U.S.A. since 1938)

Social Security No.: 480-44-2188

Degrees: A.B. (Harvard, 1950), Ph.D. (Harvard, 1957), Hon. Dr. (Paris I, 1980), D.H.L. (Georgetown University, 1986)

Academic Appointments:

- 1953-55: Teaching Fellow and Tutor in History (Harvard)
- 1955-58: Instructor and Assistant Professor (University of Iowa)
- 1958-61: Assistant Professor (Harvard)
- 1961-66: Associate Professor (Harvard)
- 1966-77: H. C. Lea Professor of Medieval History (Harvard)
- 1977-85: Professor of History (Harvard)
- 1985- : Professor, School of Historical Studies, Institute for Advanced Study

Temporary Teaching Positions:

- 1961, 1986: Lecturer, Centre d'études supérieures de civilisation médiévale, Poitiers
- 1969: Senior Fellow, Southeastern Institute of Medieval and Renaissance Studies
- 1973: Member, Graduate Faculty of Theology, St. John's University, Collegeville
- 1976, 1979: Director, NEH Summer Seminars for College Teachers
- 1978-84: Visiting Professor, Catholic University of America
- 1982: Visiting Professor, Georgetown University
- 1985: Trevelyan Lecturer, Cambridge University
- 1989-90: Guest Professor, Princeton University
- 1992: Distinguished Visiting Professor, Arizona Center for Medieval and Renaissance Studies, Arizona State University
- 1997: Royden B. Davis Distinguished Visiting Professor in Interdisciplinary Studies, Georgetown University

Other Positions and Activities:

- 1958-78: Assistant Editor, Speculum
- 1961-73: Graduate Marshal, PBK (Alpha of Massachusetts)
- 1962-64 and 1972-74: Head Tutor, Department of History (Harvard)
- 1963-67: Master of North House (Radcliffe)
- 1964-75: Advisory Committee, Journal of Ecclesiastical History
- 1965-74: Associate, Signet Society (Harvard) (Vice-Pres. 1968-69; Pres. 1969-70)
- 1966-67: Executive Committee, Mediaeval Academy of America

- 1966- : Advisory Board, Institute of Medieval Canon Law
 1969- : Board of Editors, Medievalia et Humanistica
 1969-70: Member, Board of Syndics of the Harvard University Press
 1970: Acting Master, Lowell House (Harvard)
 1970: Senior Editor, Encyclopedia Britannica Library of Medieval Civilization
 1970-71: Acting Senior Fellow, Society of Fellows (Harvard)
 1971-73: Executive Committee, New England Historical Association
 1972-75: Fellow, Kirkland House (Harvard)
 1973-84: Member, Board of Scholars, Dumbarton Oaks (Senior Fellow since 1975)
 1973-76: Trustee, Radcliffe College
 1974-75: Overseas Fellow, Churchill College (Cambridge)
 1975-76: President, New England Medieval Conference
 1976-78: Vice President and President, New England Historical Association
 1976-80: Member, Advisory Council, Monastic Microfilm Library (Collegeville)
 1977-84: Director, Dumbarton Oaks Research Library and Collection (on leave 1984-85)
 1978-80: Vice President and President, Medieval Academy of America
 1979: Consultant, Ambrosiana Cataloguing Project, Notre Dame University
 1979-82: Member, Building Committee, Washington National Cathedral
 1980-84: Member, Library Council, Notre Dame University
 1981- : Conseil scientifique, C.E.R.C.O.M.
 1986-89: Nominating Committee, American Historical Association
 1987-90: President of the Fellows of the Medieval Academy of America
 1987-90: Incorporator and Member Board of Directors, TEAMS (Consortium for the Teaching of the Middle Ages, Inc.)
 1989- : Advisory Board, Gladys Kriebel Delmas Foundation
 1989 : Advisory Board, Leadership Program for High School History Teachers, Woodrow Wilson National Fellowship Foundation
 1990- : Advisory Committee, Revue Mabillon
 1991- : Advisory Board, Mediterranean Studies
 1994- : Member, Commission Internationale de Diplomatie
 1996- : Honorary Associate, Dumbarton Oaks
 1996- : Editorial Advisory Board, Studies in Medieval and Early Modern Canon Law
 1997- : Comité de patronage internationale, Le Moyen Âge
 1997- : Honorary Associate, Dumbarton Oaks

Awards and Fellowships:

- Shaw Travelling Fellowship (Harvard) (1950-51)
 American Philosophical Society (1957)
 American Council of Learned Societies (1960-61, 1968, 1974-75)
 Guggenheim Foundation (1967-68)

Professional Societies:

American Historical Association (1955-)
Medieval Academy of America (1955- ; Fellow since 1971)
Royal Historical Society (Fellow since 1958; Corresponding Fellow, 1985)
New England Historical Association (1967-78)
New England Medieval Conference (1974-78)
Ecclesiastical History Society (Honorary Member since 1979)
Société des Bollandistes (Membre adhérent since 1980)
Bavarian Academy of Sciences (Corresponding Member since 1983)
British Academy (Corresponding Member since 1983).
Académie des Inscriptions et Belles Lettres (Corresponding Member
since 1985; Foreign Associate since 1994)
American Philosophical Society (Fellow since 1987)
Società Internazionale per lo Studio del Medioevo Latino (Honorary
Member since 1987)
Centre d'Archéologie et d'Histoire Médiévales des Établissements
Religieux (Comité scientifique 1993-)
Monumenta Germaniae Historica (Corresponding Member of the
Zentraldirektion since 1994)
Accademia nazionale dei Lincei (Foreign Member since 1996)

July, 1997

Giles Constable: Publications

Independent Publications

(with James Kritzeck) Petrus Venerabilis 1156-1956: Studies and Texts Commemorating the Eighth Centenary of his Death (Studia Anselmiana, 40; Rome, 1956)

(with C. N. L. Brooke and W. A. Pantin) David Knowles, The Historian and Character and Other Essays (Cambridge, England, 1963)

Monastic Tithes from their Origins to the Twelfth Century (Cambridge Studies in Medieval Life and Thought, N.S. 10; Cambridge, England, 1964)

The Letters of Peter the Venerable, 2 vols. (Harvard Historical Studies, 78; Cambridge, Mass., 1967) (Faculty Prize, Harvard University Press, 1968; Haskins Medal, Mediaeval Academy of America, 1969)

(with Bernard Smith) Libellus de diversis ordinibus et professionibus qui sunt in aecclesia (Oxford Medieval Texts; Oxford, 1972)

(with Janet Martin) Peter the Venerable: Selected Letters (Toronto Medieval Latin Texts, 3; Toronto, 1974)

Consuetudines benedictinae variae (Saec. XI-Saec. XIV) (Corpus consuetudinum monasticarum, 6; Siegburg, 1975)

Medieval Monasticism: A Select Bibliography (Toronto Medieval Bibliographies, 6; Toronto and Buffalo, 1976)

Letters and Letter-Collections (Typologie des sources du moyen âge occidental, 17; Turnhout, 1976)

Dumbarton Oaks and the Future of Byzantine Studies. An Address to the Byzantine Studies Conference, Ann Arbor, Michigan, 4 November 1978 (Washington, 1979)

Religious Life and Thought (11th-12th Centuries) (London, 1979). Reprints of articles marked with V.1

Cluniac Studies (London, 1980). Reprints of articles marked with V.2

(with Alexander Kazhdan) People and Power in Byzantium: An Introduction to Modern Byzantine Studies (Washington, 1982; second printing with additional preface, 1991)

(with Robert L. Benson) Renaissance and Renewal in the Twelfth Century (Cambridge, Mass., 1982; reprinted, Medieval Academy Reprints for Teaching, 26: Toronto-Buffalo-London, 1991)

Attitudes Toward Self-Inflicted Suffering in the Middle Ages (Brookline, Mass., 1982) (V.4)

(with R. B. C. Huygens) Apologiae duae: Gozechini Epistola ad Walcherum; Burchardi, ut videtur, abbatis Bellevallis Apologia de barbis (Corpus Christianorum: Continuatio mediaevalis, 62; Turnhout, 1985)

Monks, Hermits and Crusaders in Medieval Europe (London, 1988). Reprints of articles marked with V.3

(with Theodore Evergates) The Cartulary and Charters of Notre-Dame of Homblières, on the basis of material prepared by William Mendel Newman (Medieval Academy Books, 97; Cambridge, Mass., 1990)

(with Elizabeth H. Beatson and Luca Dainelli) The Letters between Bernard Berenson and Charles Henry Coster (Florence, 1993)

Three Studies in Medieval Religious and Social Thought (Cambridge, 1995)

Culture and Spirituality in Medieval Europe (Aldershot, 1996). Reprints of articles marked with V.4

The Reformation of the Twelfth Century (Cambridge, 1996)

(ed. with Gert Melville and Jörg Oberste), Die Cluniazenser in ihrem politisch-sozialen Umfeld (Vita Regularis 7) (Münster, 1998)

July, 1997

Articles

Those marked V.1 are reprinted in Religious Life and Thought (1979), V.2 in Cluniac Studies (1980), V.3 in Monks, Hermits, and Crusaders (1988), and V.4 in Culture and Spirituality in Medieval Europe (1996).

- 'A Note on the Route of the Anglo-Flemish Crusaders of 1147,' Speculum, 28 (1953) 525-6 (V.1)
- 'The Second Crusade as Seen by Contemporaries,' Traditio, 9 (1953) 213-79 (V.1)
- 'The Alleged Disgrace of John of Salisbury in 1159,' English Historical Review, 69 (1954) 67-76
- 'Petri Venerabilis sermones tres,' Revue bénédictine, 64 (1954) 224-72
- 'The Vision of Gunthelm and Other Visiones Attributed to Peter the Venerable,' Revue bénédictine, 66 (1956) 92-114 (V.2)
- 'The Letter from Peter of St John to Hato of Troyes,' Petrus Venerabilis (see independent publications) 38-52 (V.2)
- 'The Vision of a Cistercian Novice,' ibid., 95-8
- 'Manuscripts of Works by Peter the Venerable,' ibid., 219-42
- 'The Disputed Election at Langres in 1138,' Traditio, 13 (1957) 119-52 (V.2)
- 'Nona et Decima: An Aspect of Carolingian Economy,' Speculum, 35 (1960) 224-50 (V.1)
- 'Cluniac Tithes and the Controversy between Gigny and Le Miroir,' Revue bénédictine, 70 (1960) 591-624 (V.2)
- 'Resistance to Tithes in the Middle Ages,' Journal of Ecclesiastical History, 13 (1962) 172-85 (V.1)
- 'Reformatio,' Ecumenical Dialogue at Harvard: The Roman Catholic-Protestant Colloquium, ed. Samuel H. Miller and G. Ernest Wright (Cambridge, Mass., 1964) 330-43 (V.1)
- 'The Treatise "Hortatur nos" and Accompanying Canonical Texts on the Performance of Pastoral Work by Monks,' Speculum historiale. Geschichte im Spiegel von Geschichtsschreibung und Geschichtsdeutung (Festschrift Johannes Spörl), ed. Clemens Bauer, Laetitia Boehm, and Max Müller (Freiburg and Munich, 1965) 567-77 (V.2)
- 'Troyes, Constantinople, and the Relics of St Helen in the Thirteenth Century,' Mélanges offerts à René Crozet (Poitiers, 1966) II, 1035-42 (V.1)

'An Unpublished Letter by Abbot Hugh II of Reading Concerning Archbishop Hubert Walter,' Essays in Medieval History Presented to Bertie Wilkinson, ed. T. A. Sandquist and M. R. Powicke (Toronto, 1969) 17-31 (V.2)

'The Popularity of Twelfth-Century Spiritual Writers in the Late Middle Ages,' Renaissance Studies in Honor of Hans Baron, ed. Anthony Molho and John A. Tedeschi (Florence and Dekalb, Ill., 1971) 5-28 (V.1)

'Monastic Possession of Churches and "Spiritualia" in the Age of Reform,' Il monachesimo e la riforma ecclesiastica (1049-1122). Atti della quarta Settimana internazionale di studio, Mendola, 23-29 agosto 1968 (Pubblicazioni dell'Università cattolica del Sacro Cuore, Contributi 3 S.: Varia 7 [Miscellanea del Centro di studi medioevali, 6]; Milan, 1971) 304-31 (V.1)

'Twelfth-Century Spirituality and the Late Middle Ages,' Medieval and Renaissance studies, 5, ed. O. B. Hardison, Jr. (Proceedings of the Southeastern Institute of Medieval and Renaissance Studies, Summer, 1969; Chapel Hill, N.C., 1971) 27-60 (V.1)

'A Report of a Lost Sermon by St Bernard on the Failure of the Second Crusade,' Studies in Medieval Cistercian History Presented to Jeremiah F. O'Sullivan (Cistercian Studies Series, 13; Spencer, Mass., 1971) 49-54 (V.1)

'The Liber Memorialis of Remiremont' (review article of Liber memorialis von Remiremont, ed. E. Hlawitschka a.o.), Speculum, 47 (1972) 261-77 (V.1)

'"Famuli" and "Conversi" at Cluny: A Note on Statute 24 of Peter the Venerable,' Revue bénédictine, 83 (1973) 326-50 (V.2)

'Wealth and Philanthropy in Late Medieval England' (review article of J. T. Rosenthal, The Purchase of Paradise), Journal of Interdisciplinary History, 4 (1973-4) 597-602

'The Study of Monastic History Today,' Essays on the Reconstruction of Medieval History, ed. Vaclav Mudroch and G. S. Cousé (Montreal and London, 1974) 21-51 (V.1)

'On Editing the Letters of Peter the Venerable,' Quellen und Forschungen aus italienischen Archiven und Bibliotheken, 54 (1974) 483-508

'The Monastic Policy of Peter the Venerable,' Pierre Abélard--Pierre le Vénéralbe, Les courants philosophiques, littéraires et artistiques en Occident au milieu du XII^e siècle. Abbaye de Cluny, 2-9 juillet 1972 (Colloques internationaux du Centre national de la recherche scientifique, 546; Paris, 1975) 119-38 (V.2)

'Cluny--Cîteaux--La Chartreuse. San Bernardo e la diversità delle forme di vita religiosa nel XII secolo,' Studi su S. Bernardo di Chiaravalle nell'ottavo centenario della canonizzazione. Convegno internazionale, Certosa di Firenze, 6-9 novembre 1974 (Bibliotheca Cisterciensis, 6; Rome, 1975) 93-114 (V.2)

'Horologium stellare monasticum,' Consuetudines benedictinae variae (see independent publications) 1-18

'Statuta Petri Venerabilis abbatis Cluniacensis IX,' ibid., 19-106 (V.2 in part)

'Monastic Legislation at Cluny in the Eleventh and Twelfth Centuries,' Proceedings of the Fourth International Congress of Medieval Canon Law, Toronto, 21-25 August 1972, ed. Stephan Kuttner (Monumenta Iuris Canonici, Series C: Subsidia, 5; Vatican City, 1976) 151-61 (V.2)

'Cluniac Administration and Administrators in the Twelfth Century,' Order and Innovation in the Middle Ages: Essays in Honor of Joseph R. Strayer, ed. William C. Jordan, Bruce McNab, and Teofilo F. Ruiz (Princeton, 1976) 17-30 and 417-24 (V.2)

Preface to Robert G. Heath, Crux imperatorum philosophia: Imperial Horizons of the Cluniac Confraternitas, 964-1109 (Pittsburgh Theological Monograph Series, 13; Pittsburgh, 1976) vii-xiv

'Opposition to Pilgrimage in the Middle Ages,' Studia Gratiana, 19 (Mélanges G. Fransen, I; Rome, 1976) 123-46 (V.1)

'The Structure of Medieval Society According to the Dictatores of the Twelfth Century,' Law, Church, and Society: Essays in Honor of Stephan Kuttner, ed. Kenneth Pennington and Robert Somerville (Philadelphia, 1977) 253-67 (V.1)

'Monachisme et pèlerinage au moyen âge,' Revue historique, 258 (1977) 3-27 (V.1)

'Monasticism, Lordship, and Society in the Twelfth-Century Hesbaye: Five Documents on the Foundation of the Cluniac Priory of Bertrée,' Traditio, 33 (1977) 159-224 (V.2)

'Aelred of Rievaulx and the Nun of Watton: An Episode in the Early History of the Gilbertine Order,' Medieval Women (Presented to Rosalind M. T. Hill), ed. Derek Baker (Studies in Church History: Subsidia, 1; Oxford, 1978) 205-26 (V.3)

'Nudus nudum Christum sequi and Parallel Formulas in the Twelfth Century: A Supplementary Dossier,' Continuity and Discontinuity in Church History: Essays Presented to George Huntston Williams on the Occasion of his 65th Birthday, ed. F. Forrester Church and Timothy George (Studies in the History of Christian Thought, 19; Leiden, 1979) 83-91

'Eremitical Forms of Monastic Life,' Istituzioni monastiche e istituzioni canonicali in Occidente (1123-1215). Atti della settima Settimana internazionale di studio, Mendola, 28 agosto - 3 settembre 1977 (Pubblicazioni dell'Università cattolica del Sacro Cuore: Miscellanea del Centro di studi medioevali, 9; Milan) 239-64 (V.3)

'Petrarch and Monasticism,' Francesco Petrarca: Citizen of the World. Proceedings of the World Petrarch Congress, Washington, D.C., April 6-13 1974, ed. Aldo S. Bernardo (Ente nazionale Francesco Petrarca. Studi sul Petrarca, 8; Padua and Albany, N.Y.) 53-99 (V.3)

'Chronique' (report on the symposium "Abbot Suger and Saint-Denis", New York, 10-12 April 1981), Cahiers de civilisation médiévale, 24 (1981) 327-31

'The Authority of Superiors in Religious Communities,' La notion d'autorité au moyen âge: Islam, Byzance, Occident, ed. George Makdisi, Dominique Sourdél, and Janine Sourdél-Thomine (Colloques internationaux de la Napoule, 23-26 octobre 1978; Paris, 1982) 189-210 (V.3)

'Renewal and Reform in Religious Life: Concepts and Realities,' Renaissance and Renewal (see independent publications) 37-67 (V.3)

'The Financing of the Crusades in the Twelfth Century,' Outremer: Studies in the History of the Crusading Kingdom of Jerusalem Presented to Joshua Prawer, ed. B. Z. Kedar, H. E. Mayer, and R. C. Smail (Jerusalem, 1982) 64-88 (V.3)

'Monasteries, Rural Churches and the Cura animarum in the Early Middle Ages,' Cristianizzazione ed organizzazione ecclesiastica delle campagne nell'alto medioevo. Espansione e resistenze (Settimane di studio del Centro italiano di studi sull'alto medioevo, 28, 10-16 aprile 1980; Spoleto, 1982) I, 349-89 (V.3)

'An Unpublished Letter by Peter the Venerable to the Priors of Paray-le-Monial, Mesvres, and Luzy in 1147,' Consuetudines monasticae. Eine Festgabe für Kassius Hallinger aus Anlass seines 70. Geburtstages, ed. Joachim A. Angerer and Josef Lenzenweger (Studia Anselmiana, 85; Rome, 1982) 207-16

'Papal, Imperial and Monastic Propaganda in the Eleventh and Twelfth Centuries,' Prédication et propagande au moyen âge: Islam, Byzance, Occident, ed. George Makdisi, Dominique Sourdél, and Janine Sourdél-Thomine (Penn-Paris-Dumbarton Oaks Colloquia, 3; 20-25 octobre 1980; Paris, 1983) 179-99 (V.3)

'Forgery and Plagiarism in the Middle Ages,' Archiv für Diplomatik, 29 (1983) 1-41 (V.4)

'The Abbots and Anti-Abbot of Cluny during the Papal Schism of 1159,' Revue bénédictine, 94 (1984) 370-400

'Medieval Charters as a Source for the History of the Crusades,' Crusade and Settlement. Papers Read at the First Conference of the Society for the Study of the Crusades and the Latin East and Presented to R. C. Smail, ed. Peter W. Edbury (Cardiff, 1985) 73-89 (V.3)

'The Diversity of Religious Life and Acceptance of Social Pluralism in the Twelfth Century,' History, Society and the Churches: Essays in Honour of Owen Chadwick, ed. Derek Beales and Geoffrey Best (Cambridge, England, 1985) 29-47 (V.4)

'Baume and Cluny in the Twelfth Century,' Tradition and Change: Essays in Honour of Marjorie Chibnall, ed. Diana Greenway, Christopher Holdsworth, and Jane Sayers (Cambridge, England, 1985) 35-61

'Liberty and Free Choice in Monastic Thought and Life, Especially in the Eleventh and Twelfth Centuries,' La notion de liberté au moyen âge: Islam, Byzance, Occident, ed. George Makdisi, Dominique Sourdel, and Janine Sourdel-Thomine (Penn-Paris-Dumbarton Oaks Colloquia, 4; 12-15 octobre 1982; Paris, 1985) 99-118 (V.3); revised translation, 'Spirito di libertà e libertà di spirito nel pensiero e nella vita monastica medievale,' Synesis, III.1 (1986) 17-43

'Il monachesimo cluniacense in Lombardia. Alcune riflessioni sul Congresso di Pontida,' L'Italia nel quadro dell'espansione europea del monachesimo cluniacense. Atti del Convegno internazionale di storia medievale, Pescia, 26-28 novembre 1981 (Italia Benedettina, 8; Cesena, 1985) 23-32

'Suger's Monastic Administration,' Abbot Suger and Saint-Denis: A Symposium, ed. Paula Lieber Gerson (New York, 1986) 17-32 (V.3)

'The Concern for Sincerity and Understanding in Liturgical Prayer, Especially in the Twelfth Century,' Classica et Mediaevalia: Studies in Honor of Joseph Szövérfy, ed. Irene Vaslef and Helmut Buschhausen (Medieval Classics: Texts and Studies, 20; Washington and Leiden, 1986) 17-30 (V.4)

'Les listes de propriétés dans les privilèges pour Baume-les-Messieurs aux XI^e et XII^e siècles,' Journal des Savants (Jan.-Sept. 1986) 97-131

'The Ceremonies and Symbolism of Entering Religious Life and Taking the Monastic Habit, from the Fourth to the Twelfth Century,' Segni e riti nella chiesa altomedievale occidentale (Settimane di studio del Centro italiano di studi sull'alto medioevo, 33, 11-17 aprile 1985; Spoleto, 1987) II, 771-834 (V.4)

'The Ideal of Inner Solitude in the Twelfth Century,' Horizons marins--Itinéraires spirituels (V^e-XVIII^e siècles) (Mélanges Michel Mollat), I: Mentalités et sociétés, ed. Henri Dubois, Jean-Claude Hocquet, and André Vauchez (Paris, 1987) 27-34 (V.4)

'The Metrical Epitaph of Rusticus, Priest of Pescia (d. 1132/3),' Scire litteras. Forschungen zum mittelalterlichen Geistesleben (Festschrift Bernhard Bischoff), ed. Sigrid Krämer and Michael Bernhard (Bayerische Akademie der Wissenschaften, phil.-hist. Klasse, Abhandlungen, N.F. 99; Munich, 1988) 103-10

'Forged Letters in the Middle Ages,' Fälschungen im Mittelalter. Internationaler Kongress der Monumenta Germaniae Historica, München, 16.-19. September 1986 (MGH Schriften 33; Hanover, 1988) V, 11-37 (V.4)

'Past and Present in the Eleventh and Twelfth Centuries. Perceptions of Time and Change,' L'Europa dei secoli XI e XII fra novità e tradizione: Sviluppi di una cultura. Atti della decima Settimana internazionale di studio.

Mendola, 25-29 agosto 1986 (Pubblicazioni dell'Università cattolica del Sacro Cuore: Miscellanea del Centro di studi medioevali, 12; Milan, 1989) 135-70 (V.4)

'Entrance to Cluny in the Eleventh and Twelfth Centuries According to the Cluniac Customaries and Statutes,' Mediaevalia Christiana XI-XIII^e siècles. Hommage à Raymonde Foreville, ed. Coloman Étienne Viola (Tournai, 1989) 335-54

'The Reception-Privilege of Cluny in the Eleventh and Twelfth Centuries,' Le Gouvernement d'Hugues de Semur à Cluny (Actes du Colloque scientifique international, Cluny, Septembre 1988; Cluny, 1990) 59-74

'A Living Past: The Historical Environment of the Middle Ages,' Harvard Library Bulletin, N.S. 1.3 (1990) 49-70 (V.4)

'Church Reform and Social Structure in Western Europe' (review article of U.-R. Blumenthal, The Investiture Controversy and R. I. Moore, The Formation of a Persecuting Society), Medievalia et Humanistica (Studies in Medieval and Renaissance Culture, N.S. 17; Totowa, N.J., 1991) 101-6

'Cluny in the Monastic World of the Tenth Century,' Il secolo di ferro: Mito e realtà del secolo X (Settimane di studio del Centro italiano di studi sull'alto medioevo, 38, 19-25 aprile 1990; Spoleto, 1991) I, 391-437

(with Robert Somerville) 'Two Monastic Fragments Attributed to Pope Urban II from the Collectio Britannica,' In Iure Veritas: Studies in Canon Law in Memory of Schafer Williams, ed. Steven B. Bowman and Blanche E. Cody (Cincinnati, 1991) 11-20

'The Abbot and Townsmen of Cluny in the Twelfth Century,' Church and City, 1000-1500: Essays in Honour of Christopher Brooke, ed. David Abulafia, Michael Franklin, and Miri Rubin (Cambridge, England, 1992) 151-71

'Dictators and Diplomats in the Eleventh and Twelfth Centuries: Medieval Epistolography and the Birth of Modern Bureaucracy,' Homo Byzantinus: Papers in Honor of Alexander Kazhdan, ed. Anthony Cutler and Simon Franklin (Dumbarton Oaks Papers, 46; Washington, 1992) 37-46 (V.4)

'Moderation and Restraint in Ascetic Practices in the Middle Ages,' From Athens to Chartres: Neoplatonism and Medieval Thought. Studies in Honour of Edouard Jeauneau, ed. Haijo Jan Westra (Leiden-New York-Cologne, 1992) 315-27 (V.4)

(with Robert Somerville) 'The Papal Bulls for the Chapter of St Antonin in Rouergue in the Eleventh and Twelfth Centuries,' Speculum, 67 (1992) 828-64, repr. in Miscellanea Domenico Maffei dicata Historica-Ius-Studium, ed. Antonio Garcia y Garcia and Peter Weimar (Goldbach, 1995) I, 33-69.

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CONFIDENTIAL

Lieutenant General Samuel Vaughan Wilson
(United States Army-Retired)

Lieutenant General Samuel V. Wilson, a native of Southside Virginia, retired from active military service on August 31, 1977, having served during his 37-year career in every enlisted and commissioned rank from Infantry Private to Lieutenant General. A highly-decorated combat veteran of World War II, he spent part of that period in the Office of Strategic Services and subsequently in the 1944 North Burma Campaign with "Merrill's Marauders." Enrolling in the Army's Foreign Area Specialist Training Program (Russian) in the immediate postwar years, General Wilson attended graduate school at Columbia University's Russian Institute, following which he was posted as a special student to Europe to continue his language and area studies. Noteworthy extra-curricular activities during this latter period included being assigned to the State Department's Diplomatic Pouch and Courier Service, which led to extensive travels throughout the Iron Curtain countries and the Soviet Union, as well as to other countries peripheral to the USSR; functioning as an official interpreter in Berlin, Potsdam and Vienna; and serving in a liaison capacity with elements of the Soviet Armed Forces in East Germany and Eastern Austria.

Duty tours for the remainder of General Wilson's career reflect, for the most part, the pattern and influence of his earlier World War II and immediate postwar experiences. Assignments varied from duties in the Special Operations arena, in Intelligence and in more conventional command and staff positions. Highlights include service as an Intelligence staff officer at the Washington level; a Central Intelligence Agency field case officer; a Special Forces Group Commander; Assistant Commandant of the US Army's Special Warfare School; Deputy Assistant to the Secretary of Defense for Special Operations; Assistant Division Commander (Operations) of the 82nd Airborne Division; US Defense Attache/Moscow, Deputy to the Director of Central Intelligence; Director, Defense Intelligence Agency. Somewhat outside this pattern was his assignment of several years to South Viet Nam, initially with the US Agency for International Development (USAID/Viet Nam) as Associate Director for Field Operations and subsequently in the American Embassy/Saigon as US Mission Coordinator/Viet Nam. In connection with this latter assignment, he received a Presidential Appointment to the personal rank of Minister.

General Wilson is a graduate of the Infantry Officers Advanced Course, the Army Command and General Staff College, the Air War College (where he was recognized as Distinguished Graduate of the Class of 1964,) and a number of more specialized training courses. His decorations include the Distinguished Service Cross, Defense Distinguished Service Medal, Army Distinguished Service Medal with two Oak Leaf Clusters, National Intelligence Distinguished Service Medal, US Special Operations Distinguished Service Medal, CIA's Distinguished Intelligence Medal, Silver Star with Oak Leaf Cluster, Legion of Merit with Oak Leaf Cluster, Bronze Star for Valor

with Oak Leaf Cluster, Army Commendation Medal with two Oak Leaf Clusters, Purple Heart, Vietnamese Gallantry Cross with Palm, and the Vietnamese National Administration Medal for Exemplary Service.

Since military retirement he has remained active on the lecture circuit with various colleges and universities and Armed Forces educational institutions. He has also continued to serve as a part-time governmental consultant on Russian and East European affairs and related matters of sensitive Special Operations and national level intelligence interest. Among his post-retirement responsibilities have been the following: Professor of Political Science, Hampden-Sydney College; Chairman, Military Board of Virginia; Chairman, Secretary of Defense's Special Operations Policy Advisory Group (SOPAG); staff consultant to House and Senate Armed Services Committees; advisor on foreign technology, Los Alamos National Laboratory; Senior Consultant, Betac Corporation. In private life he is an accomplished musician and a former dues-paying member of the Screen Actors Guild. He also writes as an avocation, contributing occasional articles to contemporary publications, primarily magazines dealing with outdoor sports.

In 1992 General Wilson was named State of Virginia Cultural Laureate for Public Service by the Virginia Cultural Laureate Foundation. General Wilson became the 22nd President of Hampden-Sydney College in Southside Virginia on July 27, 1992. In 1995 he was given the Colonel Arthur D. "Bull" Simons Award (Special Operations "Heisman Trophy") by the Commander-in-Chief, United States Special Operations Command, for outstanding contributions over the years to US Special Operations. The following year, 1996, General Wilson was presented the William Oliver Baker Award (US Intelligence "Heisman Trophy") for "...enduring contributions to National Security and Freedom..."

The General and his wife, the former Virginia Massey Howton of Fort Walton Beach, Florida, currently reside at the Wilson Farm, "Windy Hollow," near the village of Rice, and at "Middlecourt," the President's home on the Hampden-Sydney Campus.

Chronology of Assignments and Positions
Lt. Gen. Samuel V. Wilson
US Army-Retired

1992-present	President, Hampden-Sydney College, Hampden-Sydney, Virginia
1977-1992	College professor; writer/lecturer; consultant to industry and government at State and National levels
1976-1977	Director, Defense Intelligence Agency
1974-1976	Deputy to Director, Central Intelligence for the Intelligence Community
1973-1974	Deputy Director for Estimates, Defense Intelligence Agency; Deputy Director for Attache Affairs, Defense Intelligence Agency.
1971-1973	U. S. Defense Attache/Moscow, USSR
1970-1971	Assistant Division Commander (Operations,) 82nd Airborne Division, US Army
1969-1970	Assistant Commandant, John F. Kennedy Institute for Military Assistance, US Army
1967-1968	Commander, 6th Special Forces Group/Airborne
1966-1967	U.S. Mission Coordinator/Vietnam and Minister-Counselor, American Embassy, Saigon
1964-1966	Associate Director for Field Operations, USAID/Vietnam
1961-1963	Deputy Assistant to the Secretary of Defense for Special Operations
1940-1960	Numerous assignments in all ranks of US Army, including Rifle Company Squad Leader, Platoon Sergeant and First Sergeant; Officer in World War II Office of Strategic Services (OSS); Intelligence and Reconnaissance Platoon Leader and Rifle Company Commander in 5307th Composite Unit (Provisional)--"Merrill's Marauders;" Infantry School Instructor; Post-graduate student, Columbia University/Russian Institute; student in US Army Foreign Area Specialist Training Program/Russian; Intelligence Officer, US Army General Staff; Consultant on

Post-Retirement Activities and Awards
Lt. Gen. Samuel V. Wilson
US Army-Retired

1977 Named to US Army Infantry Hall of Fame
1978-1990 Senior Consultant, BETAC Corporation
1979 Honorary Doctorate of Laws, Hampden-Sydney College
1980-1986 Chairman, Virginia Korea-Vietnam War History Commission
1980 Vice-Chairman of Special Commission to review aborted Iranian hostage rescue effort
1982-1991 Military Advisor to Governor of Virginia
1982-1991 Chairman, Virginia Military Board
1982-1992 Adjunct Professor of Political Science, Hampden-Sydney College
1983-1987 Longwood College Board of Visitors
1983-1993 Advisor to Secretary of Defense on Special Operations
1985-1991 Governor's Biracial Advisory Board on Higher Education in Virginia
1986-1991 Member, Virginia Military Advisory Commission
1986-1987 Consultant to Senate and House Armed Service Committees
1987 Professor Emeritus, US Army John F. Kennedy School for Special Warfare
1987 Named to US Military Intelligence Hall of Fame
1988 Named to US Attache Hall of Fame
1989 Advisor to Director Central Intelligence on Soviet Affairs
1989 Appointed Honorary Colonel of US Army Rangers
1991 Chairman, Special Operations Policy Advisory Group (SOPAG,) Office of the Secretary of Defense
1992 Named State of Virginia Cultural Laureate for Public Service by Virginia Cultural Laureate Foundation
1993 Named to US Army Ranger Hall of Fame
1994 Winner and first recipient of General Doolittle Educator of the Year Award for Distinguished Service to Special Operations Education
1994 Professor Emeritus for Collection Operations, Joint Military Intelligence College, Defense Intelligence Agency
1995 Awarded U.S. Special Operations Distinguished Service Medal
1995 Given Colonel Arthur D. "Bull" Simons Award by Commander-in-Chief, US Special Operations Command
1996 Presented William Oliver Baker Award by Director Central Intelligence

Soviet Affairs, Office Secretary of Defense and Operations
Coordinating Board (White House;) CIA Clandestine Operations
Case Officer; Director of Instruction, US Army Special Warfare
School.



TLC

LONGWOOD COLLEGE

1999 Strategic Plan
for
Attaining
NCAA Division I (-AAA) Membership

Approved by the Athletics Strategic Planning Committee
April 1, 1999

The LEMISH Companies

Prologue

Work on the "Longwood College Strategic Plan for Attaining NCAA Division I (-AAA) Membership" began in October 1998. Research for the plan included a review of the "Equity in Athletics" reports of all institutions in the Big South and Colonial Athletic Association conferences. Written responses from nine Longwood head coaches and one member of the Athletics Planning Committee provided additional insight to the study. Commissioner Tom Yeager of the Colonial Athletic Association provided special assistance after reviewing Draft 1. Individual meetings with athletics administrators Jack Williams and Peter Stalteri, as well as President Patricia Cormier provided valuable information and data. More than 8,000 pages of documents and reports were reviewed for this plan.

The Longwood Athletics Planning Committee met with the consultant in January, March, and April. The January meeting helped establish the focus for the study and the committee reviewed and discuss drafts of the plan at the March and April meetings. This plan was unanimously approved by the committee on April 1, 1999.

Members of the Athletics Planning Committee are:

Chuck Dowdy, Fred Russell, Nan O'Connor, David Whittus, Ruth Budd, Sally Gilfillin, Rene Koesler, Bill Harbour, Angie Booker, Jeff Shanaberger, Susan Harwood, Karen Schinabeck, Franklin Grant, Jimmy Yarborough, Tim Pierson, Barbara Smith, Fred Hiss, Shirley Duncan, Cindy Ho, Buddy Bolding, Todd Dyer, and Greg Prouty.

The consultant for this study is Don Lemish, The LEMISH Companies, Strategic Planning and Fundraising Counsel. Don's experience spans 32 years in higher education administration including over 20 years as the institutional executive officer in charge of resource development and/or intercollegiate athletics. Don served as Vice President for Advancement and Community Relations at Longwood and Executive Vice President of the Longwood College Foundation, Inc., from 1982 to 1987. For the past five and one-half years, Don has been Director of Athletics at James Madison University where he wrote and implemented a very successful athletics strategic plan. The JMU athletic program includes 27 intercollegiate sports and a budget over \$13,000,000. During Don's athletic tenure, JMU achieved 37 conference championships and/or NCAA post-season tournament appearances including one National Championship. Before moving to athletics, Don was JMU's Vice President for Advancement and President of the James Madison University Foundation, Inc., from 1987 to 1993. During that time he successfully directed the university's first capital campaign and quadrupled the assets of the foundation.

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**Longwood College
Department of Athletics
Strategic Plan
For
Attaining
NCAA Division I(AAA) Membership**

“Strategic planning is the process of determining the organization’s long-term goals and objectives in compliance with its mission and formulating the proper plan of action or strategy, policies, and programs which insure that sound decisions will be made about internal resources and environmental factors that affect all effort to achieve the desired end results over the long run.” (Francis J. Bridges and Libby L. Roquemore, *Management for Athletic / Sport Administration: Theory and Practice*, Decatur, Georgia, Educational Services for Management, Inc., July 1993, p. 88.)

Longwood College has examined its intercollegiate athletics position nationally and regionally. It has determined that intercollegiate athletics is an integral part of its effort to increase visibility and enhance the institutional image. Intercollegiate athletics has the potential of gaining more visibility for the College than most other programs. There is little the College does that can develop as much pride in the institution on behalf of alumni, students, and even faculty as a successful athletics program. Pride in the College has a positive effect on alumni giving, on student enrollment, and on the institution’s ability to recruit faculty and staff. In 1994 to *The Chronicle of Higher Education*, the president of Auburn University, William V. Muse said, “It is not just that people want to be associated with a winner or that a winning program is the only means to generate that loyalty. Rather, the simple act of being closely identified with a university (college) that is well-known and has a good reputation helps bolster one’s own self-image.” Increasing Longwood’s level of participation to NCAA Division I from Division II will prove to be a major, positive factor for image enhancement.

The objectives of this strategic plan are:

1. Lay a “blueprint” for moving the athletics program from NCAA Division II to Division I;
2. Increase the odds that Longwood College athletics will be able to successfully move to NCAA Division I;
3. Increase the probability that Longwood College athletics will more nearly achieve its stated objectives;
4. Enhance the possibility of operating more efficiently and effectively;
5. Harmonize the activities of all elements within the College and

department of athletics toward the stated mission;

6. Provide the long-term framework within which short-term plans can fit and be used to move the plan toward fruition, and
7. Become the model for continued growth of the athletic department.

The Mission Statement of Longwood College states that it is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in liberal arts and sciences, the College provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood College serves as a catalyst for regional prosperity and advancement. As part of its current strategic plan, Longwood College has seven stated goals. The following mission statement of intercollegiate athletics is in harmony with the College mission statement and planning goals.

Longwood athletics is committed to the total development of student-athletes as citizen leaders. Intercollegiate athletics provides broad visibility for the College among the general public and is a catalyst for regional prosperity and advancement in south central Virginia. The intercollegiate athletics environment is focused on student-athlete welfare and supports the affective student development philosophy of the College. Student-athletes are integrated fully into the general student body.

The objectives of the Athletic Department are to:

1. Enhance the general student population by attracting academically and athletically talented students;
2. Graduate student-athletes at the same or higher ratio than the general student body;
3. Insure that student-athletes benefit from the affective student development model of the College;
4. Compete successfully with NCAA Division I institutions of similar stature;
5. Gain admission to a Division I all-sport conference which engages the College with identifiable, similar, competitive institutions in the region;
6. Provide a positive window of visibility in the media for the College;

7. Accommodate the athletic interests of the student population in harmony with gender and minority issues through a commitment to offering a variety of intercollegiate sports;
8. Create a pride and identity for and with the citizens of the region, and
9. Strictly comply with all rules and policies of the College and the NCAA.

Major Questions

What is best for Longwood College as an institution and with whom do we desire to associate? Privates? Similar size? Similar mission? Mixture of public and private? Are there desirable opportunities available to us? What are the affiliation possibilities? Independent? Big South Conference? Colonial Athletic Association? Capital Athletic Conference (Division III)? Remain in the CVAC (Division II)?

What is best for Longwood athletically? How important is it that we be competitive? Can we afford the price of competitiveness? What academic decisions will affect competitiveness?

While there are many reasons to consider moving to Division I, the single most important one is the probability that a Division I athletic program led by men's and women's basketball offers the best means of increasing the Longwood enrollment, particularly male students, while maintaining and increasing academic quality. The potential for increased visibility on the sports pages of the state and region will attract interest from prospective students that did not exist previously.

Other positives include:

Increased Visibility...

Marketing
Newsprint
NCAA Publications
TV / Radio

Enhanced Image...

Pride of the students, faculty, alumni
Associations

Enhanced Income Potential...

Game guarantees
Corporate sponsorships

NCAA revenue sharing

Improved Quality of Student-Athletes...

Entrance requirements
Eligibility requirements
Athletics skills

Total Program Quality Enhancement...

The Longwood vision
Higher quality experiences for student-athletes
Competition with institutions of common interest

Community Benefits...

Economic impact enhanced
Visibility
Pride and sense of belonging.

Items for concern include:

Costs...

Athletic grants-in-aid
Operations
Personnel
Facilities
Sport additions
Gender equity

Uncertainty of a conference affiliation,

Initial scheduling,

Competitive capability with minimal resources,

Constituent tolerance of start-up.

Academic Issues

The most important elements for Longwood College athletics in the consideration of moving to NCAA Division I are academic quality and academic support. It is a "given" that academic integrity shall not be compromised in any way by intercollegiate athletics.

However, it is important to understand the NCAA's commitment to academic support at Division I institutions and what those institutions do to facilitate and insure the potential success of student-athletes.

The NCAA requires Division I institutions to have in place specific student-athlete academic support programs which acknowledge the rigor of being an athlete and which insure that the athlete is monitored and assisted in using the institutional services which best enhance his/her chances for academic success. There are numerous programs the College should consider.

As part of the College's enrollment management, it must consider and identify a minimum standard with which it believes a student can matriculate and graduate. This minimum should be used for "slotting" prospective student-athletes and other students of talent such as music, art, dance, theater, and debate. This is a standard which is known to coaches and they can then focus their recruiting to anything above the standard. Succeeding the old NCAA Proposition 48 is a sliding scale combination of SAT score and high school GPA. The NCAA Initial Eligibility Index for Division I is as follows:

Core GPA	SAT*	SAT Recentered**	SUM ACT
2.500 & above	700	820	68
2.475	710	830	69
2.450	720	840-850	70
2.425	730	860	70
2.400	740	860	71
2.375	750	870	72
2.350	760	880	73
2.325	770	890	74
2.300	780	900	75
2.275	790	910	76
2.250	800	920	77
2.225	810	930	78
2.200	820	940	79
2.175	830	950	80
2.150	840	960	80
2.125	850	960	81
2.100	860	970	82
2.075	870	980	83
2.050	880	990	84
2.025	890	1000	85
2.000	900	1010	86

*If taken prior to April 1, 1995. **If taken on or subsequent to April 1, 1995.

The College should consider what on this scale is necessary for an entering student-athlete to have a reasonable chance to successfully compete academically and athletically. That standard should be used for coaches to "slot" recruits.

If the College decided the minimum requirement for slotting is (for example) 2.25 Core GPA, 920 Recentered SAT, .77 ACT, each coach could recruit athletes who meet or exceed this standard and know the athletes would be admitted. The number of slots granted to a coach each year would be based on the estimated number of recruits needed to complete the roster (i.e. baseball, roster of 25, divided by 4 years, equals 5 slots per year). Additionally, each coach would be allowed to "wait list" twice his/her number of slots. A "wait listed" prospective student-athlete is one who the coach is interested in but does not wish to commit a slot. Such a prospective student-athlete and the coach would have three options. The PSA could gain admission on his/her own by meeting the regular requirements, could be moved at any time by the coach to the slot list, or is dropped from the wait list by the coach. This type of procedure will be necessary for Longwood coaches to successfully recruit and compete in any Division I conference. Understand the above example still uses a requirement somewhat higher than the minimum for an NCAA qualifier. Some competitors may use lower standards but which meet the NCAA qualifier rules. An admissions decision for the minimum numbers on the index should be determined and reviewed annually based on a determination of what is reasonable to predict the student can be successful.

From time to time, a coach will have an opportunity to recruit a truly exceptional athlete (true impact player) who is a qualifier but does not meet the minimum College standard for a slot. The College must be prepared to grant athletics a certain number of talent exceptions to be considered on an annual basis. Based on the number of sports offered at Longwood, 10 would be a reasonable maximum per year of exceptions. The exact number is known only by the director of admissions and the director of athletics. An exception still must meet NCAA qualifier minimums. A coach would submit an exception request to the director of athletics who would make a preliminary decision based on the judgment as to whether or not the athlete is truly an impact player. The AD then forwards the recommendation to the Admissions Office (committee) for final decision.

Another necessary program to insure academic success of student-athletes competing at the Division I level which should be considered is to provide an early registration program. It is necessary for athletes to schedule classes in a manner which provides a minimum of conflict with travel, competition, and practice schedules. Such a program would be coordinated and directed by an Athletic-Academic Adviser. Most campuses provide such programs for athletes, as well as other selected students who have activities affected by similar conditions.

While the above process is necessary for Division I competitive success, an equally important element is to have an office and staff for academic support of student-athletes. Such an office would be responsible for monitoring academic progress of athletes, assisting with registration and orientation of athletes, and advising athletes on such matters of academic and student development which relate to the student-athlete's potential for success. This office also would coordinate tutoring and study hall programs for student-athletes. (See Appendices for position description.)

Initially this office would be staffed by one full-time professional and one secretary. It is reasonable to assume that professional staffing should be in the range of one full-time person for each 200 student-athletes. Initial annual budget for operations should be in the range of \$6,000 to \$10,000. Salary and benefits for one FTE and one secretary would total approximately \$59,220 (\$35,280 and \$23,940).

Gender Equity

Longwood College historically has had a commitment to the interests of female student-athletes. The implementation of a men's athletic program paralleled the decision to become a coed institution. Over a number of years, the men's program has been well established and the women's program has been maintained. At present the College offers 7 intercollegiate sports for 94 female student-athletes and 6 sports for 92 male student-athletes. Since Longwood's enrollment is more than 65 percent female, the athletically underrepresented sex according to OCR guidelines is female.

It is important to note that NCAA guidelines for Division I membership require an institution to sponsor a minimum of 14 sports (7 men and 7 women) or it may sponsor 6 male and 8 female sports according to Bylaw 20.9.6.1(b). It also must offer financial aid representing a minimum aggregate expenditure of \$335,000 in men's sports and \$335,000 in women's sports excluding football and men's and women's basketball. Or it can qualify by providing financial aid equal to 50 percent of the NCAA maximum equivalencies in the 14 sponsored sports. A current (1998-99) Longwood in-state NCAA equivalency is \$9,466 and out-of-state is \$14,648. Total budgeted aid for men's sports is \$165,110 and \$183,933 for women's sports.

The College must approach gender equity issues as outlined in Title IX, as well as salary issues which are not a part of Title IX. Mr. Lamar Daniel, now a gender equity consultant and former Atlanta Region Office for Civil Rights director, has indicated there are 13 program components in a Title IX review; however, the "crux" of Title IX is the "Accommodation of Athletic Interests and Abilities." OCR has continually emphasized that institutions must meet one element of the "three part test" outlined in component No. 2, "Accommodation of Athletic Interest and Abilities," *Office for Civil Rights U. S. Department of Education Program Components Title IX Review (Appendices)*. The three determining factors are:

1. Whether intercollegiate level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments;
2. Where members of one sex have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and

continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of that sex, and

3. Where the members of one sex are underrepresented among intercollegiate athletes, and the institution cannot show a continuing practice of program expansion such as that cited above, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.

Recently, OCR issued its first definitive guideline which is required for an institution to be considered "in compliance." It addresses the percentage proportion of financial aid to number of participants. The guideline states that an institution must be within a 1 percent variance in its ratio of scholarship dollars to number of participants, male and female (i.e. if 51 percent of all participating student-athletes are female no less than 50 percent of the scholarship dollars can be designated for women's sports). Longwood's 1998-99 figures show that 52.7 percent of the scholarship dollars are budgeted for female athletes. Thus, it currently meets the guideline.

However, since Longwood does not presently meet the necessary Division I qualifying sports sponsorship criteria, it will have to add an additional sport and significantly increase its scholarship budget for men and women. It appears questionable as to whether or not Longwood can currently meet any part of the three part test of accommodating interests although it does meet the scholarship to participant ratio. Therefore, it must consider adding an additional women's sport as soon as possible. A decision as to what sport should be added should be supported by appropriate survey data of current and prospective students. If one were to look at NCAA sports sponsorships and secondary school sports sponsorships, women's volleyball would appear to be a leader for consideration.

Adding another women's sport will increase the amount of scholarship dollars necessary to stay in compliance with the participation ratio. Since the men's program is greatly under the NCAA Division I minimum, increased scholarship funding for both sexes will be significant. Using 1999 requirements and adding volleyball, Longwood would need to increase its men's athletic financial aid budget by \$169,890 or approximately 103 percent. Assuming that women's volleyball would increase the total number of women's participants by 15 to 109 and attempting to keep the women's program in compliance, Longwood would have to increase its women's scholarship proportion ratio to 54 percent of total. This would require a total annual athletic scholarship budget (FY 1998-99) of approximately \$720,000 of which \$385,000 would be appropriated for eight women's sports.

Under the 50 percent of maximum NCAA equivalencies alternative requirement of Bylaw 20.8.1.2(a), Longwood's minimum qualifying financial aid cost (1998-99) would be \$601,128. For the six men's sports this would be \$253,252 and for the eight women's

sports, \$347,876. This would provide 57.8 percent of the athletic financial aid revenue for women while the participation percentage is 54 percent women (including volleyball).

Later in this plan, a proposal will be detailed which shows a competitive Division I financial aid budget to be \$785,678 based on the current Longwood equivalency of \$9,466. Exactly 56.6% of this figure for women's sports would total \$444,902. The men's total for six sports would be \$340,776. The equivalencies equal 47 for women and 36 for men.

In evaluating athletics program components other than financial aid, the basic test of compliance is equivalence. The availability, quality and kinds of benefits, opportunities, and treatment afforded to the members of each sex must be equal or equal in effect, unless disparities are justified by factors determined to be nondiscriminatory. An institution's intercollegiate athletics program is to be examined as a whole. Thus, difference favoring one sex in one program component may be offset by differences favoring the other sex in other program components. Although financial measures are used to assess equivalency in many areas, expenditures and budgetary allocations alone do not determine whether or not an institution is in compliance. The following factors have been identified by OCR as nondiscriminatory considerations that may justify departures from equivalency: unique aspects of particular sports (but not including the capacity to produce revenue), special circumstances of a temporary nature, special event management needs of spectator sports, and voluntary affirmative action.

Areas to be considered include:

- Supplies and Expenses,
- Schedules / Practice Times,
- Travel,
- Tutoring,
- Coaching,
- Facilities,
- Athletic Trainers / Medical Support,
- Housing / Dining,
- Publicity / Publications,
- Support Services,
- Recruitment.

Longwood has a small equity problem with its current athletic operating budgets since only 48.4 percent of its operating budget is designated for women while approximately 51 percent of its athletes are female. Again, the addition of volleyball has the potential of compounding this problem. Looking at projections for funding a Division I program, the operating budgets for men will have to be increased to be competitive and women's operating budgets will have to be increased even more significantly. While significant adjustments were made in 1998-99 moving the women's ratio up from 41.9 percent to 48.4 percent, it should be noted that if volleyball were

funded at the level of men's soccer, in current dollars the women's budget would still be less than the 54 percent needed to equal the participation ratio.

Salary allocations do not reveal any specific inequities. However, note that years of experience, merit, and/or any other salary measures were not looked at as part of this review.

While there are equity issues to be factored into the strategic plan, Longwood should not lose sight of the most profound reason for considering a move to Division I athletics. Such a move is the most significant step the College can take to increase its public visibility in a manner which also can best increase its positive perception by potential male students. If Longwood desires to enhance its ratio of male to female students, a Division I athletic program will be the leading factor in changing the institutional image to be more attractive for prospective male students.

Organization

For the purpose of supporting equivalency among men's and women's programs and to adequately support a 14-sport program at the Division I level, it will be necessary to increase administrative support staff, move some part-time coaching positions to full-time, and add some part-time assistant positions. Since there may be more than one way to structure the Longwood athletics organization, this plan is not going to recommend one specific structure. It will recommend positions or responsibilities that are not currently in place or need to be upgraded. Seven additional administrative positions, including the full-time academic adviser and secretary positions previously identified, will be needed to support a Division I program. At a minimum the following administrative support positions will be necessary for a Division I level program:

- Associate or Assistant AD for Finance and Facilities
- Associate or Assistant AD for Compliance and Senior Woman Administrator
- Director of Athletic Development and Promotions (new)
- Director of Academic Advising and Student Support (new)
- Secretary for Student Support Services (new)
- Director of Sports Information
- Assistant Director of Sports Information (new)
- Director of Athletic Training
- Assistant/Athletic Training (new)
- Director of Strength & Conditioning (new)
- Administrative Executive Secretary
- Support Secretary (new)

Comparing to current staff levels, it appears that as many as nine additional full- or part-time coaching positions should be considered. The following coaching staff minimums should be considered for competition at the Division I level:

Women's Sports

Field Hockey head coach
 Field Hockey assistant P/T (new)
 Basketball head coach
 Basketball assistant
 Basketball assistant P/T (new)
 Volleyball head coach (new)
 Softball head coach
 Softball assistant P/T (new)
 Soccer head coach (new)
 Soccer assistant P/T (new)
 Lacrosse head coach
 Golf head coach
 Tennis head coach P/T

Men's Sports

Baseball head coach
 Baseball assistant P/T (new)
 Basketball head coach
 Basketball assistant
 Basketball assistant P/T (new)
 Soccer head coach
 Soccer assistant P/T
 Golf head coach
 Tennis head coach P/T (new)
 Wrestling head coach

Using \$24,000 as the FTE base salary plus 26 percent for benefits and \$20,000 as the cost per part-time position, the following is a summary of additional proposed position costs for the above.

<u>Administrators</u>	<u>Salary</u>	<u>Benefits</u>	<u>Total</u>
Director of Athletic Advising	\$28,000 + \$7,280 =		\$ 35,280
Secretary, Athletic Advising	\$19,000 + \$4,940 =		\$ 23,940
Director of Athletic Development	\$32,000 + \$8,320 =		\$ 40,320
Asst. Dir., Sports Information	\$24,000 + \$6,240 =		\$ 30,240
Asst. Athletic Trainer	\$24,000 + \$6,240 =		\$ 30,240
Director of Strength Training	\$24,000 + \$6,240 =		\$ 30,240
Departmental Support Secretary	\$19,000 + \$4,940 =		\$ 23,940
Total.....			\$214,200
<u>Coaching Staff</u>			
Field Hockey Assistant P/T		= \$ 20,000	
W. Basketball Assistant P/T		= \$ 20,000	
Volleyball Head Coach FTE	\$24,000 + \$6,240 =		\$ 30,240
Softball Assistant P/T		= \$ 20,000	
W. Soccer Head Coach FTE	\$24,000 + \$6,240 =		\$ 30,240
Baseball Assistant P/T		= \$ 20,000	
M. Basketball Assistant P/T		= \$ 20,000	
M. Tennis Head Coach P/T		= \$ 20,000	
Total.....			\$180,480
Total Additional Athletic Position Costs.....			\$394,680

While the above positions do not account for the establishment of a ticket office and appropriate personnel to manage it, Longwood will have to deal with the selling and distribution of tickets in a different manner as it moves into Division I. As the product improves, there should be a charge. The progression should most likely be men's basketball first, women's basketball, baseball, soccer, and volleyball. Frankly, it may be years before the College would advance beyond an admissions charge for anything other than basketball; however, we should note that an admissions charge generates revenue and is perceived to add value to the product. It is difficult, if not impossible, to sell sponsorships for athletic events, if those events have little or no value on the front end. A ticket office can be managed initially with the athletic personnel identified in this plan. Therefore, no additional cost is being proposed here. Growth and success will necessitate the hiring of a ticket manager and the creation of a ticket office at some point in the future.

Facilities

Longwood's athletic facilities appear to be compatible with some members of the Big South Conference; however, the availability of facilities resulting from sharing with Health, Physical Education, Recreation, and Dance is a problem which would be compounded with participation at a Division I level. In order to balance the support of both men's and women's teams in various sports and to have appropriate practice and playing time, an institutional policy (current facilities) should be considered which provides athletics a scheduling priority from approximately 3 p.m. to late evening. The alternative to such a scheduling policy is to build more facilities.

Based on the strong student participation in intramurals and in personal fitness, the College should consider the justification for an Athletic/Recreation building which would then free Lancer Hall for HPERD. Specific items to be considered in such a facility will be appropriate team rooms for the sports Longwood chooses to sponsor, a strength training room to support both the intercollegiate team needs and general student needs, athletic training/sports medicine area, and appropriate coach and administrative offices. Team rooms including lockers and showers are very influential in the prospective student-athlete's decision on institution as s/he goes through the recruiting process. Coaches offices offer a similar perspective to recruits. Both are important. A new facility also should contain appropriate meeting and study space to facilitate the needs of athletic/academic student support program. Some type of indoor running area should be considered as well. (Later this plan will raise the issue of adding cross country, indoor, and outdoor intercollegiate track; however, it might be possible to share track facilities with nearby Hampden-Sydney College).

A move to Division I does raise a significant issue with the field hockey playing surface. The majority of Division I programs compete on artificial surface. Although field hockey is not a Big South Conference sport, if Longwood is to pursue Division I competition, it most likely will need an artificial surface playing field or will have to

schedule most of its competitions “on the road.” American University of the CAA is the only prominent, regional Division I program that plays field hockey on natural grass. Depending on the land available, amount of grading and fill, initial artificial surface construction will cost from \$500,000 to \$900,000.

The Athletics Strategic Planning Committee also indicated that attention needs to be given to the Longwood Golf Course. The clubhouse needs significant improvements and the driving range is too short at its current 195-yard maximum. Other course improvements need to be studied.

When being considered for conference membership, an institution’s basketball arena seating capacity is a factor. Lancer Hall’s 2,500 seats might be considered marginal by the Big South Conference. While some member institutions have less capacity on campus, some have the availability of playing in larger community arenas. Note the following capacities for basketball arenas in the Big South Conference:

Radford 5,000	Elon	2,100
Winthrop 6,100	High Point	2,500
Charleston Southern 13,000 Col. / 1,500 F.H.	Liberty	9,000
UNC-Asheville 6,800 Civic Center / 2,500 Gym	Costal Carolina	1,800

Sport Sponsorship

Previously, for gender equity purposes, it was suggested that volleyball be considered as an eighth sport for women and the additional sport to qualify Longwood College for Division I sports sponsorship requirements. Adding volleyball is not the only issue to be considered especially when the Division I focus is directed at possible Big South Conference membership. Longwood sponsors three sports not currently a part of Big South competition; field hockey, women’s lacrosse, and wrestling. On the other hand, the Big South Conference sponsors championships (not counting volleyball) in three sports that Longwood does not have; cross country, indoor track, and outdoor track.

Radford is the only Big South member who sponsors field hockey and prior to this year participated as an associate of the Colonial Athletic Association. Radford most recently was denied the opportunity to continue as an associate in the CAA and thus might favor the admission to the Big South of another institution which sponsors field hockey.

Wrestling and lacrosse, unfortunately, appear to be sports without an “equation.” Longwood’s current conference does not support them and the Big South Conference does not sponsor them. The number of wrestling programs at the Division I level in the eastern United States is continuing to decline. Even the CAA is down to four institutions plus one associate member participating in wrestling. The only possibility for Longwood wrestling is the CAA as an associate provided no other current members drop the sport. If Longwood were to achieve Division I membership, it is very possible for wrestling to be considered for associate status in the Colonial Athletic Association. While women’s

lacrosse is emerging in Division I, less than 60 institutions currently sponsor it. Similar to wrestling, the CAA might consider Longwood lacrosse for associate membership.

As one possible alternative to consider, Longwood might want to study discontinuing wrestling and women's lacrosse and add both men's and women's cross country, indoor track, and outdoor track. This would increase athletic costs considerably. The following costs (1999 dollars) could be anticipated with the addition of these six sports:

Head Coach, salary and benefits	\$35,280
Assistant Coach	\$15,000
W. Operating Budget	\$25,000
M. Operating Budget	\$25,000
M. Scholarships (10.1 equiv.)*	\$95,007
W. Scholarships (14.4 equiv.)*	\$136,310
Total.....	\$331,597

(*Must offer 80% of max. equivalencies in track to qualify for D-I membership)

If these six sports were added and wrestling and lacrosse dropped, it would not be necessary to add volleyball to meet NCAA requirements for Division I membership; however, it is still advisable to add volleyball because of its popularity as a participation sport at both the secondary and intercollegiate level. The cost savings from the elimination of wrestling and lacrosse would be approximately \$99,000. The cost of a competitive volleyball program will be about \$110,000. Thus it would be possible to add three men's and three women's sports, eliminate one men's sport and one women's sport, and not sponsor volleyball under the alternative stated directly above. The net additional cost would be approximately \$132,500 more than the earlier proposed plan of volleyball becoming the eighth women's sport. While the numbers might be intriguing, Longwood should not consider substituting cross country and track for volleyball. Volleyball has a much higher visibility; something which is very desirable when considering this plan and anticipated admissions' outcomes. Also, it would serve Longwood's best interests to maintain wrestling and lacrosse while pursuing associate membership in the CAA for those two sports.

Previously, it was suggested to the Intercollegiate Athletics Committee (IAC) that Longwood consider some "tier" process to facilitate setting of objectives and budgeting for each sport. Because the total number of sports sponsored is relatively small, a tier concept is not necessary. Rather, some basic funding objectives and levels of success expectations should be put in place. Basketball will be "the visibility" sport for Longwood. It has the potential of gaining more "ink" than the other sports combined. Baseball and women's golf have a history and tradition which also should be fostered. Therefore, Longwood should make a conscious decision for future funding to establish that men's and women's basketball should be funded at a level which insures being able to regularly compete for the championship of the Big South. While the national competitive ability of baseball and women's golf may be diminished by competing in Division I, both

sports should be maintained at the highest level necessary to insure regular championship success in the Big South. Beyond these objectives, Longwood must decide at what level the rest of its sports will be funded (i.e. upper third of Big South, upper half, or whatever). As a small public rural institution, Longwood may not be able to simply expect its positive reputation to attract competitive athletes over its competition. Therefore, most likely it will have to fund each of its sports in the upper third of the conference if it expects champion results.

Requirements of Division I Membership

NCAA Bylaw 20.8 specifically states all requirements for Division I membership. This plan will simply summarize the requirements important to Longwood's ability to qualify. Since many have asked, it first should be noted that a Division II institution cannot seek Division I status for its basketball program and remain Division II in other sports. The following two alternatives for Division I qualification relative to financial aid requirements are most important to this plan.

20.8.1.2 MINIMUM AWARDS. A member of Division I shall provide institutional financial aid that equals one of the following:

- (a) A minimum of 50 percent of the maximum allowable grants in each sport if seven sports are required for men and seven sports are required for women for Division I membership. If an institution uses indoor track, outdoor track and cross country to meet the financial aid criterion, it must award the equivalent of at least 80 percent of the full grants for men and 80 percent of the full grants for women in those sports. If the institution counts two of those three sports to meet the financial aid criterion, it must award the equivalent of at least 70 percent of the full grants for men and 70 percent of the full grants for women. If the institution counts indoor track and outdoor track as one sport, it must award the equivalent of at least 50 percent of the full grants for men and 50 percent of the full grants for women.*
- (b) Financial aid representing a minimum aggregate expenditure of \$335,000 in 1998-99 in men's sports and \$335,000 in 1998-99 in women's sports, exclusive of grants in football and men's and women's basketball, provided the aggregate grant value is not less than the equivalent of 19 full grants for men and 19 full grants for women. The Management Council shall adjust the minimum aggregate figure annually to reflect inflation, based on changes in average national tuition charges for regionally accredited institutions.*
- (c) A minimum of the equivalent of 25 full grants in men's sports and 25 full grants in women's sports, exclusive of grants awarded in football*

and men's and women's basketball. If the member institution does not sponsor men's or women's basketball, it shall sponsor a minimum of 35 full grants in the sports program for the gender without the basketball program.

Based on the figures presented in the "gender equity" section of this report, it is clear that the least costly financial aid qualifying requirement would be the 50 percent of full grants criteria.

In addition to the financial aid and sports sponsorship criteria, there are specific scheduling requirements for Division I membership. Rather than provide the NCAA Bylaw verbiage, the following outline addresses the scheduling requirements and provides a guide for the application process.

I. Notification to NCAA

- A. President indicates intent to be reclassified to Division I-AAA.*
- B. This declaration of intent will be done two years prior to anticipated September 1, date of year Longwood hopes to be reclassified.*
- C. All programs would have to abide by all eligibility and recruiting rules of Division I-AAA for two (2) years prior to being reclassified. Note: It is important to check and insure that current student athletes meet all Division I eligibility standards.*

II. Petition to be Reclassified

- A. President and athletics director would file formal petition with NCAA that indicates the institution has been in NCAA compliance for two (2) years and wishes to be reclassified. The petition must be in the NCAA office by June 1 of the year selected.*
- B. The year Longwood is reclassified, it must be in compliance with all rules and regulations of Division I as well as it must meet all conditions for membership:*
 - 1. NCAA minimum number of sports sponsored:
Six for men
Eight for women*
 - 2. NCAA minimum expenditures for athletics grants of 50 percent of maximum equivalencies for men and 50 percent of maximum equivalencies for women.*

C. NCAA Minimum Scheduling Requirements

1. *Varies with sport.*
2. *Basketball – Provisional member cannot play or schedule more than two (2) games against non-Division I members. It also must play a minimum of one-third of its contests in its regular home arena.*

III. *Verify Annually That Institution Has Met All Conditions for Membership (Audit)*

Affiliation Options

Division I – The only viable options are the Big South Conference or the Colonial Athletic Association. CAA member schools are predominantly public; however, they are much larger than Longwood and have much greater community support bases. Also, the CAA is on record as not being willing to consider expansion unless it is an institution that currently enjoys a higher RPI men's basketball rating than the current members of the CAA. The Big South Conference is an ideal goal for Longwood. The institutional members have identity with the Longwood student population. They have geographic proximity. Some members have been Longwood sports rivals over the years. They have financial support objectives compatible with what Longwood might be able to achieve. The Big South as a seven-member conference is an ideal candidate for an additional member.

CAA Member Institutions:

James Madison University
George Mason University
Old Dominion University
Virginia Commonwealth University
College of William and Mary
University of Richmond
American University
East Carolina University
University of North Carolina – Wilmington

Big South Member Institutions:

Charleston Southern University
Coastal Carolina University
Elon College

High Point University
Liberty University
UNC-Asheville
Radford University
Winthrop University

Division II - The CVAC is about the only option. Its institutions have little in common with Longwood. Southside Virginia cannot identify with South Carolina institutions.

CVAC Member Institutions:

Anderson College
Barton College
Belmont Abbey College
Coker College
Erskine College
Lees-McRae College
Limestone College
Longwood College
Mount Olive College
Pfeiffer University
Queens College
St. Andrews College

Division III – The viable options are the Old Dominion Athletic Conference (ODAC) or the Capital Athletic Conference (CAC). The ODAC membership is entirely private institutions and past history indicates that this conference has little or no interest in expanding membership to a public institution. The CAC includes Mary Washington College and other institutions that are more identifiable to the Longwood constituencies than those of the CVAC. However, its current championships for sports which Longwood sponsors are limited to basketball and soccer for men and basketball, field hockey, and soccer for women.

ODAC Member Institutions:

Bridgewater College
Eastern Mennonite University
Emory & Henry College
Guilford College
Hampden & Sydney College
Hollins College
Lynchburg College
Randolph Macon College
Randolph Macon Women's College

Roanoke College
Sweet Briar College
Virginia Wesleyan College
Washington & Lee University

CAC Member Institutions:

Catholic University
Gallaudet University
Goucher College
Mary Washington College
Marymount University
St. Mary's College of Maryland
Salisbury State University
York College

Finding Our Way

*My eyes already touch the sunny hill,
going far ahead of the road I have begun.
So we are grasped by what we cannot grasp;
it has its inner light, even from a distance—
and changes us, even if we do not reach it,
into something else, which, hardly sensing it,
we already are;
a gesture waves us on, answering our own wave.
--Rainer Maria Rilke*

An unidentified college president whose institution moved from Division II to Division I recently stated to the Commissioner of the CAA that just having his institution's basketball scores run on the CNN and ESPN "tickers" was worth 10 times the additional athletic program costs. It may not be possible to see what's at the end of the road; however, a vision and a plan will "answer our own wave." The stakes are high and the risks challenging; however, the rewards are the insurance for Longwood's future. A Division I athletic program fits with Longwood College's mission and vision.

While the funding projections on page 25 are carried out only to the year 2005-06, the Longwood College Strategic Plan calls for an undergraduate enrollment of 4,000 by the year 2007. Thus, the athletic fee should produce the revenue necessary to support the \$978,191 estimated as the necessary increase to fund the Longwood athletic program at a Division I membership level by FY 2005-06.*

*Note: This plan is based on current cost figures, inflation is not built in and it is not factored into projected fee increases.

Athletic Aid Necessary for Division I*

<u>Sport</u>	<u>Equivalencies</u>	<u>Dollars</u>
M Basketball	11	\$104,126
Baseball	8	\$ 75,728
M Soccer	7	\$ 66,262
M Golf	2.5	\$ 23,665
Tennis	2.5	\$ 23,665
Wrestling	5	\$ 47,330
 Total for Men's Sports	 36	 \$340,776
 W Basketball	 11	 \$104,126
Softball	6	\$ 56,796
W Soccer	6	\$ 56,796
W Golf	3.5	\$ 33,131
W Tennis	2.5	\$ 23,665
Field Hockey	6	\$ 56,796
Volleyball	6	\$ 56,796
Lacrosse	6	\$ 56,796
 Total for Women's Sports	 47	 \$444,902
 Total Athletic Aid for All Sports	 83	 \$785,679

*Amount of athletic aid and equivalencies necessary to meet Division I membership requirements and to successfully compete at the level of the Big South Conference.

Current Athletic Aid Including Out-of-State Waivers.....	\$384,894
Increase Necessary for Division I.....	\$400,785

Competitive Operating Costs

<u>Sport</u>	<u>Dollars</u>	
M Basketball	\$60,000	
Baseball	\$30,000	
M Soccer	\$16,000	
M Golf	\$15,000	
M Tennis	\$10,000	
Wrestling	\$15,000	
 Total for Men's Sports	 \$146,000	 45.9% of total
 W Basketball	 \$60,000	
Softball	\$17,000	
W Soccer	\$16,000	
W Golf	\$18,000	
W Tennis	\$13,000	
Field Hockey	\$17,000	
Lacrosse	\$12,000	
Volleyball	\$17,000	
 Total for Women's Sports	 \$170,000	 53.8% of total
 Total Operating Costs for All Sports	 \$316,000	
 Current Longwood Sports Operating Budgets.....	 \$197,615	
 Increase Necessary for Division I.....	 \$118,385	

Administrative Operating Budget for Division I

<u>Area</u>	<u>Current</u>	<u>Division I</u>
Administration	\$140,898	\$168,000
Academic Advising	0	\$ 7,000
Training/Sports Medicine	\$ 10,500	\$16,000
Strength Training	0	\$ 8,000
Sports Information	\$ 8,261	\$25,000
Facilities Maintenance	?	?
TOTAL	\$159,659	\$224,000
Additional Need for Division I.....		\$ 64,341

Estimated Costs for Division I

(Based on January 1999 budgets and costs)

<u>Item</u>	<u>Total Cost</u>	<u>Additional</u>
Personnel	\$ 997,999	\$ 394,680
Athletic Financial Aid	\$ 785,679	\$ 400,785
Sports Operating Budgets	\$ 316,000	\$ 118,385
Administrative Operating	\$ 224,000	\$ 64,341
TOTAL	\$2,323,678	\$ 978,191

The following items are not included above:

Facilities Improvements		
(Artificial Surface Field)		\$ 500,000
(Athletic/Recreation Building)		\$12,500,000
(Track/CC Alternative)	\$ 331,597	\$ 132,500

INCREASED Intercollegiate Athletics Revenue Projections

<u>Category</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Guarantees			\$35,000	\$50,000	\$70,000	\$70,000	\$70,000
Gate Receipts			\$10,000	\$20,000	\$30,000	\$30,000	\$55,000
Private Gifts	\$50,000	\$75,000	\$85,000	\$110,000	\$125,000	\$150,000	\$150,000
Continuing Student Fees		\$108,072	\$238,806	\$351,144	\$425,799	\$496,899	\$567,999
Enrollment Increase Fees**	\$108,072	\$130,824	\$112,338	\$74,655	\$71,100	\$71,100	\$71,000
Women's Fee Waiver*			\$81,122	\$81,122	\$81,122	\$81,122	\$81,122
TOTAL	\$158,072	\$313,896	\$562,223	\$686,891	\$802,291	\$899,091	\$995,091

* Waiver of comprehensive fee for Women's equivalency scholarships to support gender equity (47 x \$1,726)

** Based on undergraduate degree enrollment projections provided by the Admissions Office (see Appendices), 41.2% of comprehensive fee of \$1,726 = \$711. In 2003-04, 2004-05, & 2005-06 this chart assumes an additional 100 students each year.

Not included in the revenue projections above are additional "NCAA Revenue Distribution" funds from the Division I television pool including \$50,000 annual academic enhancement, approximately \$8,000 annually for sport sponsorship in excess of 13, and approximately \$15,000 annually for sponsorship of 83 grants.

Funding of New Administrative and Coaching Positions

<u>Position</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Dir. Athl. Advising	\$35,280						
Sec. Athl. Advising	\$23,940						
Dir. Development		\$40,320					
Asst. SID				\$30,240			
Asst. Athl. Trainer				\$30,240			
Dir. Strength Train.					\$30,240		
Dept. Secretary		\$23,940					
F. H. Assistant				\$20,000			
WBBall Assistant			\$20,000				
Volleyball H.C.		\$30,240					
Softball Assistant				\$20,000			
W. Soccer H.C.			\$30,240				
Baseball Assistant	\$20,000						
MBBall Assistant			\$20,000				
M. Tennis H.C.			\$20,000				
TOTALS	\$79,220	\$94,500	\$90,240	\$100,480	\$30,240		
CONTINUING		\$173,720	\$263,960	\$364,440	\$394,680	\$394,680	\$394,680

Budget of Additional Revenue Projections Continued Through 2005-06

Category	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
Personnel	\$79,220	\$173,720	\$263,960	\$364,440	\$394,680	\$394,680	\$394,680
Financial Aid	\$61,857	\$111,713	\$221,766	\$245,942	\$273,970	\$321,685	\$400,785
Sport Operating		\$11,462	\$35,488	\$35,488	\$70,000	\$118,385	\$118,385
Administrative Oper.	\$16,995	\$16,995	\$41,021	\$41,021	\$64,341	\$64,341	\$64,341
TOTALS	\$158,072	\$313,890	\$563,223	\$686,891	\$802,291	\$899,091	\$978,191
Surplus.....							\$16,900

Note: These figures do not include receipt of the NCAA Revenue Distribution funds.

APPENDICIES

Assistant Director of Athletics for Academic Development

The Assistant Director of Athletics for Academic Development reports directly to the Director of Athletics and is responsible for the organization, direction, and coordination of the academic counseling program for supporting the academic needs of student-athletes. In carrying out these responsibilities, the Assistant Director of Athletics for Academic Development shall:

1. Direct and coordinate the Freshman Advising Program for student-athletes;
2. Direct and coordinate academic monitoring and orientation for new transfer student-athletes;
3. Direct, supervise, and monitor the "satisfactory progress" requirements pertaining to all student-athletes;
4. Supervise and coordinate tutor program;
5. Direct and coordinate early registration for all student-athletes;
6. Prepare and present reports on academic status of **LC** student-athletes;
7. Serve as athletic-academic contact to faculty members;
8. Direct and coordinate referrals of student-athletes to campus services;
9. Direct participation of academic advising for student-athletes staff in recruitment;
10. Supervise and evaluate athletic-academic counselor staff, and
11. Perform other duties as assigned by the Director of Athletics.

**OFFICE FOR CIVIL RIGHTS
U.S. DEPARTMENT OF EDUCATION
PROGRAM COMPONENTS
TITLE IX REVIEW**

1. ATHLETIC SCHOLARSHIPS

Is the institution providing reasonable opportunities for scholarships for members of each sex in proportion to the number of students of each sex participating in intercollegiate athletics?

2. ACCOMMODATION OF ATHLETIC INTERESTS AND ABILITIES

Is the institution offering athletics programs to accommodate effectively the interests and abilities of students to the extent necessary to provide equal opportunity in the selection of sports and levels of competition available to members of both sexes? One of three factors considered consecutively assess this component. 1. Whether intercollegiate level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments. 2. Where members of one sex have been and are underrepresented among intercollegiate athletes, whether the institution can show a history and continuing practice of program expansion which is demonstrably responsive to the developing interests and abilities of that sex. 3. Where the members of one sex are underrepresented among intercollegiate athletes, and the institution cannot show a continuing practice of program expansion such as that cited above, whether it can be demonstrated that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program.

3. EQUIPMENT AND SUPPLIES

1. quality; 2. amount; 3. suitability; 4. maintenance & replacement; 5. availability

4. SCHEDULING OF GAMES AND PRACTICE TIME

1. number of competitive events per sport; 2. number and length of practice opportunities; 3. time of day competitive events are scheduled; 4. time of day practice opportunities are scheduled; 5. opportunities to engage in available pre-season and post-season competition

5. TRAVEL AND PER DIEM ALLOWANCE

1. modes of transportation; 2. housing furnished during travel; 3. length of stay before and after competitive events; 4. per diem allowances; 5. dining arrangements

6. OPPORTUNITY TO RECEIVE COACHING

1. relative availability of full-time coaches; 2. relative availability of part-time and assistant coaches; 3. relative availability of restricted earnings coaches

ASSIGNMENT OF COACHES

1. training, experience, and other professional qualifications; 2. professional standing

COMPENSATION OF COACHES

1. rate of compensation (per sport, per season); 2. duration of contracts; 3. conditions relating to contract renewal; 4. experience; 5. nature of coaching duties performed; 6. working conditions; 7. other terms and conditions of employment

7. OPPORTUNITY TO RECEIVE ACADEMIC TUTORING

1. availability of tutoring; 2. procedures and criteria for obtaining tutorial assistance

ASSIGNMENT OF TUTORS

1. tutor qualifications; 2. training, experience, and other qualifications

COMPENSATION OF TUTORS

1. hourly rate of payment by nature of subjects tutored; 2. pupil loads per tutoring season; 3. tutor qualifications; 4. experience; 5. other terms and conditions of employment

8. LOCKER ROOMS, PRACTICE AND COMPETITIVE FACILITIES

1. quality and availability of the facilities provided for practice and competitive events; 2. exclusivity of use of facilities provided for practice and competitive events; 3. availability of locker rooms; 4. quality of locker rooms; 5. maintenance of practice and competitive facilities; 6. preparation of facilities for practice and competitive events

9. MEDICAL AND TRAINING FACILITIES AND SERVICES

1. availability of medical personnel and assistance; 2. health, accident and injury insurance coverage; 3. availability and quality of weight and training facilities; 4. availability and quality of conditioning facilities; 5. availability and qualifications of athletic trainers

10. HOUSING AND DINING FACILITIES AND SERVICES

1. housing provided; 2. special services as part of housing arrangements (e.g. laundry facilities, parking space, etc.)

11. PUBLICITY

1. availability and quality of sports information personnel; 2. access to other publicity resources for men's and women's programs; 3. quantity and quality of publications and other promotional devices featuring men's and women's programs

12. SUPPORT SERVICES

1. the amount of administrative assistance provided to men's and women's programs; 2. the amount of secretarial and clerical assistance provided to men's and women's programs

13. RECRUITMENT OF STUDENT ATHLETES

1. whether coaches or other professional athletic personnel in the programs serving male and female athletes are provided with substantially equal opportunities to recruit; 2. whether the financial and other resources made available for recruitment in male and female athletic programs are equivalently adequate to meet the needs of each program; 3. whether the differences in benefits, opportunities, and treatment afforded prospective student athletes of each sex have a disproportionately limiting effect upon the recruitment of students of either sex

Source: Title IX Athletics Investigator's Manual 1990, prepared by Lamar Daniel and Valerie M. Bonnette, Policy and Enforcement Service

FIGURE 20-1
General Requirements for Division Membership

	Sports Sponsorship: Number of Sports		Minimum Number of Team Sports	Football Scheduling Requirement	Football Attendance Requirement	Men's Basketball Scheduling Requirement	Women's Basketball Scheduling Requirement	Scheduling Requirements—Sports Other Than Football and Basketball	Financial Aid Requirement*
	All-Male or Mixed-Team Sports	All-Female Sports							
Division I	7 OR 6	7 OR 6	2: All male/mixed 2: All female	According to football classification	According to football classification	Provisional member: All but two games against Division I teams and except for the first year of provisional membership, 1/2 of all contests must be played in home arena Active member: All but four games against Division I teams and 1/3 of all contests in home arena	Provisional member: All but two games against Division I teams Active member: All but four games against Division I teams	Sports used to meet sports sponsorship criteria: Each contest against Division I team to meet minimum number of contests. 50% of remaining contests against Division I opponents	a) 50% of maximum allowable grants in each sport** or b) Minimum aggregate expenditure of \$304,200 in 96-97 and \$316,500 in 97-98 in men's and women's sports (excluding men's and women's basketball). Grant value may not be less than 19 for men and 19 for women.*** or c) Equivalent of 25 full grants in men's sports and 25 full grants in women's sports (exclusive of grants in football and men's and women's basketball)****
Division I-A	7 including football OR 6	7 OR 6	2: All male/mixed 2: All female	At least 80% of all games must be against Division I-A members	17,000 average per home game (or 20,000 average all football games) over last four years, or 30,000 permanent seat stadium and 17,000 average per home football game (or 20,000 average all football games) in one of last four years, or Member of conference in which at least six conference members sponsor football and more than half of football schools meet attendance criterion	Provisional member: All but two games against Division I teams Active member: All but four games against Division I teams and 1/3 of all contests in home arena	Provisional member: All but two games against Division I teams Active member: All but four games against Division I teams	Sports used to meet sports sponsorship criteria: Each contest against Division I team to meet minimum number of contests. 50% of remaining contests against Division I opponents	a) 50% of maximum allowable grants in each sport** or b) Minimum aggregate expenditure of \$304,200 in 96-97 and \$316,500 in 97-98 in men's and women's sports (excluding men's and women's basketball). Grant value may not be less than 19 for men and 19 for women.*** or c) Equivalent of 25 full grants in men's sports and 25 full grants in women's sports (exclusive of grants in football and men's and women's basketball)****
Division I-AA	7 including football OR 6	7 OR 6	2: All male/mixed 2: All female	More than 50% of all games must be against Division I-A or I-AA members	NONE	Provisional member: All but two games against Division I teams Active member: All but four games against Division I teams and 1/3 of all contests in home arena	Provisional member: All but two games against Division I teams Active member: All but four games against Division I teams	Sports used to meet sports sponsorship criteria: Each contest against Division I team to meet minimum number of contests. 50% of remaining contests against Division I opponents	a) 50% of maximum allowable grants in each sport** or b) Minimum aggregate expenditure of \$304,200 in 96-97 and \$316,500 in 97-98 in men's and women's sports (excluding men's and women's basketball). Grant value may not be less than 19 for men and 19 for women.*** or c) Equivalent of 25 full grants in men's sports and 25 full grants in women's sports (exclusive of grants in football and men's and women's basketball)****

* For institutions that depend on exceptional amounts of Federal assistance to meet students' financial needs, the institution must provide a minimum of one-half of the required grants or aggregate expenditures cited in (a), (b) or (c) above. This provision shall be applicable to an institution in a given year if the average per-student allotment of Pell Grant dollars for undergraduates reported to the U.S. Department of Education the previous September is more than one standard deviation above the mean for all reporting Division I member institutions that year. If an institution does not qualify under this provision after having been able to do so the previous year, the institution may continue to utilize this alternative for one year and shall not be required to meet the provisions of (a), (b) or (c) until the following year. This provision shall be applicable only to institutions that were members of Division I on September 1, 1990.

** If an institution uses indoor track, outdoor track and cross country to meet the financial aid criterion, it must award the equivalent of at least 80% of the full grants for men and 80% of the full grants for women in these sports. If the institution counts two of those three sports to meet the financial aid criterion, it must award the equivalent of at least 70% of the full grants for men and 70% of the full grants for women. If the institution counts indoor and outdoor track as one sport, it must award the equivalent of at least 50% of the full grants for men and 50% of the full grants for women.

*** If the institution does not sponsor men's or women's basketball, the minimum aggregate expenditure must be \$400,440 in 1995-96 for men or for women, but no fewer than the equivalent of 29 full grants for men or for women.

**** If the institution does not sponsor men's or women's basketball, it must provide a minimum of 35 full grants in men's sports and 35 full grants in women's sports.

3. Enrollment Projections Through 2002-2003

Dr. Ed Smith and Ms. Sandra Bollinger have designed a set of enrollment projection models which yield undergraduate student enrollments (in degree programs) under various assumptions for student retention and new freshmen and transfers.

The following model which we have initially chosen for our strategic plan goals assumes a 1% a year improvement in our retention rate of freshmen (presently 79%), an entering freshman class of 850 for Fall 99, and 870, 885, and 900 for subsequent years. Transfers are based upon 180 students new each year.

Fall Headcount Projections/Goals

<u>Year</u>	<u>Undergraduate</u>		<u>Graduate</u>		<u>Off-Campus</u>	<u>Total</u>
	<u>Degree</u>	<u>Non-Degree</u>	<u>Degree</u>	<u>Non-Degree</u>		
1998 (Actual)	3065	51	140	86	108	3450
1999 (Proj.)	3218	57	135	120	120	3650
2000 (Proj.)	3402	57	135	121	140	3855
2001 (Proj.)	3560	57	136	122	160	4035
2002 (Proj.)	3665	57	140	125	180	4167

Highlights: * 84% of increase in full-time degree students (600/717)

* Approximately 630 undergraduate students will live off-campus in 2002 compared to about 160 now, an increase of 470 students. Anticipated development/building of off-campus housing will accommodate this enrollment.

* Graduate and off-campus projections will be reviewed based upon program development/student demand.

Reengineering Athletics and a Strategic Plan

A few years ago, Michael Hammer and James Champy authored a book titled Reengineering the Corporation. While the book specifically addresses the corporate sector, its ideas can and no doubt should be applied in higher education. Approaching strategic planning through the concept of reengineering offers a process and a plan that is non-threatening and participatory. Reengineering intercollegiate athletics means tossing aside old systems and starting over. It involves going back to the beginning and inventing a better way of doing work. When reengineering, people's roles change from controlled to empowered! Administrators change from scorekeepers to leaders!

What are the goals?

1. To enhance the general student population by attracting academically and athletically talented students;
2. To graduate student-athletes at the same ratio as the general student body;
3. To insure that student-athletes benefit from the affective student development model of the College;
4. To maintain and practice a commitment to gender equity in salaries, scholarships, facilities, and sports operations.
5. To compete successfully with NCAA institutions of similar stature;
6. To gain admission to NCAA Division I and an all-sports conference which engages the College with identifiable, similar, competitive institutions in our region;
7. To provide a positive window of visibility in the media for the College;
8. To accommodate the athletic interests of the student population in harmony with gender and minority issues through a commitment to a broad-based offering of intercollegiate sports;
9. To create a pride and identity for and with the citizens of our region, and
10. To strictly comply with all rules and policies of the College and the NCAA.

What is the process?

Trying to incorporate reengineering thinking into a planning process is a concept for which there is no "magic." However, we want a process which allows for true creative, radical thinking, yet, one which will not over-burden anyone with an excess of meetings, forums, and writing. Thus, the simplest method is for each coach and administrator (and any member of the college community) to put in writing how s/he would reengineer athletics to achieve the goals stated above. Such papers should also address but not be limited to the following issues:

1. Organizational structure;
2. Financial resources;
3. Proposed priorities;
4. Facilities;
5. Support services;
6. Fund-raising, promotion, and marketing;
7. Academic standards.

All papers should be sent to **Don Lemish, Athletics Consultant, 523 Paul Street, Harrisonburg, VA 22801-3229** no later than February 25, 1999. These papers will have significant impact on the Strategic Plan which will be developed in consultation with the Athletics Planning Committee. A draft of the plan will be provided to all persons in the department for review. The final Athletics Strategic Plan should be presented to the President Cormier by June 1.

