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Meeting Agendas and Minutes

Board of Visitors

9-25-1999

1999-09-25 Minutes and Appendices

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**LONGWOOD COLLEGE BOARD OF VISITORS
MEETING
Saturday, September 25, 1999
Lancaster 215
9:00 a.m.**

Call to Order

Minutes: April 24, 1999 Regularly Scheduled Meeting

Rector's Report

President's Report

Nominating Committee and Election of Officers for 1999-2000

Committee Reports

Executive Committee

Student Affairs Committee

Approval of Addition of Sexual Orientation to the College's
Discrimination Statement Item 1

Finance Committee

Approval of 2000 Summer School Tuition and Fees Item 2

Approval of Conference Rates for FY2000 and FY2001 Item 3

Approval of Policy on Determining Faculty Salaries
For Academic Administrators Item 4

Approval of Recommendation from the Longwood College
Foundation, Inc. Item 5

Approval of Updated Standards for Naming Opportunities Item 6

Audit Committee

Academic Affairs Committee

Facilities and Services Committee

Community Advisory Committee

Presidential Evaluation Committee

Reports from Representatives

Foundation Representative

Alumni Association Representative

Faculty Representative

Student Representative

Old Business

New Business

Announcements

Adjournment

LONGWOOD COLLEGE BOARD OF VISITORS
Student Affairs Committee
Friday, September 24, 1999
Virginia Room
8:45 a.m.

AGENDA

ACTION ITEMS

1. Approval of Addition of Sexual Orientation to the College's Discrimination Statement (Phyllis Mable)

INFORMATION ITEMS

2. Implementation of Art and Science Group Recommendations (Bob Chonko)
3. Report on College Disciplinary System and Crime Statistics for 1998-99 (Ken Rockensies)
4. Report on Summer and Fall 1999 On-Campus Enrollments (Bob Chonko)
5. Report on Off Campus Enrollments (Timothy Owen)
6. Report on Freshman and Transfer Profiles (Bob Chonko)
7. Presentation/Update on Intercollegiate Athletics
 - a. Presentation by Joanne Sadler Butler and Karen Schuld
 - b. Update by Don Lemish

LONGWOOD COLLEGE BOARD OF VISITORS
Finance Committee
Friday, September 24, 1999
Virginia Room
10:30 a.m.

AGENDA

ACTION ITEMS

1. Approval of 2000 Summer School Tuition and Fees (Richard Hurley)
2. Approval of Conference Rates for FY2000 and FY2001 (Richard Hurley)
3. Approval of Policy on Determining Faculty Salaries for Academic Administrators (Richard Hurley)
4. Approval of Recommendation from the Longwood College Foundation, Inc. (Bobbie Burton)
5. Approval of Updated Standards for Naming Opportunities (Bobbie Burton)

INFORMATION ITEMS

6. Financial Report for Period Ending August 31, 1999 (Richard Hurley)
7. Report on Financial Indicators (Richard Hurley)
8. Information on Write-Offs of Delinquent Accounts (Richard Hurley)
9. Report on APA Audit Report FY98 (Richard Hurley)
10. FY1999 Fourth Quarter Internal Audit Report (Penny Howard)
11. FY1999 Year End Report on Gifts (Bobbie Burton)
12. Campaign Update (Bobbie Burton)
 - a. General updates, plans, schedules, timetables
 - b. Volunteer structure and appointments, up-to-the-minute gift report
13. Alumni Association Report (Bobbie Burton)
14. Public Relations Report (Bobbie Burton)
15. Update on Biennium Budget (Richard Hurley)
16. Review of Technology Biennium Budget (Dick Bratcher)
17. Update on Y2K Status (Dick Bratcher)

LONGWOOD COLLEGE BOARD OF VISITORS

Academic Affairs Committee

Friday, September 24, 1999

Virginia Room

1:30 a.m.

AGENDA

INFORMATION ITEMS

1. Report on History and Political Science Department Initiatives (Dr. William Harbour)

LONGWOOD COLLEGE BOARD OF VISITORS
Facilities and Services Committee
Friday, September 24, 1999
Virginia Room
3:15 p.m.

AGENDA

INFORMATION ITEMS

1. Update on Campus Construction (Richard Hurley)
2. Report on Housing (Richard Hurley/Tim Pierson)
3. Review of Bookstore Entry Plan (Rob Key)
4. Tour of the New Dining Hall

LONGWOOD COLLEGE BOARD OF VISITORS
Executive Session
Friday, September 24, 1999

ACTION ITEMS

1. Affirmation of New Faculty Hires
2. Approval of Designation as “Board of Visitors Distinguished Professor” for Retiring Faculty Member
3. Approval of Early Retirements

INFORMATION ITEMS

4. Faculty Resignations

LONGWOOD COLLEGE BOARD OF VISITORS
Schedule of Events
Thursday, September 23 – Saturday, September 25, 1999

Thursday, September 23, 1999	3:00 p.m. - 5:00 p.m.	Sittings for photographs for the Governor's Directory (Board Room – Lancaster 215) (11 Board of Visitors' members)
	6:00 p.m.	Dinner honoring Dr. Waverly Cole (Haga Room – Wygal Music Building) (Board Members, EMT, Karen Chichester)
Friday, September 24, 1999	8:00 a.m.	Breakfast (Prince Edward Room) (Board of Visitors, EMT, Karen Chichester)
	8:45 a.m.	Student Affairs Committee (Virginia Room)
	10:15 a.m.	Break
	10:30 a.m.	Finance Committee (Virginia Room)
	12:30 p.m.	Lunch (Prince Edward Room) (Board of Visitors, EMT)
	1:30 p.m.	Academic Affairs Committee (Virginia Room)
	3:00 p.m.	Break
	3:15 p.m.	Facilities & Services Committee (Virginia Room)
	6:30 p.m.	Jeanne de Arc Dinner – casual attire (Board of Visitors, EMT, Bob Wertz, Karen Chichester, Former Board Members) (Alumni House)
Saturday, September 25, 1999	8:15 a.m.	Continental Breakfast (Board of Visitors, EMT, Representatives) (Lancaster 215)
	9:00 a.m.	Regular Board of Visitors' Meeting (Lancaster 215)

LONGWOOD COLLEGE BOARD OF VISITORS
Saturday, September 25, 1999

Minutes

Call to Order

The Longwood College Board of Visitors met on Saturday, September 25, 1999, in Lancaster 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. Ann G. Baise
Mrs. Joanne Sadler Butler
Mrs. Johanna B. Chase
Dr. Mark A. Crabtree
Mr. Mark M. Gambill
Mrs. Susan M. Harwood
Mrs. Ada R. Michaels
Mrs. Virginia A. Russell
Mrs. Alice C. Stallard

Member absent was:

Mr. John J. Todd, Jr.

Present at the request of the Board:

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

Present at the request of the President:

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

Mrs. Baise presented to Mrs. Dolores Anderson, a Board member whose term was complete, a resolution of appreciation for her years of service to the Board and the College. She also inducted Mrs. Anderson in the Joan of Arc Society and presented her with a framed certificate and pin. Mrs. Anderson expressed her appreciation to the Board.

Approval of Minutes

On a motion by Dr. Crabtree and seconded by Mrs. Harwood, the minutes of the April 24, 1999 meeting were approved as distributed.

Rector's Report

Mrs. Baise congratulated the college on its status in the *U.S. News and World Report* and congratulated Dr. Jordan on the exposure he had received in the press. She also applauded Dr. David Smith on the \$1,178,000 grant that the School of Education and Human Services recently received. The Rector reminded Board members of the discount they would receive when purchasing items from the Bookstore. She reminded them of the SCHEV meeting being held in Richmond on October 8 and distributed a copy of the Recruitment Fair List and encouraged Board members to attend.

President's Report

Dr. Cormier introduced Ms. Foster and Ms. Genovese, partners of Genovese, Coustenis and Foster to present to the Board of Visitors the marketing plan being mapped out for Longwood. They highlighted some of the marketing challenges the college faces and then addressed the issue of what direction to take in marketing Longwood. (A copy of the text of the presentation is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Handout 1, September 25, 1999.) Following the marketing presentation, the President presented to the Board a list of revised institutional performance indicators. (A copy of the list is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Handout 2, September 25, 1999.) She stated that these new indicators would be used for the annual report made to the Board in April.

Nominating Committee and Election of Officers

The Rector turned the gavel over to Dr. Cormier. The President called on Mrs. Stallard, chair of the Nominating Committee, consisting of Dr. Crabtree, Mrs. Chase and herself. She then presented the following slate of officers:

- Rector – Ann Baise
- Vice Rector – Susan Harwood
- Secretary – Mark Crabtree
- Member at Large – Mark Gambill

Mrs. Michaels moved that the slate be approved as presented. Mrs. Russell seconded the motion. President Cormier asked if there were nominations from the floor. There being none, a vote was taken and the slate was unanimously approved. The President turned the gavel over to Rector Baise.

Committee Reports

Executive Committee

Mrs. Baise reported that the Executive Committee met in Richmond on Friday, September 3 to discuss property issues.

Student Affairs Committee

Mrs. Michaels reported that the Student Affairs Committee received reports for on-and-off campus enrollments, College disciplinary and crime statistics for 1998-99, a report on the implementation of the Art and Science Group recommendations, and a report on freshman and transfer profiles and a report on the College's proposed move to Division I.

She also reported that a recommendation from the President to approve the addition of the term "sexual orientation" to the College's anti-discrimination statement did not receive a second to the motion and therefore did not qualify for vote. Mrs. Michaels reported that the committee understands the campus community's concerns in this matter and would like to reiterate that it supports and remains committed to the principle of diversity and equitable treatment for all in every facet of the institution's operation. But as Assistant Attorney General Alison Landry made clear, "sexual orientation" is not a "suspect" class within federal or state guidelines, and designating it as such in the College's anti-discrimination statement could present legal problems for the institution in terms of its contractual and/or constitutional ramifications.

Finance Committee

Item 2 – Approval of 2000 Summer School Tuition and Fees

Mr. Gambill presented a motion for approval of the 2000 summer school tuition and fees. (A copy of the request is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 1, September 25, 1999.) The motion was seconded by Dr. Crabtree and approved unanimously by the Board.

Item 3 – Approval of Conference Rates for FY2000 and FY2001

Mr. Gambill presented a motion for approval of conference rates for FY2000 and FY2001. (A copy of the rates is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 2, September 25, 1999.) The motion was seconded by Mrs. Michaels and approved by the Board.

Item 3A – Approval of Increase in Deposit Fee

A motion was made by Mr. Gambill recommending approval of an increase in the deposit fee for first time students. (A copy of this recommendation is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 3, September 25, 1999.) The motion was seconded by Mrs. Stallard and approved by the Board.

Item 4 – Approval of Policy on Determining Faculty Salaries for Academic Administrators

Mr. Gambill presented a motion to approve a policy on determining faculty salaries for academic administrators. (A copy of the policy is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 4, September 25, 1999.) The motion was seconded by Mrs. Butler and approved by the Board.

Item 5 – Approval of Recommendation from the Longwood College Foundation, Inc.

Mr. Gambill presented a motion to approve a recommendation from the Longwood College Foundation, Inc. (A copy of the recommendation is filed with "Addenda to Minutes of the Meetings of the Board of Visitors" as Appendix 5, September 25, 1999.) Mrs. Harwood seconded the motion and the Board approved.

Item 6 – Approval of Updated Standards for Naming Opportunities

A motion was made by Mr. Gambill for approval of updated standards for naming opportunities. (A copy of these standards is file with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 6, September 25, 1999.) Dr. Crabtree seconded the motion and the Board approved.

Audit Committee

Mr. Gambill reported that the Audit Committee received reports from Mr. James Gregory on the APA audit report and Mrs. Howard on activities of the Internal Audit office.

Academic Affairs Committee

Mrs. Stallard presented a report on the activities of the Academic Affairs Committee. She stated that the committee received reports from Dr. William Harbour regarding student internships and research centers and that Dr. Mary Flanigan reported on core curriculum and the Curriculum Committee.

Mrs. Stallard reported that several personnel items were discussed in closed session. She presented a motion for the affirmation of new faculty hires. (A copy of the list is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 7, September 25, 1999.) The motion was seconded by Mr. Gambill and the Board approved. She presented for approval a motion to award the distinction of "Board of Visitors Distinguished Professor" to Dr. Carolyn Wells. Mrs. Harwood seconded the motion and the Board unanimously approved. Mrs. Stallard also presented a motion for the approval of faculty members seeking early retirement. (A copy of the recommendation is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Appendix 8, September 25, 1999.) The motion was seconded by Mrs. Michaels and approved by the Board.

Facilities and Services Committee

Mrs. Russell reported that the Facilities and Services Committee received an update on campus construction projects, a housing report that included information on students living in Stanley Park, a presentation from Mr. Key on the bookstore entry and toured the College's new dining hall.

Community Advisory Committee

Mrs. Harwood had no report.

Presidential Evaluation Committee

Mrs. Michaels presented to the Board for its review a revised performance evaluation to be used by the Executive Management Team in the President's evaluation process. (A copy of the evaluation measure is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Handout 3, September 25, 1999.) The Rector suggested that the committee construct a performance evaluation to be used by faculty, staff and students for a five-year evaluation of the President. Mrs. Stallard recommended that the committee also consider revising the Board's performance evaluation of the President.

Reports from Representatives

Mrs. Chichester, President of the Foundation Board, reported on the activities of the Foundation Board and thanked the Board of Visitors for affirming the Foundations resolution. She reported that due to bad weather the September 17 and 18 Foundation Board meeting was postponed to November 4 and 5. She announced the appointments of Rita Smith, Patty Bowman Carey, Frances Hillsman, and Eleanor Bobbitt. Mrs. Chichester stated that there are several vacancies in other classes. She thanked Alice and Hugh Stallard for chairing the capital campaign.

Mr. Wertz, President of the Alumni Association, presented a report on the Alumni Association. He reported that the Alumni Association met on July 24 and will continue to look at the issue of

merchandising. He announced the appointment of Sandra Shanks and Mary Robertson to the Association and that the next meeting will be October 16.

Dr. Challender, faculty representative to the Board, reported that he has received email messages from faculty members regarding the college's move to NCAA Division I status. He also reported that faculty members have concerns regarding the faculty evaluation process becoming a popularity contest and expressed the need for more scholarships. He reported that Dr. Blauvelt had a good experience with the faculty connections program and is back on campus.

Mr. Mills, student representative to the Board, reported on the activities of the Student Government Association and its concerns regarding fair and proper funding for some of the student organizations on campus. He reported that funding for the semester will be difficult due to the January 2000 distribution of student fees funds.

New Business

Approval of Changes to Board of Visitors' Bylaws

Mrs. Stallard presented for approval a change to Article V, Section I of the Board of Visitors' Bylaws. (A copy of the change is filed with "Addenda to Minutes of Meetings of the Board of Visitors" as Handout 4, September 25, 1999.) The request states the outgoing rector will serve as an advisor to the Executive Committee. Mrs. Russell made a motion, seconded by Mrs. Chase, and the Board approved the change to the bylaws.

Announcements

Mrs. Harwood encouraged Board members to support the Longwood Fund. The goal is to reach 100% participation by January 2000.

The Rector reminded Board members about the upcoming Roy Clark concert. She announced that chairs for Board committees for 1999-2000 are: Academic Affairs Committee, Ada Michaels; Audit Committee, Johanna Chase; Facilities and Services Committee, Virginia Russell; Finance Committee, Mark Crabtree; and Student Affairs Committee, Alice Stallard.

Adjournment

There being no further business, the Rector adjourned the meeting at 11:40 a.m.

Mark A. Crabtree
Board Secretary

**FINANCE COMMITTEE
ACTION ITEM 1**

**BOARD OF VISITORS
ACTION ITEM 2**

Approval of 2000 Summer School Tuition and Fees

ACTION REQUESTED: “On behalf of the President, I move that the fees for the 2000 summer school session be approved as presented.”

EXPLANATION: Each year the College’s Board of Visitors approves tuition and fee rates for summer school. The authority to set these rates is vested in the Board of Visitors through the Code of Virginia, although the 1999 Appropriations Act prohibits tuition increases in FY00.

Room, board and comprehensive fees are based upon the estimated operating cost of the summer school program. They cover costs associated with the operation of the residence halls, direct charges from ARAMARK for student meals and operating costs of other auxiliary facilities.

Increases in the auxiliary fees are necessary to provide additional revenues for debt service, salaries and benefits and to cover increases in food charges.

Attachment

**FINANCE COMMITTEE
ACTION ITEM 2**

**BOARD OF VISITORS
ACTION ITEM 3**

Approval of Conference Rates for FY2000 and FY2001

ACTION REQUESTED: “On behalf of the President, I move that the conference rates for FY2000 and FY2001 be approved as presented on the attached.”

BACKGROUND: The College makes extensive use of its facilities during the summer months by conducting summer school and hosting a number of conferences. Every two years the Board of Visitors is requested to approve conference rates. The conference rates are determined by two primary factors – actual direct costs and competition in the marketplace.

RATIONALE: The increase in daily rates when comparing 1999 and 2000 is a modest \$1.40 or 3.5%. The increase covers the College’s increase in direct costs (primarily linen rentals) and maintains the College’s competitive position in the marketplace. In keeping with past practice, specific rates for FY2001 are not being proposed but rather a general authorization to construct a rate schedule not to increase more than 5%. The proposal for FY2001 will provide the flexibility the College needs to determine actual rates for that year.

Attachment

**FINANCE COMMITTEE
ACTION ITEM**

**BOARD OF VISITORS
ACTION ITEM**

Approval of Increase in Deposit Fee

ACTION REQUESTED: “On behalf of the President, I move that the enrollment deposit fee for first time on-campus students be increased from \$250 to \$400.”

BACKGROUND: All colleges charge an enrollment deposit fee. The fee is treated as a down payment on tuition and is subtracted from their Fall tuition bill. The fee is designed to reserve a student’s place in the entering class. It also is viewed as a commitment to attend Longwood on the part of the student and her family, which is important to know as we plan for instructional, housing and other enrollment driven needs.

Presently, students pay a \$250 deposit, which does not seem high enough to keep someone from withdrawing after May 1st and sacrificing the payment (The fee is not refunded after May 1st). The popular point of view is that the higher the deposit fee the less likely the student will withdraw and forfeit their deposit. The College received 1,219 deposits for the 1999-2000 academic year and 109 were forfeited. This is a 9% rate. Most other colleges report forfeiture rates of 5% or less.

Attachment

STATE INSTITUTION ROOM DEPOSIT AMOUNTS

University or College	Room Deposit Amount
College of William and Mary	350
Old Dominion University	150
Christopher Newport University	200
James Madison University	200
Radford University	200
University of Virginia	250
Virginia Commonwealth University	250
Longwood College	250
Virginia Military Institute	300
Virginia Tech	300
Mary Washington College	500
George Mason University	Does not use, has orientation fee instead
Private Colleges	
Lynchburg College	300
Elon	300
Randolph-Macon	300
Roanoke College	750

**FINANCE COMMITTEE
ACTION ITEM 3**

**BOARD OF VISITORS
ACTION ITEM 4**

Approval of Policy on Determining Faculty Salaries for Academic Administrators

ACTION REQUIRED: “On behalf of the President, I move that the proposed policy on Determining Faculty Salaries for Academic Administrators be approved as presented.”

BACKGROUND: The College does not have a policy in place that dictates what salary will be paid when academic administrators with tenure (President, Vice-President for Academic Affairs, Deans) leave their administrative posts and return to the faculty. As a result, practices are inconsistent and the absence of such a policy could create a problem when the College is conducting a recruitment for certain academic administrative positions.

RATIONALE: The current method of handling these situations is cumbersome and creates potential for inconsistent treatment of employees. The proposed policy is in place in at least one other institution in Virginia and provides a fair and easy way to understand and administer the policy.

PROPOSED POLICY: Starting annual salaries for administrative posts (administrative and professional faculty appointments) shall be determined by the relevant experience the person brings to the position, prevailing market conditions for that position, and the College’s financial resources. When an administrator with tenure returns to an instructional faculty status, his or her new adjusted annual salary base shall be seventy-five percent (75%) of his or her current annual salary in the administrative post at the time of the status change. In the case of the College President, the appropriated “State” portion of his or her annual salary shall be considered when applying the seventy-five (75%) rule.

Attachment

**FINANCE COMMITTEE
ACTION ITEM 4**

**BOARD OF VISITORS
ACTION ITEM 5**

Approval of Recommendation from the Longwood College Foundation, Inc.

ACTION REQUESTED: On behalf of the President, I move that the Board of Visitors approve the May 21, 1999 Longwood College Foundation Board Resolution 99-13.

RATIONALE:

The Longwood College Foundation recognizes the need to maintain sufficient unrestricted funds to support its annual budget and provide for the long term viability of the Foundation, as well as the need to provide sufficient unrestricted funds to support a campaign. Therefore, the Longwood College Foundation resolved the following at its May 21, 1999 business meeting and asks that the Board of Visitors approve its decision.

Longwood College Foundation Resolution 99-13

BE IT RESOLVED that the Budget Committee recommends to the Longwood College Foundation, acceptance of:

- (A) The Fiscal Year 2000 budget as presented
- (B) The Board of the Longwood College Foundation recognizes that all funds that it holds as quasi-endowments are subject to reappropriation pursuant to the legal requirement of the preservation of the historic dollar value of all funds that it holds as true endowments. Furthermore, the Longwood College Foundation recognizes the need to maintain sufficient unrestricted funds to support its annual budget and provide for the long term viability of the Foundation, as such, the Longwood College Foundation resolves the following:
 1. To grow the Longwood Fund (unrestricted) quasi-endowment.
 2. To hold each June 30th a minimum balance of \$1 million in unrestricted undesignated assets. At such time that the annual budget exceeds \$900,000, to maintain a minimum cash balance at June 30th of \$100,000 in excess of the upcoming fiscal year budget.
 3. In the event that additional unrestricted undesignated assets are needed to offset deficits in the historic dollar value of true endowment funds relative to their market value at the close of an accounting period and/or to maintain the minimum balance in unrestricted undesignated assets stipulated above, the quasi-endowment accounts indicated below shall be used without further direction from this Board, providing that such funds are returned to their respective quasi-endowments when and if changes in market or other unrestricted funding conditions rectify said deficits. The Quasi-endowment reserve account shall be used first, at which time this account is depleted, rank order of the

quasi-endowed accounts listed below, shall be made by the President of Longwood College, determination based on current institutional priorities:

- Faculty Enrichment
- Calvin Hatcher Scholarship
- Pearl H. Jones Scholarship
- LCVA Quasi-Endowed Operating
- Rosemary Sprague Cultural Enrichment
- Rosemary Sprague Scholarship
- Staples Lecture Series
- Lady B. Walton Scholarship

4. To reaffirm its policy that it shall direct all unrestricted bequests received to the Endowment Reserve Quasi-endowment.

(C) To implement its policy (approved 5/13/94) to assess a 1% annual administration charge to all endowed and quasi-endowed accounts, calculated from the June 30th market value each year .

(D) The Longwood College Foundation Board seeks the agreement of the College Board of Visitors in matters relating to B and C above.

**FINANCE COMMITTEE
ACTION ITEM 5**

**BOARD OF VISITORS
ACTION ITEM 6**

Approval of Updated Standards for Naming Opportunities

ACTION REQUESTED: On behalf of the President, I move that the Board of Visitors approve the Updated Standards for Naming Opportunities.

RATIONALE:

There are existing guidelines for Naming Opportunities in the College's policies and procedures manual that are confusing and unrealistic. This resolution absolves all former references to Naming Opportunities and establishes guidelines that will allow a flexible response to the solicitation of major gifts. It also changes the level of an endowed scholarship fund from \$10,000 to \$25,000. The following are the proposed general guidelines for naming opportunities:

1. The President in consultation with the Vice President for Institutional Advancement shall make recommendations to the Board of Visitors regarding appropriate naming opportunities.
2. The Board of Visitors must approve the naming of buildings, other physical spaces and particular programs at the College.
3. Naming opportunities for rooms in the Library are available for gifts of \$2,500 or more to the Library Endowment Fund.
4. Naming opportunities for rooms in academic buildings are available and determined by the size and purpose of the gift.
5. Naming opportunities for buildings are available and determined by size and purpose of the gift.
6. Naming opportunities for endowed scholarships are available for gifts of \$25,000 or more.
7. Naming opportunities for endowed professorships are available for gifts of \$500,000 to \$999,999.
8. Naming opportunities for endowed chairs are available for gifts of \$1,000,000 or more.
9. Naming opportunities for other endowed funds are available for gifts of \$25,000 or more.

EXECUTIVE SESSION
ACTION ITEM 1

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: Peggy C. Agee

Rank: Instructor of Communication Disorders

Education: B.S. Longwood College, 1975
M.Ed. in Speech/Language Pathology, University of Virginia, 1976

Position Status: Replaces Terry Ramsey

Tenure Status: This is a non tenure track position.

.Most Recent Teaching Experience: Appomattox Primary School, Early Childhood Teacher in At-Risk 4-year-old Program

Professional Activity: Endorsement in Preschool Handicapping Conditions

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Name: Philip C. Blaker
Rank: Lecturer in History
Education: A.B. in History, Franklin and Marshall College, 1960
M.A. in History, Notre Dame University, 1972
Position Status: Spring semester replacement for faculty retiring
under Options II and III
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Instructor, Southside Virginia Community College
Professional Activity: Two publications
★★★★★★★★★★★★

Name: Dennis B. I. Burges
Rank: Lecturer in English
Education: B.A. in English Education, Arizona State University, 1965
M.A. in English, Northern Arizona University, 1992
Position Status: This is a new position.
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Adjunct teaching at Longwood
Professional Activity: Five publications
★★★★★★★★★★★★

Name: Loretta E. Coughlin
Rank: Lecturer in Health and Physical Education
Education: B.S. in Physical Education, Eastern Kentucky University, 1980
M.S. in Physical Education, University of Tennessee, 1981
Position Status: This is a new position.
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Instructor and Women's Assistant Basketball Coach, Longwood College
Professional Activity: One publication, six professional associations

★★★★★★★★★★★★★★

Name: Gayle H. Daly
Rank: Instructor in Communication Disorders
Education: B.A. in Speech Communication, University of Rhode Island, 1972
M.S. in Speech/Language Pathology, James Madison University, 1981
Position Status: Replaces Rita Purcell-Robertson
Tenure: This is a non tenure track position.
Most Recent Teaching Experience: Instructor at Longwood College (one-year appointment)
Professional Activity: One publication, four workshop presentations

★★★★★★★★★★★★★★

Name: Chapman H. Frazier
Rank: Visiting Assistant Professor of English Education
Education: B.A. in English, West Virginia University, 1973
M.A. in English, West Virginia University, 1979
M.S. in Reading, Longwood College, 1986
Ph.D. in English Education, University of Virginia, 1994
Position Status: Replaces Jim Cope
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Assistant Professor of English Education, University of Maine at Presque Isle
Professional Activity: Nine international and national presentations, sixteen state and local publications, nine article publications, twenty-seven poetry publications

★★★★★★★★★★★★★★

Name: Carolyn S. Gabb
Rank: Assistant Professor of Education
Education: B.S. in Early Childhood Education, University of Georgia, 1976
Ed. D. in Children's Literature, University of Georgia, 1994
Position Status: Replaces Audrey Berryman
Tenure Status: This is a tenure track position.
Most Recent Teaching Experience: Assistant Professor, Longwood College (one-year appointment)
Professional Activity: Fifteen presentations, eleven professional organizations

★★★★★★★★★★★★★★

Name: Paul A. Giannotti
Rank: Assistant Professor of Sports Medicine
Education: B.S. in Sports Medicine, Marietta College, 1994
M.Ed. in Athletic Training, University of Virginia, 1995
Position Status: Replaces Nancy Andrews
Tenure Status: This is a tenure track position.
Most Recent Teaching Experience: Head Athletic Trainer, Hampden-Sydney College
Professional Activity: Three certifications, one presentation, one publication, four professional affiliations

★★★★★★★★★★★★

Name: John A. Guthmann
Rank: Visiting Assistant Professor of Management
Education: B.S. in Physical Sciences, Washington State University, 1976
M.S. in Economics, Portland State University, 1987
CFA, Institute of Chartered Financial Analysts, 1993
Ph.D. in Economics, University of New Mexico, 1994
Position Status: Replaces Mable Qiu
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Instructor, University of Maryland, European Division, Heidelberg, Germany
Professional Activity: Private sector economist, expert witness, researcher

★★★★★★★★★★★★

Name: Albert A. Hardin
Rank: Assistant Professor of Theatre
Education: B.F.A. in Design and Technology, University of Kentucky, 1996
M.F.A. in Scenic Design, University of Virginia, 1999
Position Status: Replaces Tim McGraw
Tenure Status: This is a tenure track position.
Most Recent Teaching Experience: Teaching Assistant, Scenic Design, University of Virginia
Professional Activity: Ten scenic designs, two lighting designs

★★★★★★★★★★★★★★

Name: Scott W. Hileman
Rank: Lecturer in History
Education: B.S. in History, Longwood College, 1993
M.A. in History, Winthrop College, 1997
Position Status: Fall semester replacement for Jim Munson
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Volunteer Instructional Assistant, University of South Carolina
Professional Activity: Doctoral candidate, University of South Carolina; one presentation; five professional affiliations

★★★★★★★★★★★★★★

Name: Lynda S. Hodgson
Rank: Assistant Professor of Computer Information Management Systems
Education: B.S. in Information Systems, Virginia Commonwealth University, 1984
M.B.A., Virginia Commonwealth University, 1987
Ph.D. in Management Information Systems, Virginia Commonwealth University, 1999

Position Status: Replaces Linda Lau
Tenure Status: This is a tenure track position.

Most Recent Teaching Experience: Instructor, Virginia Commonwealth University

Professional Activity: Seven publications
★★★★★★★★★★★★★★

Name: Christopher D. Jones

Rank: Lecturer in Education

Education: B.S. in Psychology, Longwood College, 1993
M.S. in Special Education, Longwood College, 1994

Position Status: This is a new position.
Tenure Status: This is a non tenure track position.

Most Recent Teaching Experience: Self-contained Learning Disabled Classroom Teacher, Nelson County Middle School

Professional Activity: Doctoral candidate at University of Virginia, fourteen presentations, five professional affiliations
★★★★★★★★★★★★★★

Name: Elizabeth Kocevar-Weidinger
Rank: Assistant Professor of Library Science and Librarian
Education: B.A. in Art History, Temple University, 1988
M.L., University of Texas, 1993
M.Ed., Frostburg State University, 1996
Position Status: Replaces Jean Finks
Tenure Status: This is a non tenure track position.
Most Recent Teaching Position: Library Instruction Coordinator, Frostburg State University

Professional Activity: Five presentations, nine conferences/workshops, two professional affiliations
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Name: Leland J. L'Hote
Rank: Instructor of Spanish
Education: B.A. in Comparative Literature and Spanish, Washington University, 1990
M.A. in Spanish, University of Kentucky, 1994
Position Status: Replaces Isabel Dulfano
Tenure Status: This is a tenure track position.
Most Recent Teaching Experience: Visiting Instructor, Centre College
Professional Activity: Doctoral candidate, University of Kentucky, three conference presentations
★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Name: Claire Reeves LaRoche
Rank: Visiting Assistant Professor of Business
Education: B.S. in Political Science, College of Charleston, 1977
J.D., University of South Carolina, 1979
M.B.A., The College of William and Mary, 1997
Position Status: Replaces Cynthia Wood
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Instructor, Longwood (one-year appointment)
Professional Activity: One publication, one presentation, two affiliations
★★★★★★★★★★★★★★

Name: Sharon McCaslin
Rank: Associate Professor of Library Science and Librarian
Education: B.A. in History and Modern Languages, Kansas State University, 1970
M.L. in Librarianship, Emporia State University, 1971
Ph.D. in Post-Secondary Educational Administration, University of Nebraska, 1987
Position Status: Replaces Rebecca Laine
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Associate Professor, Peru State College
Professional Activity: Seventeen publications, nine presentations
★★★★★★★★★★★★★★

Name: Stanley J. McCaslin
Rank: Lecturer in Computer Science
Education: B.A. in Physics, Macalester College, 1969
M.S. in Physics, California Institute of Technology, 1971
M.S. in Computer Science, University of Nebraska, 1985
Position Status: Replaces Jim Gussett
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Assistant Professor of Computer Science, Peru State College
Professional Activity: Doctoral candidate, Nova Southeastern University

★★★★★★★★★★★★★★

Name: David Morgen
Rank: Lecturer in English
Education: B.A. in English and History, Florida State University, 1994
M.A. in English and Comparative Literature, Columbia University, 1995
M. Phil. in English and Comparative Literature, Columbia University, 1997

Position Status: Replaces Susan Anderson
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Teaching Assistant, Columbia University
Professional Activity: Doctoral candidate, Columbia University

★★★★★★★★★★★★★★

Name: Patt Ness
Rank: Lecturer in Theatre and Costume Designer
Education: B.S., State University of New York at New Paltz, 1991
Position Status: Replaces Bill Fiege
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Costume Shop Manager, Northeastern University
Professional Activity: Fifty theatre productions

★★★★★★★★★★★★★★

Name: William A. Owings
Rank: Associate Professor of Education
Education: B.A. in English and Education, Towson State College, 1973
M.S. in Educational Supervision and Administration, John Hopkins University, 1978
Ed. D. in Educational Administration, Virginia Polytechnic Institute and State University, 1987
Position Status: Replaces Nancy Vick
Tenure Status: This is a tenure track position.
Most Recent Teaching Experience: Superintendent, Accomack County Public Schools
Professional Activity: Eleven publications, thirteen conference presentations

★★★★★★★★★★★★★★

Name: Cathy J. Pritzlaff
Rank: Instructor of Exercise Science
Education: B.A. in Physical Education and Adapted Physical Education, University of Wisconsin at LaCrosse, 1994
M.Ed. In Exercise Physiology, University of Virginia, 1997
Position Status: Replaces Kent Todd
Tenure Status: This is a tenure track position.
Most Recent Teaching Experience: Graduate Teaching Assistant, University of Virginia
Professional Activity: Doctoral candidate, University of Virginia; one publication, eight abstracts

★★★★★★★★★★★★★★

Name: James E. Riley
Rank: Assistant Professor of Education
Education: B.S., State University of New York at Oneonta, 1962
M. Ed., Texas A&M University, 1964
Ed. D., Elementary Mathematics, Hofstra University, 1999
Position Status: Replaces Valerie Morphew
Tenure Status: This is a tenure track position.
Most Recent Teaching Experience: Adjunct faculty, Hofstra University
Professional Activity: Fourteen invited presentations, workshops, and seminars

★★★★★★★★★★★★★★

Name: Rebecca Sturgill
Rank: Lecturer in Mathematics
Education: B.A. in Biology, Oberlin College, 1981
M.B.A., College of William and Mary, 1989
Position Status: Replaces Sandra Bollinger
Tenure Status: This is a non tenure track position.
Most Recent Teaching Position: Adjunct instructor, Longwood College
Professional Activity: One presentation, three conferences

★★★★★★★★★★★★★★

Name: John G. Van Vorst
Rank: Lecturer in Physical Education
Education: B.S. in Health and Sport Studies, Miami University, 1994
M.A. in Exercise Physiology, Ohio State University, 1999
Position Status: This is a new position.
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: Research Associate/Part-time Instructor, Ohio State University
Professional Activity: Two certifications, two works in progress

★★★★★★★★★★★★★★

Name: Phyllis Wacker
Rank: Visiting Professor of Psychology
Education: B.A., Westhampton College, 1956
M.A., University of Richmond, 1965
Ph.D., University of Virginia, 1990
Position Status: Replaces Linda Tennison
Tenure Status: This is a non tenure track position.
Most Recent Teaching Experience: University of Jyvaskyla
Professional Activity: Professor Emerita of Psychology, Longwood College

★★★★★★★★★★★★★★

Name: Patricia L. Williams
Rank: Instructor in Health and Physical Education
Education: B.S. in Accounting, East Carolina University, 1987
M.Ed. in Exercise Physiology, University of South Carolina, 1995
Position Status: Replaces Nelson Neal
Tenure Status: This a non tenure track position.
Most Recent Teaching Experience: Instructor, Longwood College (one-year appointment)
Professional Activity: Four certifications, seven professional affiliations

★★★★★★★★★★★★★★

Name: Joan Woolfrey

Rank: Visiting Assistant Professor of Philosophy

Education: B.S. in Psychology and Sociology, North Dakota State University, 1983
M.A. in Philosophy, The New School of Social Research, 1988
Ph.D. in Philosophy, University of Oregon, 1996

Position Status: Replaces John Peale

Tenure Status: This is a non tenure track position.

Most Recent Teaching Experience: Instructor, Oregon State University

Professional Activity: Four articles, two invited essays, four book reviews

CONFIDENTIAL

**EXECUTIVE SESSION
INFORMATION ITEM 4**

Faculty Resignations

Dr. Georgia Coopersmith, Assistant Professor of Art and Director, Longwood Center for Visual Arts, June 1999

Dr. Christine Kahn-Egan, Assistant Professor of Communications, June 1999

Dr. Linda Lau, Assistant Professor of Computer Information Management Systems, April 1999

Dr. Mabel Qiu, Assistant Professor of Management, July 1999

Dr. Joyce Rowe, Associate Professor of Computer Information Management Systems, December 1999

Dr. Linda Tennison, Associate Professor of Psychology, April 1999

Dr. Cynthia Wood, Assistant Vice President for Academic Affairs, August 1999

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:

Dr. Nancy A. Haga, Professor of Speech and Theatre (1969)
Option I, Spring 2000

Ms. Camilla Tinnell, Instructor of English (1970)
Option I, Spring 2000

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

Longwood College

Design Brief

September 1999

1 Marketing Challenges

3 Unifying Theme and Core Messages

7 Marketing Communications Directions

Marketing Challenges

Longwood College is an important, though under-appreciated, part of the Virginia public college and university system. Longwood's undergraduate and graduate programs serve a predominantly female (65 percent), above average (mean SAT 1060) student body of about 3,500 students, nearly all of whom (more than 95 percent) are Virginia residents. The college has historic strength in education and evolving strengths in areas such as business, information technology, and the arts, all built upon a solid foundation in the liberal arts and sciences. A new strategic plan provides direction and purpose, adopting the central theme of *The New Collegiate Experience* and oriented around the priorities of quality, application of knowledge, use of technology, and accountability.

Longwood has an uneven reputation. Many in Virginia (and elsewhere) recall it as a strong teachers college for women, which it was for more than 100 years. Its image suffered after a mid-1970s decision to become coeducational, as it apparently let academic standards drop in an attempt to boost male enrollment, and came to be seen by many as a medium-to-low-quality party school. Today many in its potential target audience have no opinion one way or the other of Longwood, or they have a negative opinion, especially when comparing Longwood to many of its competitors. Its location in a town named "Farmville" is a significant drawback, as the connotations that name carries are especially unattractive to 17-year-old college-bound youth.

Longwood's admissions goals are ambitious. The college hopes to increase enrollment to 5,000 by 2004, while at the same time increasing student quality and increasing the proportion of out-of-state students to 25 percent. Without a significant infusion of financial aid dollars, and especially merit aid dollars, we question whether these increases are achievable. Even with substantial student aid, they present a very formidable challenge. Further complicating matters is the fact that Longwood's competition is extremely stiff; the Virginia public university system is one of the finest in the nation. Its chief competitors include James Madison University, Old Dominion University, Virginia Commonwealth University, and Virginia Tech.

Marketing materials by themselves cannot be expected to achieve Longwood's admissions goals. But by communicating a central theme and key core messages in new and compelling ways, stronger marketing materials can play a significant role in helping Longwood make progress toward those goals. At the same time, strong marketing communications materials can help change prevailing misperceptions about Longwood in current and new market niches, and help audiences come to understand the full array of opportunities the college offers.

Unifying Theme and Core Messages

We propose to build upon Longwood's *New Collegiate Experience* concept to develop a positioning theme, and to link core communications messages to the theme's four central components: uncompromising quality, application of knowledge, technological integration, and accountability (for learning outcomes). We propose to adapt the theme in ways that make it more attractive and accessible to prospective students. The word "collegiate" in particular is one we fear may not resonate with a 17- and 18-year-old audience (though we have not focus-tested this assumption). We recommend amending the theme to become:

Longwood College — A New College Experience

With this as the thematic foundation, we propose the following core communications messages and supporting messages as the cornerstones of Longwood's new college experience.

Longwood College delivers a high-quality academic experience.

- Ranked as one of the top southern public universities.
- Noted for an education of exceptional value (a function of quality and cost); a "best buy."
- A wide range of choices of study.
- Traditional strength in teacher education.

- Outstanding program in business. One of the few business schools accredited by the American Assembly of Colleges and Schools of Business.
- Solid in the liberal arts, with several “beacons of excellence” (anthropology, the arts, etc.).
- A commitment to attracting and retaining outstanding students.
- Strong emphasis on hands-on (experiential) learning, through internships and fieldwork.
- Close personal attention from outstanding faculty whose first priority is teaching.
- Small, interactive classes.

A Longwood education combines theory and practice — students apply what they learn in real-world situations.

- Values the application of knowledge as a vital component of a contemporary college education.
- A pioneer in integrating fieldwork into higher education.
- Strong internship program.
- Abundant opportunities for applied learning, on and off campus.

An innovator in the creative integration of technology in higher education.

- One of the first to require all students to have a computer.
- Strong information technology resources.
- Wired campus — full Internet access across campus, from the classrooms to the residence halls.
- Information technology is integrated creatively into every academic program.
- Information technology is used to enhance student-teacher interaction, not replace it.

Numerous opportunities for involvement — a well-rounded college experience.

- Active campus; many educational, social, cultural, and recreational opportunities.
- Abundant opportunities for involvement in clubs and organizations.
- Good location — in the economic and cultural center of South Central Virginia; only an hour from Richmond and Charlottesville.
- Farmville offers the energy of a college town. (See also “About Farmville,” below.)

Exceptional preparation for productive careers and lives after college.

- Outstanding career preparation.
- Education for good citizenship.
- Longwood educates leaders in a wide range of fields.

About Farmville

The name “Farmville” evokes negative impressions in the minds of many prospective students. It almost always produces at least a snicker, and it is not a name that suggests a dynamic college town. The college has considered and rejected proposals to switch to “Longwood,VA,” or “Longwood College,VA,” as its mailing address. No matter how much one tries to obscure Farmville in college communications, the outside world will recognize Farmville as Longwood’s location.

Our proposed approach is to tackle the “Farmville” problem head on, with confidence and a sense of humor. The excitement of a community is a direct function of the people who live there, and the Longwood community dominates the population of Farmville. We recommend that publications acknowledge the word “Farmville” for what it is, play off the stereotyped response it produces, and move on from there to convey the excitement of a college town. We propose demonstrating that despite the town name and despite what one might think about a college in a town with that name, Longwood is a dynamic college in a location that has college-town energy. This approach is most evident in the search materials we are presenting, but it is a theme that we propose to use in several publications, and especially in efforts to attract students from outside Virginia.

Marketing Communications Directions

Longwood's column-and-dome logo and its major admissions communications currently have a relatively conventional but unexciting look and tone. They are safe, fulfilling every visual expectation the reader has about college admissions materials. They are also somewhat generic and quiet, and they don't challenge the reader. At a time when Longwood aims to promote a new college experience, the materials do nothing new. In Longwood's highly competitive environment, we doubt that they confer any significant competitive edge. It is imperative that the look and feel of Longwood's new identity and communications materials reinforce the idea of "a new college experience" with a convincing visual vocabulary.

We propose to create a graphic identity and admissions communications that combine messages of tradition and history with a sense of the future — that are unlike anything the reader would expect from a college, but that at the same time convey collegiate quality and integrity. The graphic identity reflects this dual purpose. The traditional typography and color palette of the wordmark contrasts with a contemporary rendition of the rotunda icon. The apple on the cover of the viewbook and search piece is another case in point. The apple is a time-honored symbol of education, and it has direct links to Longwood's past as a teachers college. Our rendering takes this traditional symbol and presents it in a fresh way, literally peeling away the apple's surfaces to reveal something new, evolving, and unexpected.

In the publications, our emphasis is far more on students than on buildings, and our hope is to demonstrate that both the students and a Longwood education are well-rounded, energetic, eclectic, and a bit quirky. In all communications, we give Longwood a sense of humor, which makes it more human and more accessible, and conveys an inner confidence. We propose to create communications that will cause the kind of students Longwood most seeks to attract — bright, diverse, well-rounded, from Virginia and from other states — to recognize themselves here.

To demonstrate this direction, we have developed a new graphic identity (logo) and three outreach communications: a search piece, a viewbook, a poster and a plan for a revised Web site.

A Note About Copy: Please note when reviewing these materials that much of the copy is for layout purposes only, and is not meant to be the final copy. We have, however, provided “live” copy for the search/travel postcards, and we have presented a proposed copy direction for the first spread of the viewbook (though the student profiled in that spread is fictional). Developing actual copy for these pieces will require additional interviews and research.

The Longwood Identity

The identity we propose is a combination of two elements, an icon and a wordmark. The wordmark conveys messages of tradition and stability while the icon presents a contemporary spin to Longwood's current dome-and-column mark.

The recommended colors are classic and traditional: Pantone 661U (blue) and Pantone warm gray 9. The full identity combines the icon and the wordmark. However, each has been designed to work independently in certain circumstances. We have built in flexibility so that the identity will work successfully in a full range of applications from signage to imprinted coffee mugs. The icon and wordmark may be printed in either of the two recommended colors or in black and they may appear together or separately depending on the requirements of the application.

We recommend, however, strict adherence to size and placement guidelines for all elements of the stationery package including letterhead, envelope and business cards.

Search/Travel Piece

Here again, our approach is to give the recipient something unexpected. High school students expect to receive brochures from colleges, and expect envelopes that arrive in the mail to be of a size that would hold a brochure. To help Longwood become more competitive and to boost search responses, we propose both a package and contents that are new and different. The envelope is an atypical size and shape for a college search mailing, and one flap does double duty as a reply mechanism. The postcard series uses whimsy and humor to break down misperceptions about Longwood while reinforcing core messages about quality, technology, close personal attention, and a college-town atmosphere. The use of illustration is a departure from most publications. The piece is also functional — the postcards are designed to be used, and if they are used, Longwood gets additional marketing clout from them. An extended run of the card packet will function well as a travel piece. The cards can be a handout to interested parents and prospective students or provide a point of departure for discussion of Longwood's core messages.

Sample Search/Travel Card Copy

Card 1: Large illustration of an active, diverse setting. Small illustration of a cow.
Admit it. You hear "Farmville" and you think "cow." Or "corn." In truth, the cows are gone, or at least most of them. What's left is a dynamic college town that's the economic and cultural center of south central Virginia Heartland. And at that dynamic college — Longwood — you can get a degree that will meet your career and life needs until, well, until the cows come home.

Card 2: Large photo of a student immersed in a high-tech lab. Small photo of a slate chalk board. Sure, we still have blackboards. Next to the video projection screen, just past the teacher's workstation, which is running a 3-D molecular modeling program. And that strange plug in your desk? A port for your laptop, so you don't just watch that molecule, you get inside it, move it, see how it works. Technology in education? Chalk one up for Longwood.

Card 3: Large illustration of an atom/apple encircled by electrons. Small illustration of a pencil. Way back when, Longwood was about teaching teachers. A Longwood grad probably taught you, and your parents too, somewhere along the line. We still teach teachers, and they're good ones. But we also teach lawyers, scientists, entrepreneurs, doctors, artists, public citizens. The list goes on. Longwood has always been about learning. But we've put a new spin on it.

Card 4: Large close-up photo of student. Small illustration student whose head is replaced by a jumble of numbers. At some colleges, you're a number. A series of digits waaaay back in row 42 of the lecture hall. At Longwood, you're a real person. A person who talks to faculty, in class and out, from freshman year on. A person who studies, plays sports, writes for the paper, goes abroad, does an internship, acts in a play, gets involved. Because that's the way learning happens. Ever try to teach a number?

Viewbook

Colleges across the country try to compete by creating viewbooks that show page after page of lovely college scenes. Although our proposed version will include strong images of the campus, its dominant features are powerful typography and student insight into Longwood. From the first spread and its overwhelmingly typographic impact, the reader thinks, “This is something different.”

The first six spreads are three, two–spread components, tied to core messages of academic quality, experiential learning, and outcomes. Each two–spread component includes one spread with typographically powerful statements reinforcing core messages, complemented by student insights, and another with portraits of especially interesting students, complemented by sections of copy also tied to core messages. The remaining spreads on academics, campus and community life, and admissions will include the essential information a prospect needs to know, enlivened by engaging photography, graphic elements, and descriptive sidebars that are informative, interesting, and quirky. Copy sections will be short and to the point, delivering information effectively while reinforcing the college’s high-tech image.

Sample Viewbook Copy

Quote opposite large student portrait

“Sophomore year I went with the anthropology field school on a dig near Staunton, Virginia. We were working at a Civil War battlefield, but we kept finding fragments of pottery, arrowheads, and other artifacts from a much earlier era. Then we found the skull. It was the skull of a Saponi Indian male, a thousand years old and almost perfectly intact, three feet below the surface. On his skeleton were necklaces and bracelets of shell and copper, which suggests he was someone important — like a shaman or medicine man. It's hard to put into words how I felt when we found it. It was awesome.”

Poster

A poster provides an eye-catching larger format that will deliver Longwood's core message to students and parents at college fairs, to high school counselors across the region, and to on-campus visitors. Reply cards that accompany the poster provide a vehicle for further inquiry.

Web Site

Our proposed Web site design begins with a brief, quickly downloadable animated sequence that enlivens Longwood's message of a new college experience. This introduction sets Longwood apart from the more traditional web approaches of competing institutions.

The introduction will be programmed to search for the correct software plug-in on the viewer's computer. If the plug-in is not found, the site will automatically revert to a standard opening. In addition, the viewer will always have the option to skip the introduction altogether.

The intro dissolves into the homepage screen that contains an animated gif of the apple symbol, the Longwood identity and an initial navigation bar. The site aims to convey information about Longwood in a simple, clear, and uncluttered manner. It uses elements that clearly integrate into the new family of Longwood communications, creating consistency of look and message. Ease of navigation is a top priority. Each of the six screens we are presenting offers simple navigation both upward and downward in the Web site hierarchy. On the page for the School of Business and Economics, for instance, the visitor has easy access to more detailed information about the School itself, to information about the other schools and academic programs, and to information about other major categories, such as admissions or the general information. Each page also features a "home" button. The result is a straightforward, clean, visually engaging site that gives visitors the information they need, and moves them along quickly. In addition, a navigational device can be introduced that organizes content according to the needs and interests of the viewer.

Longwood's Web site address is now www.lwc.edu. We recommend changing the address, if possible, to the more informative www.longwood.edu, or www.longwoodcollege.edu. These names are both available for registration.

Our Web presentation suggests initial direction for the new site. Many variables are possible. It is premature to estimate production costs without further input from the College. Once we have agreement on content, site elements, visual hierarchy, and navigation, we will provide a comprehensive site map and costs for design and production.

**The President's Report
to the
Longwood College Board of Visitors
25 September 1999**

- 1. Presentation by Genovese, Coustenis and Foster**
- 2. Revised Institutional Performance Indicators**

Revised Institutional Performance Indicators

Rationale

In order to be of best use to the Board of Visitors, those items selected to serve as institutional performance indicators must focus not only on areas directly reflective of institutional health, but also must have reliable data sources that will ensure timely, consistent and accurate reporting. In addition, institutional performance indicators must be viewed in an appropriate context that enables comparison to both actual and aspirational peers.

The following institutional performance indicators meet the above criteria and will serve as the basis for the annual report made to the Board of Visitors in April.

Indicators (source of data)

1. Academic Reputation (U.S. News and World Report)
2. SAT scores of first-time freshmen (U.S. News and World Report)
3. Persistence rates - fall first time freshmen returning next fall (U.S. News and World Report)
4. Graduation rates – in 5 years (U.S. News and World Report)
5. Satisfaction index from College Student Experience Questionnaire (CSEQ)
6. Percent of auxiliary revenues dedicated to debt service (IPEDS)
7. E&G expenditures - Instruction/total E&G (IPEDS)
8. Percent of alumni giving (U.S. News and World Report)
9. Average faculty salary (AAUP/Chronicle of Higher Education)
10. Department cost per headcount student (NACUBO)

Actual Peers

Plymouth State College

Salisbury State University
Shippensburg University of Pennsylvania
Sonoma State University
SUNY Fredonia
SUNY Plattsburgh
SUNY Potsdam
UNC-Wilmington
Univ. of Wisconsin – River Falls
Willamette University

Aspirational Peers

College of Charleston
UNC Asheville
Appalachian State University
James Madison University
Mary Washington College
SUNY Geneseo
College of New Jersey
Millersville University
Davidson College
Wake Forest University

Additional Information

1. The systematic use of institutional performance indicators by Boards is consistent with practices being suggested by the Governor’s Blue Ribbon Commission on Higher Education for implementation at all colleges and universities in the Commonwealth of Virginia.
2. Longwood College is also participating in the Knight Collaborative’s *Collegiate Results Project*. This program, involving 60 baccalaureate-granting institutions from all across the nation, gathers and analyzes information from alumni six years after graduation. Designed to determine how these graduates “turned out,” the information is grouped into five major rubrics: personal values, confidence, occupation and income, work skills, and proclivity for lifelong learning.

The result will be data that not only will be eminently useful for internal institutional planning, but also will be used by the Knight Collaborative and *Peterson’s Guide to Colleges* to create an expanded data base for students who are determining which college of university they want to attend. This data will be available in the usual printed format, or on the *Peterson’s* Web site. While the project is currently in its first year, the data it yields ultimately will be used in a new ranking system for colleges and universities.

LONGWOOD

Located in Historic Farmville, Virginia

Memorandum

To: Executive Committee of the Longwood College Board of Visitors
From: Jim Vincent
Subject: Annual Evaluation of the President
Date: 6 September 1999

Ada Michaels, who in conjunction with John Todd revised the evaluation of the president, requested that the results of their work be faxed to you for your review. The following are included with this memo:

- A revised Evaluation of the President by the Longwood College Executive Management Team, and
- A revised Evaluation of the President by the Longwood College Board of Visitors

In anticipation of her making a final report to the Board at its upcoming meeting, Ada asks that you please get to her any comments or suggestions that you might have by 13 September. Her fax number is 757.623.6653.



Evaluation of the President
by the
Longwood College Executive Management Team

Part One: General Performance Evaluation

Please comment on any or all of the following dimensions of President Cormier's performance. Use the reverse side of these sheets or extra pages if you need additional space.

1. Evaluate President Cormier's effectiveness as a leader in working with the Longwood community to foster a culture that sets "the highest standards of academic distinction and quality of life," that "will examine, reaffirm, and refine those aspects of the college experience that collectively form a meaningful learning environment," and "prepares citizen leaders for the common good."
2. Evaluate her administrative decision-making style in terms of adequately getting and taking advice from staff, faculty and community, being respectful of diverse viewpoints, and being objective and fair when making decisions.
3. Please comment on what you perceive to be President Cormier's main strengths and weaknesses. (This may include information pertaining to items already mentioned.)
4. In thinking about the future, and keeping in mind the president's past performance, do you think she can provide the kind of leadership the College will need in the years ahead?
5. On a scale of 1-5, with 1 being poor and 5 excellent, please rate the president's overall effectiveness as leader of Longwood College.

1 – 2 – 3 – 4 – 5

12. Outreach

To what extent does the president devote appropriate time, energy and resources to maintaining and extending Longwood's outreach initiatives in Southside, VA ?

Revised 6 August 1999

**The Evaluation of the President
by the
Longwood College Board of Visitors**

Presidential Goals 1999-2000

Enrollment

- New freshmen – 840
- Transfers – 180
- Off campus enrollments - 120
- Graduate students - 255
- 1% increase in retention – 80.4%
- average SAT scores: 1060
- average GPA: 3.1

<i>Biennium Budget</i>	Actual Request	Probable appropriation
• operating:	\$6,453,000	\$2,500,000
• capital:	\$28,573,000	\$20,700,000

Comprehensive Campaign/Fundraising

- secure \$10-15 million
- go public in fall 2000 with 65% of goal secured
- increase Longwood fund by 12%
- increase total number of donors by 10%
- increase grant submissions by 15%

Division I Athletics

- complete exploratory phase
- report to Board of Visitors for final decision

**BOARD OF VISITORS
ACTION ITEM**

Approval of Changes to Board of Visitors' Bylaws

ACTION REQUESTED: It is requested that the Board of Visitors approve the changes as presented in Articles V, Section 1 of the "Bylaws Board of Visitors of Longwood College".

BACKGROUND: Changes are noted by either strikeout or both bold and italicized print. Strikeouts denote information to be deleted and information bolded and italicized is to be added or changed. Refer to the accompanying copy of the Bylaws to review these recommended changes.

Meetings

ARTICLE V.

Committees

The following standing committees of the Board shall be appointed by the Rector at the annual meeting of the Board, for a term of one year, except as may be otherwise provided herein. At any meeting of the committees, the chairman or vice chairman and one other committee member shall constitute a quorum, but any action of the committee to be effective must be authorized by the affirmative vote of a majority of the members thereof present at the meeting. Meetings may be called by the chairman, President, Rector, or two committee members thereof. The Rector shall appoint a vice chairman to substitute for him when necessary.

Notice of committee meetings must be sent to all members of the Board and the President at least seven calendar days prior to the meeting. All members of the Board and the President shall have the privilege of attending all committee meetings.

1. **The Executive Committee.** The Executive Committee shall consist of the officers of the Board and a member at large and shall meet at the call of the Rector in cases where action is needed. *In the event that the outgoing Rector shall remain a member of the Board, then he shall serve as an advisor on the Executive Committee.* The Committee shall report its actions to the full Board at the Board's next meeting, regular or special.