Bursting the bubble: a University of Richmond student's passport to the city of Richmond

Hillorie Anne Leaman

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Bursting the Bubble: A University of Richmond Student’s Passport to the City of Richmond

By

Hillorie Anne Leaman

Senior Project

Jepson School of Leadership Studies

University of Richmond

Richmond, Virginia

May, 1999
Bursting the Bubble: A UR Student’s Passport to the City of Richmond

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Richmond, Virginia

April 14, 1999
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INTRODUCTION

The Richmond Bubble. This is a common phrase among students at the University of Richmond. It has been printed in the campus newspaper, mentioned by faculty members, and joked about by students. Tour guides try not to mention it to prospective students, but when freshmen arrive on campus, they quickly understand the meaning behind the phrase: Here at UR, we live in our own little world, our own little bubble. We brag about being located just minutes from downtown Richmond. Yet for most of the students, it wouldn’t make a difference if our campus were located on Mars.

Many of us came to Richmond excited that the city was so close and so many opportunities existed. Yet since we arrived we have been so emerged in campus life that we forget the historical and cultural richness of our own backyard. Maybe it’s because we don’t have cars right away, maybe it’s because we have too much homework, maybe it’s because we are just not adventurous enough. Whatever the reason, many students make it through the four years at Richmond not growing familiar with the city and wishing they had. That’s right – four years. We need to become more acclimated to our city, and now is the time to start.

This project began in the Fall of 1998 as a project for a course called “Leading Change.” As its name suggests, the course encouraged each group to initiate some sort of needed change on campus. The idea grew from a common complaint among University of Richmond students that we do not get off campus enough and do not consider ourselves part of the city of Richmond.

Richmond is full of interesting historical and contemporary sites and activities, just minutes from our campus. In Richmond there is a symphony, a ballet, many theaters, museums, and other attractions. The state capital of Virginia and the Capital of Confederacy, Richmond is
wealthy with historical attractions. With downtown Richmond only six miles away, and full of things to educate and entertain college students, we should be experiencing more in the city that is our home away from home. Thus, the vision for this change project is:

_The University of Richmond student body will be active in the Richmond community on several levels. They will volunteer time, hold jobs and utilize the many cultural, recreational and entertainment opportunities in the area. The students will be familiar with the resources, contacts, and opportunities as well as with the layout of the city and surrounding area. Students will gain more experiences and enrich their lives more fully, while participating and giving back to the community outside the campus. This will help to foster a stronger relationship between the University of Richmond and the Richmond community._

This project focuses on beginning the exposure to the city of Richmond as early as possible – during freshmen orientation. In late August, the new students arrive early and learn about the resources off campus. This project and vision have now set a new priority for freshmen orientation: the inclusion of an orientation to the city of Richmond. This program will be a 30-minute presentation welcoming freshmen to Richmond – the city. It will include a slide show presentation of Richmond’s historical and cultural highlights. During the program, freshmen will be provided with a “Passport to Richmond” which will contain information and directions to various sites in Richmond (See Appendix A). Students who visit these sites can have their passport stamped, and those students who complete the passport will receive prizes for their effort.

Conducting research on the freshman year experience, seeking approval for the project and coordinating logistics have been a major part of making this change happen. The other part of this project is the actual implementation of a program that will help achieve the vision. The final piece will be implementing the orientation program and evaluating its effectiveness. This project received approval for inclusion in the 1999 freshmen orientation at the University of Richmond, as a result of a few students identifying a need and working to lead a change.
After evaluating this program we should gain insight regarding how well this type of program works and whether or not it should be continued. If it should be continued, we should examine what changes should be made for programs in the future. And lastly, how can other colleges use the results of this research to enhance freshmen orientation at their own schools?
LITERATURE REVIEW

Over the years the role of a university in shaping a student has changed dramatically. While academics remain the most important focus of colleges, student services have moved into a very important position. Particularly, co-curricular experiences are getting a lot of attention from universities, focusing on how the students can learn during the time they do not spend in class or doing class assignments. Kuh says that “a high-quality out-of-class experience is active participation in activities and events that are not part of the curriculum but nevertheless complement the institution’s educational purposes” (Kuh 7). Here we will examine the importance of the out of class experience, particularly the opportunities that students have off-campus. Additionally, we will discuss the different location possibilities of a university and how universities can use their location to maximize learning opportunities for students.

According to Chickering, “research has repeatedly shown that out-of-class experience has a major impact on college students – emotionally, socially, morally, and physically, as well as mentally” (Chickering 657). This kind of research and general student need has directed significant attention to out of class experiences. The off-campus opportunities a college has available are often determined by the location of the college. However, the college itself is the determinant of the degree to which they take advantage of the available opportunities.

The location of a college often affects the level of student involvement with the neighboring communities. Some colleges are simply so isolated geographically that the students do not have much activity outside of the campus. The location of most colleges was decided years ago, when there was an argued need to isolate students. Historically, students were isolated in an “academic village” so that they could be protected from the evils of city life. Thomas Jefferson founded the University of Virginia near the little village of Charlottesville so
that it would be “a place apart from the bustle, temptations, and conflicts of the city” (Kuh 101). This argument is explained by both educational and religious interests. “Religious groups often selected remote locations for their colleges to isolate [students] from the temptations of secular world” (101). While this is still the case for some religious colleges, many colleges that were originally founded on a strong religious foundation have become independent and realize the importance of subjecting students to the world beyond the campus. Today, isolation of college campuses is more justified for educational arguments; students can be shielded from competing interests or distractions “that may compete for their energy, time, and attention” (102). They will not be as tempted by distractions and can therefore spend more time concentrating on academics.

While the religious argument for isolating colleges is not as widely accepted as it might have been when Thomas Jefferson founded the University of Virginia, the academic argument will probably always have strong validity. However, there is also a strong argument for what Kuh refers to as a “surrounding environment,” a metropolitan setting for a university. This refers more to college campuses actually within the city; however, the University of Richmond can find some of the same benefits discussed as benefits of a university in an urban setting. According to Kuh, “urban areas provide many options for public transportation and numerous off-campus employment opportunities. Cities also offer a multitude of opportunities for student learning through recreational, social, and cultural activities that are not easily replicated in isolated settings.” Additionally, involving colleges “use their metropolitan setting to shape and further their educational purposes.” (105) While the University of Richmond has been able to replicate some activities successfully, the educational experience can only be enhanced by taking advantage of the resources available to us.
The boundary between the campus and the larger world are permeable boundaries. No longer do we have to separate ourselves from the outer world and live in isolation, especially since we are fortunate enough to have the city’s resources so close to campus. Involving colleges will acknowledge this by “developing programs and activities that take advantage of the opportunities that only metropolitan areas can provide” (106).

One specific opportunity (which we will focus on in this project and which is weighed heavily in the literature) is culture. When, during the formative days of higher education, colleges were isolated away from cities, it was necessary for colleges “to provide their charges with institutionally sponsored cultural activities because they were not readily available in the surrounding community” (Chickering 665). Culture is specifically important to the development of college students for two reasons. First, students exposed to cultural events as a normal part of their environment “grow in cultural awareness and sophistication” (665). And secondly, students who participate in the planning or implementing of cultural activities are aided in “enhancing their own creativity” (665). While many colleges, including University of Richmond, offer rich cultural experiences on campus, the opportunities off campus should not be ignored. Chickering continues that “With advanced modes of transportation and larger populations situated near most American colleges, most students are within an hour or so of a multiplicity of cultural activities conceived and promoted by local communities – theater, symphonies, galleries, traveling exhibits” (666). This is certainly true for the University of Richmond, pointing once again to the fact that these events are very easily accessible to students.

Another factor that makes a college a good involving college is the degree to which they take advantage of their setting. Of the four institutions Kuh’s study highlights, all of them have successfully incorporated their setting into their educational purposes. These institutions make
these learning opportunities more easily accessible to students “by establishing partnerships with local business, industry, schools, and other community agencies” (240). This particular project focuses more on the cultural and entertainment resources in the community. However, the lessons of establishing partnerships can still be applied, because it will be important for the historical and cultural attractions to work with the University and become student-friendly. It would be particularly helpful for them to agree to offer special discounts to UR students. Also, looking at the future of this initiative, special tours and arrangements could be made for groups of students visiting downtown during the orientation period. An on-going partnership between the university and the local attractions is essential in making it easier for the students.

Partnerships can be developed and specific schedules and events can be planned, however it is essential that the university encourage students to take advantage of these valuable opportunities. Kuh suggests that successful encouragement is related to the university’s mission, which should “emphasize service to the metropolitan area in which the university is located.” This mission should be “understood and appreciated” (241). While the modification of the university’s mission is not immediately necessary, the encouragement of students is, particularly at the University of Richmond, where students are accustomed to staying on campus almost all of the time.

One issue that needs to be considered in this project is how freshmen students develop their habits and become accustomed to college life. In a study entitled, “Rites and Passages: Students’ vies of academic and social integration,” Anna V. Shaw Sullivan learned about the transition from high school to college by interviewing a group of freshman students. Upon arrival at college, the transition is a gradual one of letting go of old ties and making new ones. The process is slow, but it begins almost immediately. Students begin to “separate from
previous environment and become part of their new environment” (10). Upon arrival at college, students begin to establish routines “to manage multiple courses and to develop social ties” (10). This being the case, it is essential for students to become familiar with the city almost immediately, so that they begin college by considering the city as part of their environment. From the beginning, the routines that they develop and the perspective through which they see their college experience will include the city. On the other hand, students get used to college life on the campus alone will also grow accustomed to that lifestyle, and it will be more difficult in the future to adjust their already established routines. The situation we have today is partially credited to the fact that students get used to staying on campus most of the time, so they do not seek entertainment and education outside the borders of UR. It is much easier to change a routine at the beginning rather than once it is already established.

Another point of consideration is the rationale behind students’ studying abroad. Many students at all different colleges spend a semester abroad, and this is an encouraged and well-accepted experience. Boyer spends some time discussing the importance of study abroad as an off-campus learning experience, explaining the unique opportunities that students have when they go abroad. Speaking of the University of Pittsburgh’s “Semester at Sea” program, Boyer says that “students learn the history, culture, and politics of other nations while en route, and they are given time to explore and deepen their understanding of each country while the ship is docked” (230). If students are encouraged to experience the “history, culture, and politics” of another country while they are there, then students should be encouraged to learn the same about a new city in which they will be spending time. Most students come from out of state to attend the University of Richmond, and they should learn about Richmond while they have the opportunity.
Laney’s Success Model for First Year Students comments on the effectiveness and importance of a strong orientation program, and even makes suggestions as to the type of assistance that students should receive during orientation. “Credited seminars, regarding such topics as student transportation, should be taught by trained faculty, and school orientation should be lengthened. Orientation and seminars can help to ease students into the college life” (Gardenhire). Student transportation is a key issue in this topic, particularly with the city of Richmond, where the public transportation system is not as sophisticated as other cities such as New York, Boston, and Chicago. Transportation is a key issue that needs to be considered during the execution of this project.

We have examined the historical implications for isolated campuses and have discovered that most of the reasons for isolated campuses no longer pertain to today’s world. Additionally, we have seen how the colleges that want to make the most out of their educational product will take full advantage of their environment and surroundings, particularly the nearby metropolitan areas. Orientation is a constantly developing process that needs to change with the students. In E. Daniel Kapraun’s article “Orientation: A Model for the 1990’s” he contends that “orientation must be organized to address changing student needs.” Student needs have developed such that isolation is no longer a goal, and it is now necessary to extend the learning community beyond the campus boundaries. In fact, Kuh suggests that this is required: “It would be erroneous to imply that because institutions are located in metropolitan areas, educationally appropriate experiences off the campus require little attention by institutional agents. While such opportunities are close at hand, institutional effort and resources are required to link students with internships, public service agencies, and cultural activities” (106).
We cannot just expect students to explore Richmond on their own; we must help them in every way possible.
METHODOLOGY

The Methodology used for this project was action research. Action research has been defined by a number of researchers, and definitions vary slightly. However, most definitions carry some common elements. According to Margulies and Raia, the “origins and the development of action research were derived for the most part from the work of behavioral scientists who applied the concept and the process to specific situations while attempting to bring about social change” (61). This relates to this project, since the project’s purpose is to bring about some change within an organization, namely the University of Richmond.

A general definition of Action Research is provided by Benne, Bradford, and Lippitt: “an application of scientific methodology in the clarification and solution of practical problems. It is a process of planned personal and social change. In either view, it is a process of learning in which attention is given to the quality of collaboration in planning action and evaluating results.”

Margulies and Raia point out the important elements in this definition. Below I identify each element and explain how this project satisfies each requirement.

The first element is the application of scientific methodology. According to Lewin, Action research is intended to be no less scientific than pure research. Action research must stand the test of both the pure scientists and the community whose interest is in the resolution of practical problems” (60). This project has several questions behind the research: Does a planned orientation to the city in which a university is located encourage first year students to make greater use of the city’s resources: historical and cultural attractions, entertainment sources such as restaurants and movie theaters, and other city resources that will enhance the quality of their time spent at the university? Also, does this orientation and exposure to the city enhance the first year experience for students? If so, how? If not, why? I hypothesize that a planned orientation
will enhance the freshman experience and cause students to explore the city more than they would otherwise. The hypothesis will be tested (through a planned orientation program), and the results will be analyzed to determine a conclusion. The participation in the program can be quantified by the volume and extent of participation, and the over-all effectiveness of the project will be evaluated by asking for student feedback regarding the program.

The second element is the solution of practical problems. I do not know yet if this project itself will solve the identified problem. However, it attempts to. If we find later that the proposed solution does not solve the problem, then another solution will be proposed in the same fashion.

The third element is action planning. The entire second half of this project details the action that will be taken to solve the practical problem.

The forth element is the evaluation of results. Applied to this project, I will be evaluating how effective the orientation program is. The evaluation is thorough enough to make an informed decision on whether or not to continue the program, or what changes will need to be made. The project will be evaluated through two questionnaires given to first year students. The first questionnaire will be given immediately following the presentation, while the second will be given to participants after the passport program is complete (See Appendices B and C).

Another definition of action research, provided by Rapoport, is this: “Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework. Action research is a type of applied social research differing from other varieties in the immediacy of the researcher’s involvement in the action process.”
This is also explanatory of this project because the situation is immediate and we are solving it as we research. The challenge with action research, for the individual who is conducting the research, is the direct involvement with the process. Action research has been criticized as being less objective than pure research, since the researcher is involved in the situation. The researcher must keep two different perspectives: that of the researcher and that of the participant. This is not impossible, but it is challenging, as the researcher, because of her personal involvement, has a stake in the outcome.

One of the most widely accepted models of action research is the Lewinian Model (64). This model includes specific steps, which are detailed below.

The first step is **Analysis**. Analysis includes “determination of the problem or problem areas to be addressed. Involves joint exploration of available information between social scientist and lay community and development of tentative hypotheses.” This step was essentially completed in the fall of 1998 when this project was begun. The problem identified is that University of Richmond students do not experience the city of Richmond as much as they should. The researchers met with a number of administrators and talked with a number of students in order to determine that this issue is a priority and should be addressed. We determined that the problem might be solved if an orientation to the city of Richmond was incorporated into the freshmen orientation program.

The second step is **Research Design and Execution**. This involves collaborative determination of the appropriate methods of collecting information and testing tentative hypotheses. Review of results and formation of tentative conclusions. Hypothesis testing has also been done during the fall. After determining that an enhancement to the orientation program needed to be made, there were several options regarding what that
enhancement would be. These ideas were tested by introducing them to stakeholders, trouble-shooting, and budget considerations. We determined the focus of the experiment by using the insight we gained during interviews and our own predictions.

The third step is **Action Planning**. This involves “determination of alternative courses of action and development of necessary plans for implementation.” This stage is now complete. Since the Orientation Steering Committee has approved a 30-minute time-slot during orientation to be used for orientation to the city of Richmond, the project focused on designing a presentation and a follow-up incentive program to get the students interested in visiting the suggested sites. (See Part 2 – “Bursting the Bubble”)

The fourth step is **Implementation of Action**. This involves choosing and implementing one or more alternative solutions. The detailed plan was written (See Part 2) and is ready for execution beginning in August 1999 through November 1. The researcher has identified a team of underclassmen students to help this program in August. They are trained and prepared to implement this Action.

The fifth step is the **Evaluation of Action**. “Evaluation is made of the impact and consequences of actions taken.” This will take place between 4-6 months of the program in August, through the two questionnaires mentioned earlier. We will determine how effective the program was in encouraging students to visit the city of Richmond.

Although the overall purpose of this study is to answer broad questions about the usefulness of a planned orientation to a city, there are some smaller important questions which needed to be addressed in order to determine the particular type of orientation program to conduct. Data was collected by surveying other colleges and universities to see what kinds of programs had been successful for them, so that we could possibly
borrow certain ideas or understand why certain other ideas might have failed. Additionally, students' needs are addressed in this study. So that we could see what the students at University of Richmond felt was an appropriate type of orientation program to Richmond, survey results for a particular population of Richmond students were analyzed.

The very scientific component of Action Research should allow us to answer the original questions this research aims to answer: Does the planned orientation encourage students to make greater use of the city's resources? And, Does the exposure to the city enhance the first year experience? The results of this study will provide insight and direction for the future of freshmen orientation programs, both at the University of Richmond and other colleges in metropolitan areas.
PRESENTATION OF DATA

As discussed earlier, the main purpose of this research is to determine whether or not a planned orientation to the city in which a university is located encourages first year students to make greater use of the city’s resources. In order to answer this “big picture” question, we need to develop the orientation program that we believe is most appropriate. Therefore, data was collected from other metropolitan colleges and universities, and from university students to determine a feasible experimental program. In the long run, this program will be implemented in August and evaluated by November. At that point we will begin to see some answers to the main questions of this research. Presented below is the data that was considered in deciding what kind of program to conduct. This includes summaries of a survey to metropolitan colleges and universities, as well as a survey to University of Richmond students. Additionally, I will discuss the general implementation of my project and the questionnaire I have developed for evaluation of the program later this year.

I. SURVEY ADMINISTERED TO METROPOLITAN COLLEGES AND UNIVERSITIES

A qualitative survey was designed to get feedback from other metropolitan colleges and universities regarding their individual orientation programs. (See Appendix D) A metropolitan college or university is one that is located either in a city or very close to a city, within 10 miles. This survey had multiple purposes. First, the survey would determine how many colleges and universities sponsor a program similar to the one proposed by this project. Additionally, the questions are directed to determine the rationale behind sponsoring or not sponsoring the program. This will be important to this project, because we will want to know what has worked on similar campuses and what has not. This will lend valuable insight when designing,
evaluating, and changing the proposed project. The final purpose of the project is simply to collect ideas from other institutions; we want to see what they’re doing that we could possibly adapt or replicate. These ideas involve ideas for programs, creative uses of time, and partnership with public transportation methods.

The survey was sent via email to 28 metropolitan colleges and universities around the country (refer to Appendix F for complete list). The survey was sent on March 17. On March 29, a reminder was sent to the colleges who had not responded, asking them to please respond. By April 6, there were a total of 13 responses (Also see Appendix F for the list of respondents). Complete responses to this survey can be found in Appendix E.

**Question 2: How far from the city is the university?**

<table>
<thead>
<tr>
<th>Distance from City</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>University is downtown</td>
<td>5</td>
</tr>
<tr>
<td>2-5 Miles Away</td>
<td>7</td>
</tr>
<tr>
<td>10 Miles Away</td>
<td>1</td>
</tr>
</tbody>
</table>

The purpose of this question was to make sure that the university was close enough to the city that the college would qualify as a metropolitan college. Also, it would distinguish the colleges in the city from the colleges out side of the city, so that program comparisons could be made in that respect. Five colleges are located in the heart of the city, while the remaining eight are between 2 and 10 miles from the city. All respondents were metropolitan colleges.

**Question 3: What kinds of access do the students have to the city (transportation for students without cars)?**

<table>
<thead>
<tr>
<th>Transportation Method</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buses</td>
<td>13</td>
</tr>
<tr>
<td>Subway or Train</td>
<td>7</td>
</tr>
<tr>
<td>University Sponsored Shuttle</td>
<td>1</td>
</tr>
</tbody>
</table>
All participants indicated that students had access to buses. In two cases, buses are free to students who show their Student Identification. Seven respondents mentioned the use of subways or elevated trains. Only one university offers a shuttle sponsored by the university. University of Pennsylvania offers a free shuttle within thirty blocks of the university, while all other respondents rely on public transportation.

**Question 4: Does your orientation program hold any kind of formal orientation to the city? Why or why not?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>6</td>
</tr>
</tbody>
</table>

Of the thirteen respondents, seven conduct some kind of formal orientation to the city, while six do not. Of those that do, the reasons why were relatively consistent, with a little variation. Three schools mentioned that the school has a close relationship with the city, and that the city is a major draw to the university. One university mentioned that “it’s important for students to realize that there is a whole city outside that needs exploring.” One additional reason for conducting an orientation is survival or necessity. One downtown university mentioned that “since the campus is in the city, the orientation to the city is considered the orientation to the campus.”

Six respondents do not conduct an orientation to the city. The reasons cited varied greatly. Two respondents pointed out that many students are from the area and therefore do not need an orientation. Two other respondents indicated that informal orientations, such as upperclassmen showing freshmen around the city, occur enough that a formal orientation is unnecessary. Another mentioned that the orientation budget does not permit such an activity, and another still said that the city was so big it was difficult to give an actual tour.
Note: Only the seven respondents who do conduct formal orientations to the city were asked to complete questions 5-11. Those who do not conduct formal orientations were asked to complete questions 12-15.

**Question 5: Is this program mandatory for all new students? Why or why not?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>7</td>
</tr>
</tbody>
</table>

No college has a mandatory program. One reason behind this is that it would be too difficult to coordinate such a large group of students. Additionally, these programs are often offered during times when students have the opportunity to do other things. Finally, respondents mention that it is optional because it is not necessary for the students' survival on the campus; it is merely a nice opportunity to become familiar with the surrounding city.

**Question 6: What does the orientation to the city consist of (briefly describe the format and content)?**

<table>
<thead>
<tr>
<th>Bus tours of city</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trips to certain destination or event</td>
<td>6</td>
</tr>
</tbody>
</table>

Most orientations to the cities consist of bus tours through the city or trips to various popular attractions. Some offer an over-all bus tour of the entire city, while others offer “mini-trips” to certain destinations for an afternoon or day. Some examples of these mini-trips include a Phillies game in Philadelphia, a trip to Boston’s north end neighborhood, and tours of the French Quarter in New Orleans. Trips are taken on charter buses, while some universities have students or professors lead groups on the subway to the destinations. This depends on the accessibility of the transportation system.
**Question 7**: What aspects of the city are highlighted during orientation? (ex. Cultural and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)

<table>
<thead>
<tr>
<th>Aspects of the City</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural and historical</td>
<td>7</td>
</tr>
<tr>
<td>Shopping</td>
<td>6</td>
</tr>
<tr>
<td>Entertainment</td>
<td>5</td>
</tr>
<tr>
<td>Other tourist sites</td>
<td>4</td>
</tr>
<tr>
<td>City Survival</td>
<td>4</td>
</tr>
<tr>
<td>Nightlife</td>
<td>3</td>
</tr>
</tbody>
</table>

Clearly, cultural and historical attractions are highlighted by all of the respondents who conduct orientations to their respective cities. Nightlife was the least popular, with less than half of the respondents focusing on that. Over-all, the orientation programs seem to focus on the individuality of the city, like historical attractions. Even the shopping is city-specific, such as a large shopping mall in Pittsburgh and Carytown in Richmond. The programs highlight that which is unique to the city.

**Question 8**: What other variations of the program have you tried in the past? What worked and what did not? Why?

<table>
<thead>
<tr>
<th>Variations of Program</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>7</td>
</tr>
</tbody>
</table>

No respondent indicated a previous variation of an orientation to the city. For the most part, the general idea is new to most metropolitan colleges and universities.

**Question 9**: Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?

<table>
<thead>
<tr>
<th>Evaluation Type</th>
<th>Total</th>
<th>Positive Feedback</th>
<th>Negative Feedback</th>
<th>Positive/Negative not indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Evaluation</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>No Formal Evaluation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Every evaluation conducted is a written evaluation which the freshmen or new students are asked to complete. All programs who site evaluations use a formal written evaluation, however some of them also site word of mouth when discussing positive feedback from students. Two programs conduct surveys, but did not indicate whether or not student feedback was positive. No college or university indicated any kind of negative student feedback.

**Question 10: For how long have you been running an orientation to the city?**

<table>
<thead>
<tr>
<th>Duration</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>4</td>
</tr>
<tr>
<td>5 years</td>
<td>1</td>
</tr>
<tr>
<td>12 years</td>
<td>1</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1</td>
</tr>
</tbody>
</table>

In general, an orientation to the city is a new concept for many colleges and universities. Most of them have only been running these programs for two years, with the exception of Northwestern and Harvard, who have been offering orientations to the city for twelve and five years, respectively.

**Question 11: What office or group within the college/university is responsible for this aspect of orientation? Please be as specific as possible.**

The purpose of this question was to identify the specific group responsible for this particular component of orientation, since at Richmond that is one decision that needs to be made – who will be responsible for this component of the program. In general, the program is run by the group that runs orientation for new students. The specific office names and chains of command were specified in the survey but are irrelevant to the purpose of the question.
Note: Questions 12-15 were completed by five respondents who do not conduct formal orientations to their respective cities. One respondent who does not conduct a formal orientation did not complete questions 12-15.

**Question 12: Have you considered a program like this in the past?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
</tbody>
</table>

None of the universities had considered a program in the past. One did indicate that they are considering one for the future.

**Question 13: Has there been an actual program that was conducted in the past but that has been cancelled?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
</tr>
</tbody>
</table>

These results are in line with the ones to question 12. This question, actually, is unnecessary after learning the results to question 12.

**Question 14: Do you believe there is a need for an orientation to the city on your campus?**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
</tbody>
</table>

Similar to their reasoning in Question 4, two respondents said that it is unnecessary because many students come from the immediate area. Two respondents said that the students usually have informal orientations to the city through upperclassmen. One respondent indicated that he would like orientation to focus on orientation to the campus, because students need to get assimilated to the college before the city.
II.  SURVEY ADMINISTERED TO STUDENTS AT THE UNIVERSITY OF RICHMOND ~ FALL OF 1998

This survey was conducted in the fall of 1998 to survey the current relationship of students at the University of Richmond and the Richmond community. The purpose was to determine whether or not there is a need for an orientation to the city of Richmond, and if so, what suggestions the students could offer. The first few questions are of the demographic nature, while the rest ask questions about students habits and perceived needs. (See Appendix G).

Question 1: Class Standing

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>38</td>
</tr>
<tr>
<td>Junior</td>
<td>37</td>
</tr>
<tr>
<td>Sophomore</td>
<td>21</td>
</tr>
<tr>
<td>Freshman</td>
<td>1</td>
</tr>
</tbody>
</table>

The survey was distributed mostly to upperclassmen, because the purpose is for them to look back and give insight regarding what they would have wanted from their freshman year orientation program. Since the survey was distributed close to the beginning of the fall semester, the freshmen were not really qualified to answer these questions, since life at the university was so new to them.

Question 2: Sex

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>Male</td>
<td>27</td>
</tr>
</tbody>
</table>

Over 70% of the respondents were female. In tabulating results, we did not breakdown the results according to sex, so this breakdown is not relevant. However, future surveys should try to get an equal representation, since the University of Richmond has an equal representation of the sexes.
Question 3: Are you as involved in the Richmond Community (off-campus) as you would like to be?

<table>
<thead>
<tr>
<th>Yes</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>50</td>
</tr>
</tbody>
</table>

Over 50% answered “no” to this question. These respondents have been on campus at least a year, and they are still looking for more involvement and activity in the city of Richmond.

Question 4: If you answered NO to number 3, please indicate all of the reasons that apply to you.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not familiar with opportunities off campus</td>
<td>26</td>
</tr>
<tr>
<td>Limited or no transportation</td>
<td>22</td>
</tr>
<tr>
<td>Not familiar with layout of the city of Richmond</td>
<td>15</td>
</tr>
<tr>
<td>None of the above</td>
<td>2</td>
</tr>
<tr>
<td>Not enough time</td>
<td>3</td>
</tr>
</tbody>
</table>

For about half of the respondents, lack of knowledge and limited transportation is a reason why they are not involved with the city as much. Additionally, not all students are familiar with the layout of the town, which sometimes causes students to be timid about exploring the city.

Question 5: When you go off campus, where do you usually go (circle all that apply)?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restaurants</td>
<td>92</td>
</tr>
<tr>
<td>Shopping (malls, grocery)</td>
<td>88</td>
</tr>
<tr>
<td>Movies</td>
<td>69</td>
</tr>
<tr>
<td>Carytown</td>
<td>47</td>
</tr>
<tr>
<td>Clubs/bars/nightlife</td>
<td>41</td>
</tr>
<tr>
<td>Community Service, volunteering</td>
<td>35</td>
</tr>
<tr>
<td>Live Theaters</td>
<td>18</td>
</tr>
<tr>
<td>Museums</td>
<td>12</td>
</tr>
<tr>
<td>Job</td>
<td>8</td>
</tr>
<tr>
<td>Sports</td>
<td>2</td>
</tr>
<tr>
<td>Church</td>
<td>2</td>
</tr>
<tr>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>I do not go off campus</td>
<td>0</td>
</tr>
</tbody>
</table>

This question is very important in structuring the content of the orientation program depending on the needs of the students. It is clear to see that students are familiar with the restaurants and
shopping opportunities, however there is more of a need for student involvement with cultural activities, such as theaters and museums.

**Question 6: How did you become familiar with the community/city of Richmond?**

<table>
<thead>
<tr>
<th>Learned from friends</th>
<th>62</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explored on own</td>
<td>54</td>
</tr>
<tr>
<td>I am not familiar with the community outside of UR</td>
<td>6</td>
</tr>
<tr>
<td>Grew up in the area</td>
<td>3</td>
</tr>
</tbody>
</table>

Even though there is no formal orientation to the city of Richmond, informal orientations do occur, as can be expected. Students get a lot of their information from friends. Additionally, over half of the students explored the city on their own. We do not know to what extent they explore on their own, but their experience can probably be enhanced by any kind of information or material that could assist them.

**Question 7: Do you have a car on campus now?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>64</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>33</td>
</tr>
</tbody>
</table>

About 64% of students do have a car on campus. It is important to remember that these are mostly sophomore, junior, and senior students, so many upperclassmen do not have cars on campus. When considering alternative transportation methods, the solution will not apply to only freshmen students.

**Question 8: Did you have a car on campus freshman year?**

<table>
<thead>
<tr>
<th>Yes</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>69</td>
</tr>
</tbody>
</table>
It can be seen that far fewer freshmen have cars than do upperclassmen. According to the admissions office, about 40% of freshmen have cars. This is important because freshmen especially will need alternative transportation solutions.

Question 9: **If you do not have a car on campus now, how do you get off campus?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend’s car</td>
<td>33</td>
</tr>
<tr>
<td>Bus</td>
<td>5</td>
</tr>
<tr>
<td>Cab</td>
<td>0</td>
</tr>
<tr>
<td>I don’t go off campus</td>
<td>1</td>
</tr>
</tbody>
</table>

Borrowing vehicles and carpooling is very popular at this campus. Small group excursions are popular, so an orientation program could cater to small groups.

Question 10: **What, if anything would have been helpful to you in getting to know the community/city outside of the UR campus?**

<table>
<thead>
<tr>
<th>Top six answers are indicated below:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear maps</td>
<td>12</td>
</tr>
<tr>
<td>Orientation activities</td>
<td>8</td>
</tr>
<tr>
<td>Brochures/Advertising</td>
<td>6</td>
</tr>
<tr>
<td>Having own transportation</td>
<td>5</td>
</tr>
<tr>
<td>Access to information</td>
<td>4</td>
</tr>
<tr>
<td>Going out more as a freshman</td>
<td>4</td>
</tr>
</tbody>
</table>

The responses to this question are important in structuring an orientation program, because students here have identified what would have helped them get to know the city better. Maps are the number one request, again reflecting the unfamiliarity with the city of Richmond. Orientation activities are also identified as useful, which, along with “going out more as a freshman,” reflects the fact that students see a need to begin assimilating themselves with the city.
III. QUESTIONNAIRES DESIGNED TO EVALUATE THE PROGRAM’S EFFECTIVENESS

These surveys have been designed but not administered. The first survey will be completed immediately following the 30-minute presentation to the freshmen students (See appendix B). The purpose of the survey is to measure three aspects of the presentation: the degree to which the presentation was informative, the degree to which the presentation motivated the students to explore Richmond, and the effectiveness of the program delivery (speakers, style, length, etc.). Additionally, the survey will measure the interest level of the freshmen class in each category of opportunity in Richmond.

The survey will be passed out at the presentation and completed by all members of the class immediately following the presentation. It is important to evaluate how effective this presentation is in perking the interest and enthusiastic intent of the students to participate.

The second questionnaire will be administered to those who participate in the passport program, after the program is complete. This survey will get feedback regarding the popular sites, the quality of the sites, and the effectiveness of the incentive program. (See appendix C). This questionnaire also asks for suggestions for next year’s program.

This evaluation process will be instrumental in guiding the direction of the “Bursting the Bubble” program in years to come. The program will be evaluated over several years, to see if there is an over-all increase in the student involvement in the city. And if so, we can develop a method to measure the impact of the program to the overall experience at a metropolitan college or university.
INTERPRETATION OF RESULTS

Many conclusions can be made based on the research at this point, while some of the major questions will go unanswered until the project is carried out in the fall of 1999. The research points us in the direction the project should go at this point. After the evaluation of the project’s first year is completed, the topic should be re-visited to see what modifications should be made.

The data that was presented was very important in helping determine what kind of orientation program would be most appropriate. Looking first at the survey completed by University of Richmond students, the results indicate that an orientation program that highlights the city of Richmond will be helpful in helping the students get better acquainted with Richmond. Also, that survey tells us what types of sites and attractions should be highlighted. Students find the restaurants and bars on their own; they need more help getting to the museums and historical attractions that are in the city. This survey indicates that there is an interest in seeing more of Richmond and being more involved in the city, but students just need more assistance. This is in line with something Dean Richard Mateer said once, “We have to make sure we’re treating students as adults.” The program for the students should be mostly informational. If the survey results accurately represent the attitude of the students, then the students will use the information presented to them to explore the city on their own.

The passport program is completely optional, and it allows students to visit the sites independently, on their own time. We are treating them like adults and allowing them to make their own decisions, but at the same time, the program provides them with the tools they need (such as bus directions). Additionally, the program provides an extra “push” for students, by
showing them slides of what they can see and providing them with a user-friendly guide on how to get around town.

The survey administered to other metropolitan colleges and universities is very rich in information that can be useful in the future as well as right now. First of all, the results indicate that the concept of an orientation to a local city is a new one. Only half of the respondents actually conduct one, and only 2 of the 7 have been doing it for more than 2 years. This means that a lot of modification and evaluation of these programs is taking place at other colleges as well.

Another thing we learned from the survey is that colleges do not mandate their programs. We will try something different, because we want to make sure that every student is provided with the information. At that point, it will be up to the student whether or not they participate in the program. Other colleges tend to sponsor more passive tour trips and day trips, whereas UR does not have the orientation budget or time schedule to do that this year.

One issue present in both surveys is transportation. We can see from the student survey that not all students have cars, so we must make our program possible for students without cars to participate in. While every college mentions a bus as a transportation option for students, many of them have several other options, such as subways or other trains. This is a challenge at UR because the bus is our only public transportation, and not many students here use the bus. If we want them to do so, we must make it as easy as possible, by providing them with bus directions and schedules, so that they are not intimidated by the thought of taking the bus.

Based on that survey data and interviews with some key people in the University, the program is designed so that it can work under the budget and time constraints, yet still give
students the chance to explore Richmond. It will be an exciting development to watch, as we see how this program impacts the freshmen class.

Overall, the implementation of the passport program has gone pretty well. I think that the research done last semester and this semester has really helped in avoiding projects that might fail. This project involves very little risk, which is not a bad idea for an idea in the beginning stages. Once the orientation committee approved the presentation as part of orientation, most other parties were very helpful and enthusiastic. In fact, the amount of support received by the historical and cultural sites highlighted on the passport is overwhelming. So far things are running very smoothly, and the plan is very much in order. The details are working out and just a few loose ends need to be tied. The only major difficulty was time. Since the project was so dependent on the response of others, I was pressed for time in working out the details. I look forward to the day when this is considered an annual event, and the details will only need reevaluation, not creation from the bottom up.

Finally, I'd like to discuss my personal role as the leader of this change initiative. The role I played in designing and implementing this project was one of the most challenging leadership positions I have ever found myself in, and that can be explained by one word: responsibility. We have always talked about responsibility being a major component of leadership. In fact, responsibility is often described as that which separates leaders from followers. In this case, the responsibility was all mine. Not only did I have the responsibility to carry out the task of implementing the project, but even earlier I had the responsibility of deciding what the task would be and how I was going to approach it. This was exciting, but it was also challenging, because no one was telling me what to do, and there was no prescription for the right action to take.
Although I was the leader and I considered myself completely responsible for all developments of the project, I was very dependent on the help, resources, and timeliness of others. I was working with a network of people from all different areas, from University administrators to Richmond organizations to College orientation counselors who were completing my survey. It was a good experience to pull together the resources from all those different areas in order to make this project work. However, I also learned that just because this project is a priority for me does not mean it is a priority for everyone else. I learned that in order to keep the project moving, I had to follow-up with people and call some people multiple times. On the same note, I realized the importance of scheduling time for delays when your success is contingent on the reply of so many people.

I learned a lot about myself and my own decision making, as well as my own personal motivational level. I reinforced the fact that I am typically motivated by short-term wins and praises. However, in this case I was also motivated by passion I feel for the goal of the project. I have had a personal stake in this project from its beginning, and that has helped me want to see it through to the end. It’s exciting to be involved with an initiative that I felt so strongly about, because my heart was in it from the beginning.

Many times the definition of leadership is associated with change, and even though I agreed with that notion before, I now completely understand why. I made a change in a system, and the very nature of change implies that there is no prescribed way of doing it. I was not just managing a position or continuing an established process. I was leading a change, and that was very different from simply managing a project. Of course, part of my job included management, but I had to be more creative and try new things more often than I have with any official “leadership” position. And in that sense, I learned a lot more about what leadership really is.
RECOMMENDATIONS AND CONCLUSIONS

This project began with a very specific idea (to tell students about the city of Richmond) and ended up raising questions that apply to all colleges and universities, but particularly metropolitan colleges and universities whose students are generally not from the immediate area. The research presented here is generally tailored to apply to the program and opportunities at the University of Richmond and in the Richmond area. However, through data collection and learning information about what other colleges do, in addition to reviewing literature that applies to all colleges, I believe that the most logical next step is to begin research on a broader scale.

It was difficult to find literature on this specific topic, and it is clear from the survey data that the concept of orientations to cities is a new one. Even colleges who did not conduct the program were anxious to find out more about the program and the research results. Next we need to determine if this is a growing fad that will continue for a while and die out, or if it should be a permanent part of every college’s orientation program. Therefore, programs such as this one should be evaluated in other colleges, and the same questions this research raises can be answered on a larger scale. Additionally, sharing information among colleges and universities can lead to creative ideas as well as hints for what might not work. We have done some of this throughout the project.

In evaluating the city-orientation programs, we can drive at questions regarding how they impact the freshmen year experience and the over-all college experience, but another measure that can be made over the long run is whether or not students end up settling in the area after they have been more familiar with the city for four years. Or more specifically, we could determine whether they have the ability to make a better decision about settling based on the information
they have. There are many other factors that weigh into this decision, but it is an interesting question worth exploring.

While the idea of introducing students to the city is not a brand new idea, it is a growing one throughout colleges and universities. Continuation of this research can determine whether a formal orientation is helpful to students, in both the short-term and long-term.
Bursting the Bubble ~
A UR Student’s Passport to the City of Richmond

University of Richmond
Student Orientation Program
1999
**Part 2: Bursting the Bubble**

This Section contains the following descriptions and references:

- Introduction
- Original Proposal of Program
- Program and Presentation Detail Summary
- Presentation Script
- Sample Passport
- Evaluation form of Presentation
- Evaluation form of Overall program
- Contact list of sites whose participation in the program was requested, and letter
- Contact list of local businesses asked to donate prizes, and letter
- Recommendations for the future of the project
- Historical Data: Variations of the project in the past
- Resource list: Helpful contacts in Richmond
Bursting the Bubble

Introduction

In the fall of 1999, the University of Richmond’s orientation program will be enhanced to include an orientation program to the city of Richmond. This initiative was brought about by students who thought it was important for freshmen students to consider the city of Richmond part of their college experience. After much research and interviews with administrators on campus, they decided to develop a program where students would be encouraged to see various sites in Richmond on their own time.

The program consists of a presentation about the city given by students, and an incentive to visit sites in Richmond. All freshmen students will be required to attend this presentation. At the program, students will receive a “passport” to the city of Richmond. This passport includes selected sites which students can visit and have their passport “stamped.” They will be offered prizes for completing their passport, to give them an added incentive. Additionally, the passport includes driving directions and bus directions, to make it easier for the newcomers to find their way around the city.

The program will be evaluated twice. First, all students who attend the presentation will be asked to complete an evaluation. Secondly, all students who participate in the passport program will be asked to complete a different evaluation. These evaluations will be used in enhancing next year’s program to meet student needs and expectations.

The future of this program has many possibilities. The goal of the first year is to try the idea of an orientation to the city of Richmond, and rely on student feedback to help tailor the program in the future. As the program grows, there are more possibilities, such as a bus tour, weekend group trips, and expansion the list of passport sites.
The following proposal was made to the Orientation Steering Committee as the University of Richmond. The committee consists of the Dean of Richmond College, the Dean of Westhampton College, Staff members from each of the Deans’ Offices, and a student representative from each college. This committee coordinates logistics of orientation, and it determines the master schedule for orientation each year. I needed to present to this committee in order to secure a time slot during orientation. I was also asking that it be made mandatory that all freshmen attend the presentation. I explained the proposal (outlined below) and followed with a brief question and answer section to clarify any points that were unclear. The committee thanked me and told me that they would be in touch.

Enhancing Orientation to Include an Orientation to the City of Richmond
Proposal to Orientation Committee, February 1, 1999
Hillorie Leaman, 662-3587, hleaman@richmond.edu

Proposed Action Plan:
1. Conduct a 45 minute slide presentation during the orientation period, introducing them to cultural and entertaining activities they can do in Richmond.
2. Provide students with maps, bus guides, coupons where possible, and other information about Richmond.
3. Distribute passports to students, which they will take to specified sites and get it stamped, pending cooperation from the sites.
   - This passport initiative will be completely optional.
   - Offer prizes as incentives for first year students to complete the passport within a specified time frame (i.e. before Thanksgiving)

Target list of sites to add to passport/info sheets:
Virginia Museum of Fine Arts
White House of the Confederacy
Valentine Museum
Capitol Building
Governor’s Mansion
Edgar Allen Poe Museum
Plantations outside of Richmond
Library of Virginia
The Jefferson Hotel
Saint John’s Church/ Patrick Henry Speech
Science Museum of Virginia
Richmond Symphony
Richmond Ballet
Richmond Renegades
King’s Dominion
Bursting the Bubble
Program and Presentation Details

The Orientation Steering Committee approved the proposal with revisions. On Thursday, August 24, the First Year Class will have an orientation meeting from 7:00 p.m. until 8:30 p.m. The class will be divided in half, one group in each of two separate rooms, the Jepson Theater and Camp Concert Hall. The class will be divided simply because there is no room large enough to seat the entire class. The “Bursting the Bubble” presentation will occur during the first 30 minutes of one section’s meeting, and during the last 30 minutes of the other section. There will be time in between to set up the slide projector and prepare in between meetings.

Two students will present and narrate the slide show. The script follows.

On their way into the meeting, the first year students will receive their passports as well as an evaluation of the presentation, which they will be asked to complete. Students will be encouraged to complete their passports and redeem them for prizes during the first two months of school. Local businesses have donated prizes, which the students can claim until November 1. The passport and the evaluation follow.

In November, once the deadline has passed for redeeming the passports, participating students will be asked to complete another evaluation of the entire program, and changes can be considered for the following year. That evaluation also follows.
Erik: Hi! Welcome to UR! I hope you’ve have a good experience in the past week, and that your classes are going well so far. My name is Erik, and I am a junior here at Richmond.

Margaret: I’m Margaret, and I’m a sophomore. We’re here to tell you about your new home away from home, the city of Richmond.

Erik: With all the people, activities, and opportunities on campus, it’s sometimes easy to forget that we have a great city right outside the campus. In fact, sometimes Richmond students have gone years before exploring the city. And they’ve really missed out!

Margaret: This program was developed last year by some juniors and seniors who wish they would have seen what you are about to see. We think it’s important for you to see some of the cultural and historical attractions of Richmond, as well as take advantage of all the great entertainment opportunities.

Erik: We’re going to show you some slides so you can see for yourself just a few of the great attractions in Richmond. Then we’ll tell you how we’ve made it easy for you to explore on your own.

Maymont #1 - gardens
Erik: Maymont Park is located right along the James River, and it’s a great place to go on a lazy afternoon after classes. The beautiful gardens are almost as pretty as our campus on a sunny day

Maymont #2 - house
Margaret: There’s also a beautiful hundred-year-old Victorian mansion which students can tour free of charge, among other attractions on the estate, such as a children’s farm and carriage rides.

Science Museum
Erik: The Science Museum of Virginia is a hands-on museum with all kinds of fun exhibits that you can learn from while still having fun. We’re lucky that it’s so close to campus, and it’s not just for science majors!
Edgar Allan Poe Museum
Margaret: Did you know that Edgar Allan Poe lived and worked right here in Richmond? Downtown there is a museum dedicated to his life and works. They also have special events around Halloween.

Richmond Coliseum
Margaret: The Richmond Coliseum is right downtown near VCU’s campus. The Richmond Renegades, our hometown hockey team, play at the Coliseum. There are also other concerts and sporting events that go to this arena, including the Men’s Colonial Athletic Association Basketball tournament, to determine who gets to play in the NCAA tournament. Stars on Ice, gymnastics exhibitions, and other events have been held downtown at the coliseum.

White House of the Confederacy/Museum of the Confederacy
Erik: During the Civil War, Richmond was the capital city of the Confederacy, and today the White House of the Confederacy still stands in downtown Richmond. That’s where Jefferson Davis lived during the war. Tours are offered at the White House, and the Museum of the Confederacy is right next door, with a large and interesting collection of artifacts from the period of the Confederacy. It’s an educational experience for Southerners and Northerners alike.

The Valentine Museum
Margaret: The Valentine museum highlights the rich past of the city of Richmond. The Museum of Life and History of Richmond displays major exhibitions that detail the city’s fascinating past. The 1812 Wickham House is a National Historic Landmark, which is a showplace of neoclassical architecture and decorative design.

Robert E. Lee on Mon. Ave
Erik: Speaking of the Confederacy, here’s Robert E. Lee, right downtown on Monument Avenue. Richmond is known as the “City of Monuments” all because of the amazing statues that line the grassy median on Monument Avenue. This includes confederate heroes Jeb Stuart, Stonewall Jackson, and others that were built during the first half of the 20th century. And in 1996 Arthur Ashe became the newest Richmond hero to be placed on Monument Avenue. Obviously, there’s no official tour, but next time you’re driving around, be sure to cruise down this historic and famous avenue.

Saint John’s Church
Erik: “Give me liberty or give me death”
Margaret: That’s what Patrick Henry said in Saint John’s church, and they reenact the famous speech every Sunday at the church. It’s definitely better than sitting in history class.
The Jefferson Hotel #1 - Lobby

Erik: The Jefferson Hotel is one of the most beautiful hotels in the America. This National Historic Landmark was built in 1885, and the lobby and rotunda are absolutely breathtaking. You can go in and take a self-guided tour of the hotel.

The Jefferson Hotel #2 - Staircase

Margaret: Check out that grand staircase. This is the rotunda of the Jefferson, where the Junior Women have the annual Ring Dance. A highlight of the college years, UR women look forward to descending the grand staircase in their long white gowns. This black tie event is a wonderful memory for junior women, their escorts, and their families. You can go in to the Jefferson anytime and take a self-guided tour of the hotel.

Capitol Building

Erik: At Capitol Square in downtown, you can take a free tour of the State Capitol of Virginia, which was designed by Thomas Jefferson. This building is home to the oldest legislative body in the western hemisphere.

Executive Mansion

Margaret: Right next door is the Executive Mansion, where the governor of Virginia lives. This building is currently undergoing renovations but will open for visitors at a later date.

Museum of Fine Arts

Erik: The Virginia Museum of Fine Arts is not too far away, and this beautiful building is filled with permanent collections and also traveling exhibits. Right now, they feature “Splendors of Ancient Egypt,” a large exhibit of Ancient Egyptian treasures. Richmond is the only place on the East Coast that this exhibit will be featured, through November 28.

King’s Dominion #1

Margaret: A great amusement park is just a half hour away, Paramounts King’s Dominion. UR students enjoy going to King’s Dominion during the first few months of school, and also in the spring. Many RA’s plan group trips, and students organize their own trips as well.

King’s Dominion #2 (water park)

Erik: They even have a great water park to enjoy. This is about 20 miles north on 95, and a great activity for a Saturday or Sunday.

Richmond Skyline

Margaret: Well, that’s the short version of all the things there are to do and see in Richmond. Of course there’s much more, but we just wanted to give you a taste of the opportunities.
Erik: And we’ve made it easy for you to access those opportunities. If you’ll take a look at the passport booklet you were handed on your way in, you can see that we’ve highlighted many of the sites you’ve seen here.

Margaret: Each site has directions on how to get there, as well as bus directions if you don’t have a car on campus. The bus stops right at the edge of campus, just past the business school. It’s the number 15/16 bus, and complete bus schedules can be found in the bottom floor of the commons.

Erik: When you go to the site, ask the people at the visitors’ desk to stamp your passport. If you go to a concert or a hockey game, just save your ticket stub and attach it to your passport.

Margaret: People who complete their passports by November 1 can turn it in for prizes, like gift certificates to local restaurants and stores.

Erik: Even if you don’t visit all the sites, get out and explore Richmond as much as you can! Even though you have a lot to do with coursework, activities, and friends, there’s still time to learn your way around the city! Have fun!

THE END
Welcome to Richmond!

As you get to know the UR campus and its resources, remember that the capital of Virginia, the wonderful city of Richmond is just minutes away! This program was developed last year by a group of junior and senior students who think it's important that you have immediate access to this great city! Enclosed in this book is a small selection of the various entertaining and cultural attractions in Richmond - great things to do on a Saturday afternoon, a day when a class is cancelled, or a weekend when you have visitors in town. Take a few hall mates, go with your OA group, or just gather a few friends to explore Richmond and all it has to offer!

Each page contains a brief explanation of the attraction, directions if you're driving, and directions if you're taking the bus. Complete bus schedules are located in the bottom floor of the commons. The 15/16 bus is the one that starts at the campus entranceway and actually takes you to most sites without needing to switch buses.

When you visit these sites, ask the visitor's desk to "stamp" your passport (they're expecting you!). If you complete the passport by ____ you can redeem it for prizes! Even if you only see half the sites, you will have a better knowledge of the wonderful city of Richmond. Good luck!
Virginia Museum of Fine Arts

2800 Grove Avenue
(at intersection of Grove and Boulevard)
367-0644

Extensive permanent collection surveys world art and includes Russian imperial Easter eggs by Peter Carl Faberge; the Sydney and Frances Lewis collection of art nouveau, art deco and contemporary art; the Mellon Collections of French impressionist, post-impressionist and British sporting paintings, and one of the world's foremost collections of the art of India, Nepal and Tibet.

Car:
- Make a right onto Three Chopt out of campus
- Make left onto Grove Avenue
- Museum is at intersection of Grove and Boulevard

Bus:
- 15/16 Bus goes to the museum

---

Museum of the Confederacy

1201 East Clay Street
649-1861

Visit The Museum and White House of the Confederacy, "perhaps the finest Civil War museum in the country," according to The Chicago Tribune. A private, nonprofit institution maintaining the world's largest and most comprehensive collection of military, political and domestic artifacts and art associated with the period of the Confederacy, 1861-1865. The Museum complex consists of a modern museum building and the restored historic White House of the Confederacy.

Car:
- Out the River Road exit, make a left and follow Cary Street downtown
- Turn left onto 7th Street
- Turn right onto Marshall Street
- Turn left onto 11th Street
- Turn right onto Clay Street
- Museum is at corner of 12th and Clay

Bus:
- 16 will take you to 8th and Grace
- Walk a few blocks northeast to 12th and Clay
Let the Valentine introduce you to a city centuries old and rich in history. At the Valentine, the Museum of the Life and History of Richmond, you'll encounter major changing exhibitions that detail the city's fascinating past. And the stately 1812 Wickham House, a National Historic Landmark, stands out as a showplace of neoclassical architecture and decorative design.

**Car:**
- Out the River Road exit, make a left and follow Cary Street downtown
- Turn left onto 7th Street
- Take the second right onto Marshall Street.
- Turn left onto 11th Street
- Turn then left again onto Clay Street.
- The Valentine is on the left.
- Turn left onto 10th Street to park in the museum lot on the left.

**Bus:**
- 16 will take you to 8th and Grace
- Walk a few blocks North and East to 11th and Clay

The Poe Museum provides a retreat into early 19th century Richmond where Edgar Allan Poe lived and worked. The museum features the life and career of Edgar Allan Poe, documenting his accomplishments with pictures, relics, and verse, and focusing on his many years in Richmond. Opened in 1922 in The Old Stone House the museum is only blocks away from Poe's first Richmond home and his first place of employment.

**Car:**
- Take 64East to 95 South
- Take the Franklin St. exit (74B)
- Make a left at stoplight
- Make a right on 15th Street
- Make a left on Main Street.

**Bus:**
- Take Bus 16 to 12th and Cary Streets
- Switch to Bus 51
- Museum is on Main Street between 19th and 20th Streets
The Jefferson Hotel
Franklin & Adams Streets
788-8000
www.jefferson-hotel.com

Since 1895, The Jefferson Hotel has been recognized by discerning visitors and guests as one of the grandest hotels in America. This is the site of Westhampton College's annual Junior Ring Dance, where the women walk down the grand staircase in traditionally white gowns. Take your passport to the Concierge Desk and get a brochure for a self-guided tour. No admission charge.

Car:
- Take Cary Street downtown
- Make a left onto Adams Street
- The Jefferson is on the corner of Adams and Franklin

Bus:

Saint John's Church
Patrick Henry Speech
2401 E. Broad Street
648-5015

See the re-enactment of Patrick Henry's famous "Give me liberty, or give me death" speech. [ENTER SCHEDULE].

Car:
- Take Cary Street downtown
- Make a left onto 25th Street
- The Church is on the corner of 25th and Broad Streets

Bus:
The Science Museum of Virginia
2500 West Broad Street
367-0000
www.smv.mus.va.us

The Science Museum of Virginia contains over 250 permanent hands-on exhibits designed to encourage visitors of all ages to experiment, learn, explore, and delve into scientific concepts. In addition to these permanent exhibits frequent traveling exhibits and exhibit prototypes visit the exhibit floor of the Science Museum of Virginia.

**Car:**
- Take 64 east.
- Take the Boulevard exit (# 78) and go south on Boulevard to West Broad Street (US 250).
- Turn left on West Broad Street and go two blocks. The Science Museum will be on your left.

**Bus:**

Richmond Symphony
Carpenter Center, Modlin Center

The Richmond Symphony and the season's series offerings have grown to achieve national recognition and a reputation for excellence. Today, the Richmond Symphony performs all types of music from classical pieces to more contemporary pop pieces. The roster of guest artists has included such huge stars as Bruce Hornsby and the Dave Matthews Band to James Galway and the Vienna Boys Choir. University's Dupont Fund offers reimbursement for eligible students.

**Car:**
- (Directions to Carpenter Center)
- Take Cary Street downtown.
- Make a left onto 7th Street
- Carpenter Center is on 7th and Grace Streets.

**Bus:**
The Richmond Ballet is known for their variety of style in the ballet's they present. They have also been known for their ability to preserve the Classics while still performing innovative new work. The Richmond Ballet features works by such choreographers as Balanchine, Caniparoli, de Mille, Soleau, Tudor. Their performance of the Nutcracker is especially popular at Christmastime. Shows stay briefly at the Carpenter Center, ranging anywhere from 1-4 weeks at a time. Half-price tickets are offered to students.

Car:
- Take Cary Street downtown.
- Make a left onto 7th Street
- Carpenter Center is on 7th and Grace Streets.

Bus:

The Renegades are Richmond's professional hockey club and a farm team for the NHL. A Renegade game is something all UR students should experience at least once. There's something about the crowd, the ploys used to encourage vocal fan participation, and the overall atmosphere, that makes Renegades hockey unique. Expect a great number of young fans and their families. Check the official website for the latest schedule. Season lasts from mid October to early April.

Car:
- Take 64 east.
- Take the Boulevard exit (# 78) and go south on Boulevard to West Broad Street (US 250).
- Turn left on West Broad Street and go two blocks. The Science Museum will be on your left.

Bus:
Black History Museum

Clay Street
780-9095


Car:
- Take 64East
- Get off at exit 76B (Belvedere)
- Make a left at stop sign (Ligh St)
- Right on St. James (dead ends into the Museum)

Bus:

Maymont Park

1700 Hampton Street
350-7166
www.maymont.org

A hundred-year-old Victorian mansion and estate turned city park overlooking the James River, Maymont is the site of numerous events throughout the year. Maymont features a nature center, gardens, a historical house, carriage rides, among other attractions. Show this passport and get a free house tour, 10% discount in the gift shop.

Car:
- Take Cary Street Downtown
- Make a right on Meadow Street.
- Make a right onto Pennsylvania Ave.
- Continue one block to Maymont's Hampton Street
- Parking lot on St. James (dead ends into the Museum)

Bus:
Passport Stamp

Paramount’s Kings Dominion
1600 Theme Park Way, Doswell, VA
876-5000
www.pkdibrills.com

Get ready to have a blast at Paramount’s Kings Dominion, the most fabulous theme park on the whole east coast! We’ve got the most hair-raising rides, the wettest water park, the most sizzling stage shows, and tons of other cool stuff everyone can enjoy.

Car:
- Take 64 East to 95 North
- Take Exit 98 (20 miles north of Richmond)
- The park is located just off Exit 98

Other:
- Unfortunately, the Richmond buses do not go to King’s Dominion. However, students can use the University vans for group trips (reserved through the office of Student Activities). Call the office of Student Activities for more information.

For more information about the City of Richmond and things to do, visit these web sites:

Richmond on the James – Official site of the city of Richmond
www.ci.richmond.va.us

Metro Richmond Convention and Visitor’s Bureau
www.richmondva.org

Bursting the Bubble – A site designed by UR Students
www.student.richmond.edu/~ebaun/

Virtual Richmond
www.virtual-richmond.com

Downtown Presents – Information on Area Events
www.downtownpresents.org

Style Weekly – Comprehensive Entertainment Guide
www.richmond.com
Some Restaurants that are Popular with UR Students

- Pasta Luna
- The Frog and the Redneck
- The Hard Shell
- Richbrau
- None Such Place
- The Tobacco Company
- Strawberry Street Café
- Havana 59
- The Jewish Mother
- Nacho Mama’s
- Palani Drive
- Gray Wolf Grill
- Davis and Main
- Mosaic
- Mary Angela’s Pizza and Subs
- 3rd Street Diner
- The Melting Pot
- Bottoms Up
- Mozzarellas
Evaluation of “Bursting the Bubble” Presentation and Slide Show
August 24, 1999
7:00 p.m. (or 8:00 p.m.)

1. I am a:
   a. Westhampton College Student
   b. Richmond College Student

2. I am a:
   a. First Year Student
   b. Transfer Student
   c. International Student

3. I live:
   a. in Richmond
   b. within 30 minutes of Richmond
   c. over 30 minutes away from Richmond

4. (Choose one)
   a. I have a car on campus
   b. I do not have a car on campus, but I have a friend who would drive me places
   c. I do not have a car on campus and do not know how I would get downtown if I wanted to drive

5. (Choose one)
   a. I have been off campus to explore Richmond in the last week
   b. I have not been off campus to explore Richmond in the last week

6. Before this presentation, my interest in the city of Richmond was:
   a. very strong
   b. moderate
   c. neutral
   d. moderately weak
   e. very weak

7. At this point, my interest in the city of Richmond is:
   a. very strong
   b. moderate
   c. neutral
   d. moderately weak
   e. very weak...
8. Please indicate your interest in the following aspects of the city of Richmond:

<table>
<thead>
<tr>
<th></th>
<th>Very Strong</th>
<th>Moderately Strong</th>
<th>Neutral</th>
<th>Moderately Weak</th>
<th>Very Weak</th>
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<tbody>
<tr>
<td>Cultural (ballet, theater, symphony, art)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Historical (museums, civil war)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Restaurants</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Nightlife (bars, dance clubs)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Shopping</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sports</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Outdoor Activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>(Maymont Park, James River)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Entertainment</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(King’s Dominion, Pop concerts)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Service</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

9. I found this presentation and slide show:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very informative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all informative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Regarding visiting some of the suggested sites, I am

a. Excited to visit as many as I can
b. Planning on visiting a few, when I have time
c. Not planning to visit but won’t mind visiting if I go with a group
d. Not planning on visiting any

11. If I plan to visit the sites, regarding the passport program, I will

a. Definitely participate
b. Probably participate
c. Consider participating if my friends do
d. Probably not participate
e. Not consider participating

12. I would like to take a bus tour of the city of Richmond

a. Yes
b. No

13. Next year, I would like to see this added to the presentation (how can the presentation be enhanced?):

____________________________________________________________________________________

Thank you for your feedback. Your comments are valuable to the program’s future.
Evaluation of “Bursting the Bubble” – 1999 Program

1. I am a:
   a. Westhampton College Student
   b. Richmond College Student

2. I am a:
   a. First Year Student
   b. Transfer Student
   c. International Student

3. I live:
   a. in Richmond
   b. within 30 minutes of Richmond
   c. over 30 minutes away from Richmond

4. I visited the following sites on the passport list: (Check all that apply)
   ___ Valentine Museum
   ___ Edgar Allan Poe Museum
   ___ The Jefferson Hotel
   ___ Saint John’s Church
   ___ Science Museum of Virginia
   ___ The Richmond Symphony
   ___ The Richmond Ballet
   ___ The Richmond Renegades
   ___ Black History Museum
   ___ Maymont Park
   ___ King’s Dominion
   ___ The Richmond Symphony

5. At this point, I feel like my knowledge and familiarity with the city of Richmond has improved.

   1  2  3  4  5  6  7
   Strongly Agree Neutral Strongly Disagree

6. The passport program encouraged me to visit the sites I would not have visited otherwise.

   1  2  3  4  5  6  7
   Strongly Agree Neutral Strongly Disagree

7. The passport was a good incentive to visit these sites.

   1  2  3  4  5  6  7
   Strongly Agree Neutral Strongly Disagree

8. I would like to see the orientation to the city continued for next year’s class.

   1  2  3  4  5  6  7
   Strongly Agree Neutral Strongly Disagree

9. I suggest the following additional programs or enhancements for next year’s orientation to the city of Richmond:

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
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   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

Thank you for your participating in the passport program. Your feedback is valuable and will help in planning the program in the future.
The following local historical and cultural attractions were asked to participate in the 1999 passport program. This list was compiled by the students who began this project in the Fall of 1998, and it is a compilation of suggestions from students, administrators, faculty, and even the mayor of Richmond. The feedback has been good, as many sites are willing to stamp passports and some are also offering discounts or free tours. In the future this list will probably be revised and expanded, depending on student comments and suggestions.

<table>
<thead>
<tr>
<th>Company</th>
<th>Address</th>
<th>City</th>
<th>St.</th>
<th>ZIP</th>
<th>WorkPhone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia Museum of Fine Arts</td>
<td>2800 Grove Avenue</td>
<td>Richmond</td>
<td>VA</td>
<td>23221</td>
<td>804-367-0827</td>
</tr>
<tr>
<td>Museum and White House of the Confederacy</td>
<td>1201 East Clay Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23219</td>
<td>804-649-1861</td>
</tr>
<tr>
<td>Valentine Museum</td>
<td>1015 East Clay Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23219</td>
<td>804-649-0711</td>
</tr>
<tr>
<td>State Capitol of Virginia</td>
<td>1 Capitol Square</td>
<td>Richmond</td>
<td>VA</td>
<td>23219</td>
<td>804-786-4344</td>
</tr>
<tr>
<td>Governor's Mansion</td>
<td>Capitol Square</td>
<td>Richmond</td>
<td>VA</td>
<td>23219</td>
<td>804-786-2220</td>
</tr>
<tr>
<td>Edgar Allen Poe Museum</td>
<td>1914 East Main Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23223</td>
<td>804-648-5523</td>
</tr>
<tr>
<td>The Jefferson Hotel</td>
<td>101 West Franklin Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23220</td>
<td>804-788-8000</td>
</tr>
<tr>
<td>Science Museum of Virginia</td>
<td>2500 West Broad Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23220</td>
<td>804-367-6552</td>
</tr>
<tr>
<td>The Richmond Symphony</td>
<td>300 West Franklin Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23220</td>
<td>804-788-1212</td>
</tr>
<tr>
<td>The Richmond Ballet</td>
<td>614 North Lombardy Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23220</td>
<td>804-359-0906</td>
</tr>
<tr>
<td>Richmond Renegades Hockey Club</td>
<td>601 East Leigh Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23219</td>
<td>804-643-7825</td>
</tr>
<tr>
<td>Black History Museum</td>
<td>112 East Clay Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23219</td>
<td>804-780-9093</td>
</tr>
<tr>
<td>Paramount King's Dominion</td>
<td>1600 Theme Park Way</td>
<td>Doswell</td>
<td>VA</td>
<td>23047</td>
<td>804-876-5000</td>
</tr>
<tr>
<td>Maymont Foundation</td>
<td>1700 Hampton Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23220</td>
<td>804-358-7166</td>
</tr>
</tbody>
</table>
Bursting the Bubble
Letter to Sites Requesting Participation in Passport Program

Hillorie Anne Leaman
UFA Box 3214
28 Westhampton Way
University of Richmond, VA 23173
804-662-3587
email: hleaman@richmond.edu

March 23, 1999

To Whom It May Concern:

Hello! I am a senior at the University of Richmond, and I am working on an exciting
development for the 1999 Freshman Orientation Program at UR. Every August, new students
arrive to campus a few days early so they can learn about the university its resources. As I’m
sure you know, most of our students come from out of state. In light of this, this year we will
incorporate a brief orientation to the city of Richmond, so that these newcomers can also
become familiar with the resources and highlights of their new “home away from home.”

With your help, this program can successful in getting more UR students out into Richmond, to
explore the historical and cultural attractions, entertainment, and other city resources. Part of the
program involves distributing literature and directions to various sites. As an added incentive to
explore the city, freshmen will be given a “Passport to Richmond,” which will list suggested
sites to visit, including «Company». Students will be encouraged to visit the sites and get their
passport “stamped” by you, verifying that they had visited. At the end of the first semester,
freshmen will be able to redeem their completed passport for small prizes.

You can help this effort in two ways. First, we need your cooperation in “stamping” the student
passports. This could be done through a logo stamp or even an employee’s initials. This will
help us know who visited, and it would put the freshmen one step closer to completing the
“Passport to Richmond” program.

The second way you can help is by offering students a discount or special coupon as an added
incentive to visit «Company». I would suggest a 20% student discount, or perhaps a “two for the
price of one pass.” By your providing such a price break, students would be more likely to
participate in off-campus activities, as well as continue to support your establishment financially.
If you already offer such discounts, please let me know.

Please consider joining this effort to involve UR students with the city of Richmond. Your
assistance in stamping passports and/or offering discounts will help this effort greatly. I will
contact you shortly to listen to your feedback. If you have any questions or comments in the
meantime, please give me a call at 662-3587. Thank you for your help!

Sincerely,

Hillorie Anne Leaman
To whom it may concern:

Exciting developments are underway for the 1999 New Student Orientation Program at the University of Richmond! For my senior project, I am working to enhance the orientation program by including an orientation to the city of Richmond. I am asking your help in making this effort successful!

This year, the freshmen students will be given a “Passport to Richmond” where they will be encouraged to visit various historical and cultural attractions in the city during the first semester. When they visit the site, they will have their “passport” stamped, and they are encouraged to complete the passport and redeem it for small prizes.

I am asking you to help provide incentives to these freshmen, by donating prizes for the ones who complete their passport. Your donation of 2-3 small gift certificates or passes would be a wonderful contribution to our prize pool, and would encourage our new students to familiarize themselves with Richmond. Additionally, you know that «Company» is popular with UR students, and you will be giving small gifts to students who will most likely be some of your most loyal customers for the next four years.

Please consider assisting us in this effort. After all, Richmond is a great city, and we want our new students to feel as “at home” as possible. I will be contacting you shortly to discuss possibilities. If you have any questions, please don’t hesitate to give me a call.

Sincerely,

Hillorie Anne Leaman
Bursting the Bubble
Contact List: Local Businesses asked to donate prizes

The following local businesses were contacted and asked to donate prizes for the passport program, small gift certificates to give to students who completed their passports. Most were very receptive. A few called immediately with donations, while others willingly made donations after being prompted by a follow-up phone call. These businesses were selected because of their close location to campus, their popularity with UR students, and their willingness to donate to similar causes in the past.

<table>
<thead>
<tr>
<th>Company</th>
<th>Address1</th>
<th>City</th>
<th>St.</th>
<th>ZIP</th>
<th>WorkPhone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukrop's</td>
<td>7035 Three Chopt Road</td>
<td>Richmond</td>
<td>VA</td>
<td>23226</td>
<td>288-5263</td>
</tr>
<tr>
<td>Blockbuster Video</td>
<td>7009 Three Chopt Road</td>
<td>Richmond</td>
<td>VA</td>
<td>23226</td>
<td>673-2804</td>
</tr>
<tr>
<td>Little Caesar's Pizza</td>
<td>7017 Three Chopt Road</td>
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<td>VA</td>
<td>23226</td>
<td>285-0001</td>
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<td>Papa John's Pizza</td>
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<td>Richmond</td>
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<td>741-7000</td>
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<td>Einstein Brothers Bagels</td>
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<td>Chesapeake Bagel Bakery</td>
<td>1601 Willow Lawn Drive #112</td>
<td>Richmond</td>
<td>VA</td>
<td>23230</td>
<td>285-5000</td>
</tr>
<tr>
<td>Byrd Theater</td>
<td>2908 West Cary Street</td>
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<td>VA</td>
<td>23221</td>
<td>353-9911</td>
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<tr>
<td>Ridge Cinema 7</td>
<td>1510 East Ridge Road</td>
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<td>23229</td>
<td>285-5000</td>
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<tr>
<td>Regency Mall</td>
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<td>23228</td>
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<td>Mary Angela's Pizza</td>
<td>3345 West Cary Street</td>
<td>Richmond</td>
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<td>23221</td>
<td>353-2333</td>
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<td>Features</td>
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<td>Richmond</td>
<td>VA</td>
<td>23294</td>
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<tr>
<td>Flood Zone</td>
<td>11 South 18th Street</td>
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<td>VA</td>
<td>23223</td>
<td>643-1117</td>
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<tr>
<td>C 3</td>
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<td>VA</td>
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<td>355-9941</td>
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<td>VA</td>
<td>23223</td>
<td>788-8800</td>
</tr>
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<td>6215 West Broad Street</td>
<td>Richmond</td>
<td>VA</td>
<td>23230</td>
<td>282-9292</td>
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Bursting the Bubble
Recommendations for the Future

This orientation to the city of Richmond, or any city near a college or university, has many possibilities. Since this is the first year of such a program at UR, we were limited in budget, time for planning, and risk we were willing to take. Also, it was difficult to schedule a time block in an already packed orientation schedule. The following is a list of possibilities for the future. Some are ideas from other colleges, while others are ideas that were brought up by individuals who assisted with the project.

- Conduct a bus tour of Richmond for students. This could be optional or built into the orientation program. Richmond Discoveries is a local tour company.

- Offer optional day trips for students and parents. Have one day with 10 different trips, and let the students choose one.

- Have a class day where all the CORE professors take their students to various Richmond sites.

- Include more restaurant, entertainment topics in the passport. Have each Orientation Advisors take his/her group to a restaurant unique to Richmond.

- Arrange a special bus pass with the Greater Richmond Transit Company, where students can ride for free with their identification card.

- Create university-sponsored shuttles that transport students to and around the city.
From our research, there have been three main programs executed in the past, with some intention of orientating students to the city of Richmond. Richard Mateer, Dean of Richmond College, spoke of two programs which were sponsored by Richmond College. The first one was called "Getting to Know Richmond." All students were invited to attend occasional weekend performances of ballet, symphony, or plays. Bus transportation was provided, and discounted tickets were offered to encourage more students to attend. This program continued for two years, after which time it was discontinued due to lack of participation. The Dean's office decided that its resources (financial and human capital) could be used better toward other efforts.

Another program Dean Mateer told us about was the bus tour sponsored by "Spinning Your Web." The Saturday afternoon tour was conducted by a guide from the museum, however, this was only available to the first-year men participating in the "Webber" program. This program is no longer an annual event for the Webbers.

Finally, Campus Activities Board (CAB) has previously sponsored a passport program for students, where buses have transported students to chosen destinations on weekends. This too was discontinued due to lack of student participation.

The bottom line is that, at this time, there is no formal program that intends to introduce first-year students to the greater Richmond area. We do not deny that there are events sponsored by various organizations which take students into town for cultural activities, however, there is no official program in place. Lack of student participation is the main reason why most of these
programs have been discontinued. For our project to succeed, it will be vital that we communicate to the students in such a way that they will participate.

Summary of Interviews with Various University of Richmond Administrators

Meeting with Judy Nagai, Coordinator of Student Life for Westhampton College
September 16, 1998

♦ Point of meeting: To run our initial idea (taking all first-years into the city on buses) by her to get her feedback and suggestions.

♦ Her response: She asked us what we thought the important things were for the first-years to see in the Richmond community and city;
  ♦ Her suggestions: looking into the Richmond’s Dean’s office because she thought that they did something similar in the past; getting a large prize as an incentive; getting businesses to sponsor; look at Richmond Chamber of Commerce; possibly to a picture scavenger hunt
  ♦ Potential problems/challenges: orientation budget is very limited; who would take it over once we leave because all those already involved in Orientation Program work over time that week; Orientation Advisors should not take the first-years down there because they are student volunteers and put so much time already into the program.

Meeting with Keri Dana, Coordinator of Residence Life
October 21, 1998

♦ Point of meeting: to ask if using the Resident Assistants to run the trips for the freshman to the city would be feasible.

♦ Her response: She would not approve of doing this because she feels that the RAs have enough worries and stress at the beginning of the year without this program. She felt that the responsibility should fall into the hands of the Orientation Advisors.

Meeting with Max Vest, Director of Student Activities
September 23, 1998

♦ Point of meeting: To learn about similar programs for students in the past and to get his feedback on our idea.

♦ His response about past programs: There used to be a similar proposal to ours at U of R, but CAB did not run it; The same person who started the Senior Citizens’ Prom started this program which was part of the Dean’s office; students received a passport and needed to have it stamped at various locations throughout Richmond; prizes were awarded to students
Bursting the Bubble
Variations of this Program conducted in UR History

who completed their passports.

- His response about our idea: He suggested that perhaps the University vans could be used; our program would be a great way to get organizations involved.

- Challenge: Busing the entire freshman class would not work due to money, safety, and logistical problems.

Meeting with Dr. Len Goldberg, Vice President of Student Affairs
November 12, 1998

- Point of meeting: To get his feedback and suggestions on our program (and hopefully his support as well).

- His response: He was 100% behind our vision and wanted to work with us and help us in any way possible, including offering us some funding to get the project off the ground.

- His suggestions:
  - Our slide presentation during Orientation should be a multimedia one with music.
  - Sites that should be included are the Byrd, the ballpark, VCU landmarks.
  - Hand out Style magazine or a similar publication.
  - Give out information regarding the DuPont fund.
  - Talk to Deans Harwood and Mateer because they are on the Orientation Committee and are major stakeholders.
  - Get copies of bus schedule for the students (Bus #16).
  - Draft a letter to off campus businesses and organizations asking them to donate prizes.
    - Stress in the letter that they are receiving free advertising through our program and publications that will go into the hands of all first-year students.
    - We do not have to go through the Human Development office because we are not asking the businesses for money.

Meeting with Dean Mateer, Dean of Richmond College
November 11, 1998

- Point of meeting: To receive his feedback on our project.

- He had a couple of questions and suggestions for us to consider:
  - Would this be mandatory? (Freshmen hate mandatory events)
  - What was the time frame?
  - Idea to go into the city is excellent, add more educational things (i.e. architecture, battle fields, go outside of Richmond. Perhaps do a walking tour of the Fan or other areas.)
Bursting the Bubble
Variations of this Program conducted in UR History

♦ Are we treating students as adults? Perhaps have a CAB week when transportation would be provided and students could choose to take advantage of it or not.
♦ He was positive that there would be time during the orientation program to add our presentation, but the students want less structure.

Meeting with Dean Harwood, Dean of Westhampton College
November 17, 1998

♦ Point of meeting: To receive her feedback about our project.

♦ Her comments and suggestions:
  ♦ Provided us with Scot McRobert's number who is on the Chamber of Commerce for the city of Richmond and a friend of Dean Harwood.
  ♦ We could offer to meet a group of first-year students at the bus stop and ride downtown with them to see the sites.
  ♦ We should form a student organization that would take over our project in the future, evaluate it, and improve it as time goes on. We should advertise for positions, have interested students complete applications and go through an interview process.
  ♦ She wanted to see us create an implementation group. This was our idea as well.
  ♦ Challenges she mentioned: getting a time slot in the Orientation Program extended period, it would have to be staffed by capable student leaders so that the responsibility would not fall back on the Dean's Office.
  ♦ A list of sites she gave us to include: Maggie Walker House, Valentine Museum, Museum of the Confederacy, Capitol building, Governor's Mansion, Edgar Allen Poe's house, Patrick Henry's speech reenactment at St. John's Church, plantations that we could visit between Richmond and Williamsburg.
Bursting the Bubble
Helpful resources in Richmond

Below is a list of organizations and people with whom I worked throughout the 1998-1999 school year, either to interview for information or to help me directly on a specific aspect of the project. They have been valuable resources and good contacts, both now and into the future of this program.

Metro Richmond Convention and Visitor’s Bureau
550 East Marshall Street
Richmond, VA 23219
804-782-2777
804-780-2577 (fax)
Doretha Vaughan – tourism and sales
dvaughan@richmondva.org
- Located above the food court in the 6th Street Marketplace
- Park in the Parking Garage at 7th and Marshall (the one off of 7th)
- Has videos, but mostly they are targeted to get people to hold conventions in Richmond
- Has a large collection of slides – of all kinds of Richmond sites
- Lent us 32 slides to borrow until May 1, 1999

Richmond Renaissance Development Corporation
600 E Broad St # 960
Richmond, VA 23219
(804) 644-040
Lucy Mead
- Located in the 600 Broad Street Building, 9th floor, in 6th Street Marketplace
- Development group that promotes the economic development in downtown Richmond, such as the new Canal walk, the expansion of the Richmond Center, enhancement of residential spaces, and growth of downtown workforce
- Sponsor commercials and other programs promoting downtown
- Give a presentation on the growth and expansion on powerpoint file
- Willing to speak during orientation, but it may not be necessary. We would have to alter the presentation a lot.

Greater Richmond Transit Company
101 South Davis Avenue
Richmond, VA 23261
804-358-4782
804-342-1933 (fax)
Angela Martin -Assistant Customer Relations Manager
- Provided us with bus directions to various attractions
- Has bus schedules and map of entire transit system
- Possible to coordinate a special discount or pass for students in the future
Richmond Discoveries, Inc.
1701 Williamsburg Road
Richmond, VA 23231
804-222-8595
804-222-8596 (fax)
Jim DuPriest, President
- Spoke with Mr. DuPriest 2/16/99
- Runs bus tours of Richmond, there are different options, depending on what you are looking for, and the content of the tour can be customized according to preference (see attached information sheet)
- 46 people + 1 guide typically fit on a bus
- Have to consider how many busloads you can get into a certain attraction at once
- Can easily do a driving-only tour in 1.5 hours; if you want to stop at places, time is lengthened depending on the attraction
- Works with James River buses: 5 hour minimum for bus (you pay for 5 hours anyway)
- Price varies depending on what sites you stop at (some are free)
- September is a busy time of year. The sooner the booking, the better.
- One consideration: if this tour is done in the future, you will need to book buses before you have a commitment from students, so you will have some financial risk
- Also might be a good idea for parents weekend

Emily King – Independent Tour Guide
740-6180
- Often works with Richmond Discoveries
- Spoke with her 2/8/99
- Westhampton Alumna and friend of Dean Harwood
- Might want to request her if we ever do bus tours
- Suggested that we watch out for home football games if we schedule Saturday tours
- Family weekend is a good time to offer tours – for parents as well
APPENDIX A:
LIST OF SITES FOR PASSPORT

Virginia Museum of Fine Arts
White House of the Confederacy
Valentine Museum
Edgar Allen Poe Museum
The Jefferson Hotel
Saint John’s Church/ Patrick Henry Speech
Science Museum of Virginia
Richmond Symphony
Richmond Ballet
Richmond Renegades
Black History Museum
Maymont Park
King’s Dominion
APPENDIX B: QUESTIONNAIRE EVALUATING SLIDE SHOW PRESENTATION

Evaluation of "Bursting the Bubble" Presentation and Slide Show
August 24, 1999
7:00 p.m. (or 8:00 p.m.)

1. I am a:
   a. Westhampton College Student
   b. Richmond College Student

2. I am a:
   a. First Year Student
   b. Transfer Student
   c. International Student

3. I live:
   a. in Richmond
   b. within 30 minutes of Richmond
   c. over 30 minutes away from Richmond

4. (Choose one)
   a. I have a car on campus
   b. I do not have a car on campus, but I have a friend who would drive me places
   c. I do not have a car on campus and do not know how I would get downtown if I wanted to drive

5. (Choose one)
   a. I have been off campus to explore Richmond in the last week
   b. I have not been off campus to explore Richmond in the last week

6. Before this presentation, my interest in the city of Richmond was:
   a. very strong
   b. moderate
   c. neutral
   d. moderately weak
   e. very weak

7. At this point, my interest in the city of Richmond is:
   a. very strong
   b. moderate
   c. neutral
   d. moderately weak
   e. very weak
8. Please indicate your interest in the following aspects of the city of Richmond:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Strong</th>
<th>Moderately Strong</th>
<th>Neutral</th>
<th>Moderately Weak</th>
<th>Very Weak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural (ballet, theater, symphony, art)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Historical (museums, civil war)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Restaurants</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Nightlife (bars, dance clubs)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Shopping</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sports</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Outdoor Activities (Maymont Park, James River)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other Entertainment (King's Dominion, Pop concerts)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Community Service</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

9. I found this presentation and slide show:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very informative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Regarding visiting some of the suggested sites, I am

   a. Excited to visit as many as I can
   b. Planning on visiting a few, when I have time
   c. Not planning to visit but won't mind visiting if I go with a group
   d. Not planning on visiting any

11. If I plan to visit the sites, regarding the passport program, I will

   a. Definitely participate
   b. Probably participate
   c. Consider participating if my friends do
   d. Probably not participate
   e. Not consider participating

12. I would like to take a bus tour of the city of Richmond

   a. Yes
   b. No

13. Next year, I would like to see this added to the presentation (how can the presentation be enhanced?):

   ___________________________________________________________

*Thank you for your feedback. Your comments are valuable to the program's future.*
APPENDIX C:
EVALUATION OF “BURSTING THE BUBBLE” – 1999 PROGRAM

1. I am a:
   a. Westhampton College Student
   b. Richmond College Student

2. I am a:
   a. First Year Student
   b. Transfer Student
   c. International Student

3. I live:
   a. in Richmond
   b. within 30 minutes of Richmond
   c. over 30 minutes away from Richmond

4. I visited the following sites on the passport list: (Check all that apply)

   Valentine Museum  Edgar Allan Poe Museum  The Richmond Ballet
   The Jefferson Hotel  Black History Museum  The Richmond Renegades
   Saint John’s Church  Maymont Park  The Richmond Symphony
   Science Museum of Virginia  King’s Dominion  The Richmond Ballet
   The Richmond Renegades  Black History Museum  Maymont Park
   Science Museum of Virginia  King’s Dominion

5. At this point, I feel like my knowledge and familiarity with the city of Richmond has improved.

   1  2  3  4  5  6  7
   Strongly Agree  Neutral  Strongly Disagree

6. The passport program encouraged me to visit the sites I would not have visited otherwise.

   1  2  3  4  5  6  7
   Strongly Agree  Neutral  Strongly Disagree

7. The passport was a good incentive to visit these sites.

   1  2  3  4  5  6  7
   Strongly Agree  Neutral  Strongly Disagree

8. I would like to see the orientation to the city continued for next year’s class.

   1  2  3  4  5  6  7
   Strongly Agree  Neutral  Strongly Disagree

9. I suggest the following additional programs or enhancements for next year's orientation to the city of Richmond:

   ____________________________

Thank you for your participating in the passport program. Your feedback is valuable and will help in planning the program in the future.
APPENDIX D:
SURVEY TO METROPOLITAN COLLEGES AND UNIVERSITIES

Please answer each question as completely as possible. Feel free to add additional comments that you think would be helpful.

1. Name of College or University:

2. How far from the city is the university?

3. What kind of access do students have to the city (transportation for students without cars)?

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not? (NOTE: IF YOUR ANSWER IS NO, PLEASE SKIP TO QUESTION 12)

5. Is this program mandatory for all new students? Why/why not?

6. What does the orientation to the city consist of (briefly describe the format and content)?

7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)

8. What other variations of the program have you tried in the past? What worked and what did not? Why?

9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?

10. For how long have you been running an orientation to the city?

11. What office or group within the college/university is responsible for this aspect of orientation. Please be as specific as possible.

IF YOU DO NOT CONDUCT A FORMAL ORIENTATION TO THE CITY:

12. Have you considered a program like this in the past? If so, why has it been decided against?

13. Has there been an actual program that was conducted in the past but that has been cancelled? If so, what was this program and why is it no longer continued?

14. Do you believe there is a need for an orientation to the city on your campus? Why or why not?

15. If you are currently considering a similar project or are interested in the topic, would you like to receive a summary of my project and findings when completed?
APPENDIX E:
SURVEY TO METROPOLITAN COLLEGES AND UNIVERSITIES: COMPLETE RESPONSES

Trinity University, San Antonio, Texas
Survey Completed by:
Pete Neville
Director of Student Activities
Trinity University
715 Stadium Drive
San Antonio, Texas 78212-7200
Phone 210.736-7547
Fax 210.736-7254

1. Name of College or University:
   Trinity University

2. How far from the city is the university?
   1.5 mi. from the heart of the city.

3. What kind of access do students have to the city (transportation for students without cars)?
   Public transportation from two bus stops adjacent to campus. Taxi ride is less than $7.

4. Does your orientation program hold any kind of formal orientation to the city?
   No.

12. Have you considered a program like this in the past?
   No.

13. Has there been an actual program that was conducted in the past but that has been cancelled?
   No.

13. Do you believe there is a need for an orientation to the city on your campus?
   No. Evaluations of orientation and other aspects of campus life do not reveal student dissatisfaction with their introduction to or knowledge of San Antonio. Informal orientations to the city occur all the time through student contact with first year experience leaders, student groups, and faculty.

15. If you are currently considering a similar project or are interested in the topic, would you like to receive a summary of my project and findings when completed?
University of Pittsburgh, Pittsburgh, Pennsylvania

Survey Completed By:
Lucille Adkins
Coordinator
Office of New Student Programs
University of Pittsburgh

1. Name of College or University:
   University of Pittsburgh

2. How far from the city is the university?
   2 miles

3. What kind of access do students have to the city (transportation for students without cars)?
   Pitt students can ride city/county buses at no charge with a valid student ID

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
   We run "Discover Pittsburgh" bus tours for new students and their parents when they come to campus for an advising/testing/registration session over the summer. We also run tours during formal Orientation in late August.
   During each of the 7 summer sessions we hold a "Burgh" lunch for new students and heir parents. Our Food Services serves traditional Pittsburgh foods -- the city is very ethnic with heavy concentration in southern Europe -- so they serve pierogies, kielbasa, hot sausage, etc. Finally, our PITT ARTS program runs "Cultural Loop" buses at no charge to students. The cultural loop includes the major museums and performing arts venues. And, we run a mall/shopping bus on Sundays - at no charge.

5. Is this program mandatory for all new students? Why/why not?
   This is NOT mandatory.

6. What does the orientation to the city consist of (briefly describe the format and content)?
   The bus takes riders to the areas bordering the campus and to downtown. It also goes to Mt. Washington which offers an elevated view of downtown. It ends with a thorough campus tour.

7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)
   See above.

8. What other variations of the program have you tried in the past? What worked and what did not? Why?
   Nothing was done in the past. This is the second year for this program.
9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?

Students complete PITT ARTS evaluations and they have been most positive. I'm not aware that there is an evaluation of the Discover Pittsburgh tours other than word of mouth.

10. For how long have you been running an orientation to the city?
This is the second year.

11. What office or group within the college/university is responsible for this aspect of orientation? Please be as specific as possible.
My operation -- New Student Programs.

Northwestern University, Chicago, Illinois
Survey Completed By:
Kelly Carter, Northwestern University

1. Name of College or University:
Northwestern University

2. How far from the city is the university?
from the city limits, 3 miles; from downtown, 10 miles

3. What kind of access do students have to the city (transportation for students without cars)?
el Train and Metra trains, and CTA Buses

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
Yes, because it is one of the major draws to this university and there are many learning opportunities there. Although, I think we will be eliminating this part due to the length of our orientation. We are already at 10-11 days (assessment says students are too fried), so in order to cut it down to 5 days I think the trips will have to go...although the dance I am sure will stay.

5. Is this program mandatory for all new students? Why/why not?
NO.

6. What does the orientation to the city consist of (briefly describe the format and content)?
Ten(ish) Chicago-land trips to choose from and a casual dance at a museum, I'll send you a copy of our materials. (what is your snail mail address?)

7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)
All of that.
8. What other variations of the program have you tried in the past? What worked and what did not? Why?
   *This is it, although we did advertise it differently this year.*

9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?
   *Yes, I'll include that with your mailing...taped inside the cover of the brochure.*

10. For how long have you been running an orientation to the city?
    *Over 12 years.*

11. What office or group within the college/university is responsible for this aspect of orientation. Please be as specific as possible.
    *The New Student Week Coordinator, who doesn't really have a department...I just report to the Assistant VP for Student Affairs, coordinates Peer Advisor Coordinators and Peer Advisor (both student positions) to plan and implement the activities.*

---

**Emory University, Atlanta, Georgia**

Survey Completed By:
Melissa A. Trifiletti
Assistant Director, Student Activities & University Convocations Coordinator
Emory University, Drawer C
Atlanta, Georgia 30322
(404) 727-6169/(404) 727-6022 fax

1. Name of College or University:
   *Emory University*

2. How far from the city is the university?
   *Approximately 5 miles*

3. What kind of access do students have to the city (transportation for students without cars)?
   *MARTA – Metro Atlanta Rapid Transit Authority. Both buses and trains although most students without cars either take a cab or find a friend with a car to drive them to stores, etc.*

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
   *No. We have an academic advising course that all first-year students are required to take, and the students go on trips through the course. Also, our current budget does not provide for extras and we don't want to raise the orientation fee.*

12. Have you considered a program like this in the past? If so, why has it been decided against?
No due to the course that addresses this program.

13. Has there been an actual program that was conducted in the past but that has been cancelled? If so, what was this program and why is it no longer continued?
   Not that I am aware of.

14. Do you believe there is a need for an orientation to the city on your campus? Why or why not?
   Not at this time. We would like to get the students assimilated to Emory before the city. They have no problems learning about the city and the surrounding area.

15. If you are currently considering a similar project or are interested in the topic, would you like to receive a summary of my project and findings when completed?
   I would be interested in learning why you are considering this program and what you learn from other institutions. Good luck!

Harvard University, Boston, Massachusetts
Survey Completed By:
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Freshman Dean's Office
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Harvard College
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fdo@fas.harvard.edu (email)

1. Name of College or University:
   Harvard

2. How far from the city is the university?
   A short T ride from downtown Boston.

3. What kind of access do students have to the city (transportation for students without cars)?
   buses and T

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
   Yes, we feel it's important for students to realize there is a whole city outside of the yard that needs exploring.

5. Is this program mandatory for all new students? Why/why not?
   No, because that would be silly and hard to coordinate.

6. What does the orientation to the city consist of (briefly describe the format and content)?
   We have approximately 50-70 trips in a two day period, led by administrators and professors. The trips range from visiting the North End to bargain basement shopping.
7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)
   *Historical, tourist, museums, no nightlife or entertainment.*

8. What other variations of the program have you tried in the past? What worked and what did not? Why?
   *Nothing.*

9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?
   *At the end of the first year we ask students to fill out a questionnaire evaluating our orientation program. They indicate that they had fun on the trips and it was great for them to realize they can take public transportation anywhere, even to NYC, Maine, Hyannis, etc.*

10. For how long have you been running an orientation to the city?
    *5 or so years*

11. What office or group within the college/university is responsible for this aspect of orientation. Please be as specific as possible.
    *My office, the Freshman Dean's Office.*

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**Tulane University, New Orleans, Louisiana**

Survey Completed by:
Laké Laosebikan-Buggs, M.Ed.
Director of Orientation and Campus Programming
Suite 204, University Center
Tulane University
New Orleans, LA 70118-5698
Voice: 504/865-5141 FAX: 504/862-8730
e-mail: lake@mailhost.tcs.tulane.edu

1. Name of College or University:
   *Tulane University*

2. How far from the city is the university?
   *The University is within the city of New Orleans, and Orleans Parrish...we are in the MIDDLE of the city.*

3. What kind of access do students have to the city (transportation for students without cars)?
   *Streetcar, buses, taxis, etc.*

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
Appendix E, Page 7 of 15

Yes/No. We have a new program called LAGNIAPPE - and it is only for incoming freshman students. It was recently started last year, and is now in it's second year. We also have a pre-Orientation program for a limited number of students (about 25) called NOLA, it has been in existance about 5 years....and it is a week in the city visiting historical attractions, entertainment, etc.

5. Is this program mandatory for all new students? Why/why not? 
   No. It is on a sign-up basis only.

6. What does the orientation to the city consist of (briefly describe the format and content)? 
   Bicycle tours of the French Quarter, New Orleans and the River, cooking demonstrations from local resturant celebrities, movies related to New Orleans/Louisiana, etc.

7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.) 
   Both programs.....All of the above.

8. What other variations of the program have you tried in the past? What worked and what did not? Why? 
   N/A

9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program? 
   Yes. Through written evaluations by the students participating as well as the Orientation Coordinators who assist with the groups, focus groups, and e-mail feedback.

10. For how long have you been running an orientation to the city? 
    See Question #4

11. What office or group within the college/ university is responsible for this aspect of orientation. Please be as specific as possible. 
    The Office of Student Programs, a unit within the Division of Student Affairs. The Orientation Director, who is a professional staff person with the Office of Student Affairs, and a team of students (usually about 8) called Orientation Team Leaders, as well as 100+ Orientation Coordinators who actually work with the 1400+ incoming freshman each year.

IF YOU DO NOT CONDUCT A FORMAL ORIENTATION TO THE CITY: 

12. Have you considered a program like this in the past? If so, why has it been decided against? 
    N/A 

13. Has there been an actual program that was conducted in the past but that has been cancelled? 
    If so, what was this program and why is it no longer continued? 
    No.

14. Do you believe there is a need for an orientation to the city on your campus? Why or why not?

Yes. New Orleans is a primary reason many students choose to study at Tulane. We want them to know about the city that will be an integral part of their learning and their community for at least the next 4 years.

15. If you are currently considering a similar project or are interested in the topic, would you like to receive a summary of my project and findings when completed?
Yes.

American University, Washington, D.C.
Survey Completed By:
Terry L. Hurley
Coordinator, New Student Programs
American University
Thurley@American.edu

1. Name of College or University:
   American University

2. How far from the city is the university?
   We are in the Northwest Quadrant of Washington, DC. (In the city – not outside)

3. What kind of access do students have to the city (transportation for students without cars)?
   Public transportation - bus, subway system

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
   Not really - as you probably know, DC is pretty big, so it is hard to give a "city tour". We offer more activities in the city than any type of true orientation. We also provide bus/subway maps of the city, information about nightclubs, museums, etc. Many of the new students here at AU participate in the Freshman Service Experience which the largest volunteer program in the country. These freshman arrive five days before school begins to do service in the city. For these students, this is a great way to learn DC. There are also some scavenger hunts, and other programs offered for those students who do not participate in Freshman Service Experience program. I hope this helps!

Virginia Commonwealth University, Richmond, VA
Survey Completed by:
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First Year Student Services
Virginia Commonwealth University - Division of Student Affairs
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Richmond, VA 23284-2032
Telephone: (804) 828-3700; fax: (804) 828-2486
1. Name of College or University:  
   Virginia Commonwealth University (VCU)

2. How far from the city is the university?  
   0-2 miles. We have two campuses, one downtown and one in the fan district, a historic neighborhood located two miles from the downtown business district.

3. What kind of access do students have to the city (transportation for students without cars)?  
   All VCU students can ride any Richmond public bus (GRTC) for free with their student I.D. Many of our students also utilize bicycles or walking.

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?  
   Yes. We are building up this aspect more this year with optional tours of Richmond via bus (or possible the downtown trolleys). We may have a community service program at various sites in the city during orientation. Also, we are looking into planning day trips to area shopping malls or other attractions.

5. Is this program mandatory for all new students? Why/why not?  
   No. NSO events are optional, as advising and registration occur at a different event over the summer.

6. What does the orientation to the city consist of (briefly describe the format and content)?  
   In addition to my response to question 4, we also provide written material about the city during NSO. We do this in conjunction with our commuter student services area.

7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)  
   Written material: shopping, cultural/historical attractions, entertainment. Community service sites (in process), mall trip.

8. What other variations of the program have you tried in the past? What worked and what did not? Why?  
   I’ve only been here since June 1998. Sorry that I’m unable to provide much of an answer for this question.

9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?  
   Since our campus is in the city, we do not really consider the city portions of the orientation as a separate entity.

10. For how long have you been running an orientation to the city?  
    We’re in the city- we have to run orientation off-campus, because the city is our campus!
11. What office or group within the college/university is responsible for this aspect of orientation. Please be as specific as possible.

First year student services is an office within the VCU division of Student affairs. I coordinate this office, and I report to the Associate Dean for Student Affairs. My office runs all aspects of New Student Orientation, Summer Registration (called STAR: Student Testing, Advising, and Registration), and Family Weekend.

University of Pennsylvania, Philadelphia, Pennsylvania

Survey Completed By:
Graham Rigby  
NSO Assistant
New Student Orientation at The University of Pennsylvania  
e-mail: nso@dolphin.upenn.edu  
phone: (215) 898-4276

1. Name of College or University:
University of Pennsylvania.

2. How far from the city is the university?
We are within the city limits. We are approximately one mile from downtown.

3. What kind of access do students have to the city (transportation for students without cars)?
Public Transportation (Southeastern Pennsylvania Transportation Authority) provides buses, trolleys and subways to points in and around the city of Philadelphia. The University provides shuttle buses and escort services to areas within thirty blocks of the campus.

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
Yes. We feel that the University holds a close relationship with the city and vice-versa. We began offering a formal orientation program to students, entitled "Penn-In-Philadelphia," a few years ago.

5. Is this program mandatory for all new students? Why/why not?
No it is not. Because our freshman classes are large (2400 students) it is difficult to offer tours and trips to city attractions for everyone. Because of this we charge a nominal fee for each trip in order to better plan for attendance and offer students value.

6. What does the orientation to the city consist of (briefly describe the format and content)?
It consists of tours and trip to local attractions beginning during the first week of orientation (Sept. 4) through late October. It includes a guided trolley tour of the entire downtown area, trips to trendy suburbs (Manayunk), trips to South Street (Philly's alternative area, similar to NYC's Greenwich Village), SEPTA tours which orient students to the city's public transportation system, a trip to a Philadelphia Phillies game, a trip to the largest shopping mall in Pennsylvania and more.
7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)
   Culture and historical attractions. Entertainment and places to go for fun and nightlife. Public Transportation and shopping.

8. What other variations of the program have you tried in the past? What worked and what did not? Why?
   We've only had our program for two years so we've only managed a few variations. I will say this: date planning is very important. Some trips work on Sat. afternoons, some work better on Friday evenings. It's best to evaluate what type of trip you are offering and when students would take advantage.

9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?
   Yes. An annual NSO survey allows students to voice their opinions on the program. Students do appreciate it as evidenced by their comments and the over 200% increase in ticket sales the second year we offered the program. We evaluate the program in terms of student happiness and in terms of logistics (how manageable the event was).

10. For how long have you been running an orientation to the city?
    Two years.

11. What office or group within the college/university is responsible for this aspect of orientation. Please be as specific as possible.
    The New Student Orientation Office which is part of the Department of Academic Support Programs which is governed by the Vice Provost for University Life (it confuses us too).

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University of Miami, Miami, Florida

Survey Completed By:
Renee Dickens Callan
Director of Orientation
University of Miami

1. Name of College or University:  
   University of Miami

2. How far from the city is the university?
   10 minutes

3. What kind of access do students have to the city (transportation for students without cars)?
   We have a metro-rail station across the street from the university

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
No not really- we have over 50% commuter students. Also, the goal of our Orientation program is to get students prepared for life on campus. We provide a session on living in Miami and in that session we highlight the surrounding areas and certain locations that students frequent- but we do not do a formal tour.

5. Is this program mandatory for all new students? Why/why not?
   Orientation is not mandatory but very highly recommended.

6. What does the orientation to the city consist of (briefly describe the format and content)?
   see above

7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)
   we have 45 minutes to describe the surrounding area so we provide an overhead with maps and information in folders for students to review.

8. What other variations of the program have you tried in the past? What worked and what did not? Why?
   (Left unanswered)

9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?
   students and staff are routinely given evaluations regarding all of Orientation.

10. For how long have you been running an orientation to the city?
    n/a

11. What office or group within the college/university is responsible for this aspect of orientation. Please be as specific as possible.
    Department of Orientation and Commuter Student Affairs.
    Director- Renee Dickens Callan

12. Have you considered a program like this in the past? If so, why has it been decided against?
    not enough time

13. Has there been an actual program that was conducted in the past but that has been cancelled?
    If so, what was this program and why is it no longer continued?
    No

14. Do you believe there is a need for an orientation to the city on your campus? Why or why not?
    not at the present time since over half of our student body is from the Miami area.

15. If you are currently considering a similar project or are interested in the topic, would you like to receive a summary of my project and findings when completed?
    (Left unanswered)
1. Name of College or University:
   Carnegie Mellon University

2. How far from the city is the university?
   Carnegie Mellon is located in the city of Pittsburgh, and is approximately 20 minutes away from the downtown area. There are three main areas (Oakland, Squirrel Hill, and Shadyside) which are within walking distance from CMU in which the students can shop, eat, and enjoy recreational activities such as movies, historic landmarks, and relaxing in public parks.

3. What kind of access do students have to the city (transportation for students without cars)?
   Students without cars have access to the Pennsylvania Bus System which stops in front of campus.

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
   We do not hold a formal Orientation. Because the city is so close it is left up to the students to explore on their own. During the week of Orientation the Orientation Counselors are encouraged to go off campus for dinner, and many chose the downtown area.

12. Have you considered a program like this in the past? If so, why has it been decided against?
   Since we don't have a program (beyond the outings that we provide), I'm not sure what type of program we would be considering.

13. Has there been an actual program that was conducted in the past but that has been cancelled? If so, what was this program and why is it no longer continued?
   No.

14. Do you believe there is a need for an orientation to the city on your campus? Why or why not?
   No. Our campus is self-contained for the most part, and the campus community does a good job of orienting students to public transportation and city events through other means. We have also set other priorities for our orientation program, which is a packed 6-day event. The outings for community service and around the city provide some insight into the community.

15. If you are currently considering a similar project or are interested in the topic, would you like to receive a summary of my project and findings when completed?
   Yes, thank you. It would make for interesting comparisons.
Temple University, Philadelphia, Pennsylvania

Survey Completed By:
Clifton Holmes
Temple University Student Assistance Center

1. Name of College or University:
   Temple

2. How far from the city is the university?
   2 miles from the center of the city, but Temple is located in North Philadelphia.

3. What kind of access do students have to the city (transportation for students without cars)?
   Subway, Buses

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not?
   Yes, For out of town students.

5. Is this program mandatory for all new students? Why/why not?
   No, Not for local students.

6. What does the orientation to the city consist of (briefly describe the format and content)?
   Subway trips to various locations, led by group leaders.

7. What aspects of the city are highlighted during orientation? (ex. Culture and historical attractions, other tourist sites, entertainment, nightlife, city survival tips, shopping, etc.)
   Culture and historical attractions, city survival, and shopping.

8. What other variations of the program have you tried in the past? What worked and what did not? Why?
   (Left unanswered)

9. Do you evaluate this component of your program regularly? If so, how well do the students appreciate it? How do you evaluate the program?
   Yes, the students see to appreciate it greatly. Written evaluations.

10. For how long have you been running an orientation to the city?
    2 years

11. What office or group within the college/university is responsible for this aspect of orientation. Please be as specific as possible.
    Student Assistance Center

University of Colorado at Denver

Survey Completed By:
Khushnur Dadabhoy

1. Name of College or University: 
   *Univ. of Co. Denver*

2. How far from the city is the university? 
   *We are in downtown Denver*

3. What kind of access do students have to the city (transportation for students without cars)? 
   *Bus or light rail*

4. Does your orientation program hold any kind of formal orientation to the city? Why or why not? 
   *No. Commuter campus. Many students from the area. The office of International Education does some "city" orientation for their students.*

12. Have you considered a program like this in the past? If so, why has it been decided against? 
   *We may include this at a later date for new freshmen. Most of our students are grad students who want to come to campus for classes and then leave.*

13. Has there been an actual program that was conducted in the past but that has been cancelled? 
   *If so, what was this program and why is it no longer continued?*

14. Do you believe there is a need for an orientation to the city on your campus? Why or why not? 
   *I think one is need for new freshmen, international students and transfers who are not from the Denver area.*

15. If you are currently considering a similar project or are interested in the topic, would you like to receive a summary of my project and findings when completed? 
   *YES!*
APPENDIX F:
METROPOLITAN COLLEGES AND UNIVERSITIES
ASKED TO COMPLETE EMAIL SURVEY

Boston College
University of Hartford
Yale
Columbia
*Harvard
Duquesne
*Carnegie Mellon
*Temple
*University of Pittsburgh
Johns Hopkins
New York University
*Virginia Commonwealth University
George Washington University
Lewis and Clark
Towson
*Tulane
*Northwestern University
Northeastern University
*Emory
*Colorado University – Denver
UCLA
Stanford
*Trinity University, San Antonio
Rhodes College
*University of Pennsylvania
*Miami

* = indicates those who responded
APPENDIX G:
SURVEY TO UNIVERSITY OF RICHMOND STUDENTS

Please take a minute to fill out this survey. Thank you for your time!

Please circle appropriate answer:

1. Class Standing: Fresh Soph Junior Senior
2. Sex: Female Male
3. Are you as involved in the Richmond Community (off-campus) as you would like to be?
   Yes No
4. If you answered NO to number 3, please circle all the reasons that apply to you:
   a. Not familiar with opportunities off of campus
   b. Limited or no transportation
   c. Not familiar with layout of city of Richmond
5. When you go off campus, where do you usually go (circle all that apply)?
   a. I do not go off campus
   b. Restaurants
   c. Clubs/bars/night life
   d. Shopping (malls, grocery)
   e. Carytown
   f. Movies
   g. Live Theaters
   h. Community service, volunteering
   i. Museums
   j. Other __________________________
6. How did you become familiar with the community/city of Richmond?
   a. Grew up in Richmond or surrounding area
   b. Learned from friends
   c. Explored on own
   d. I am not familiar with the community outside of U of R
7. Do you have a car on campus now? Yes No
8. Did you have a car on campus Freshman year? Yes No
9. If you do not have a car on campus now, how do you get off campus?
   a. Friend’s car
   b. Cab
   c. Bus
   d. I don’t go off campus
   e. Other __________________________
10. What, if anything, would have been helpful to you in getting to know the community/city outside of the U of R campus?
BIBLIOGRAPHY


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Dr. Gill Hickman, my project advisor, for support, encouragement, and counsel—especially at the last minute... and for trying to figure out how to get 30 hours out of 1 day
All participants in the passport program, for enthusiasm, support, trouble-shooting, and cooperation
All donators of prizes, for their generosity and enthusiasm
Dick Mateer at Richmond College, for his great insight and support the whole way through, and for letting the process be educational
Patricia Harwood, Dean of WestHampton College, for suggestions, support, and community contacts
Judy Nagai, WestHampton College, for support and help with trouble-shooting in the beginning
The UR Orientation Steering Committee, for approving this project and help in troubleshooting
Dr. Len Goldberg, for early support, and for lending me part of his office library for research when I couldn’t find anything on the computers
Lucy Mead at Richmond Renaissance Development Corporation, for her willingness to share her resources with us
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Lucretia McCulley at the University of Richmond Library, for assistance during grueling computer searches
All Colleges who responded to my survey, for their great insight and suggestions
Dotty Giordano & Ian Koffler, my tutorial partners, for helpful critiques and encouragement
Stephen DuMont, the Jepson School webmaster, for thinking creatively with me on how to share my project with others
Michelle Sekowski, my roommate for late-night proofreading, moral support, and making sure my roommate and I eat
Kristin Weber and Christina Mizelle, who I love to make slide shows with, for being interested in continuing the program
Theresa Higgs, my roommate, for being a leadership major and suffering with me
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Erik Burckart, for moral support and smiley faces
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