



***LONGWOOD UNIVERSITY
BOARD OF VISITORS***

– MEETING MATERIALS –

September 10, 2021

Minutes

LONGWOOD UNIVERSITY
BOARD OF VISITORS
June 11, 2021
Minutes

***** DRAFT *****

Call to Order

The Longwood University Board of Visitors met on Friday, June 11, 2021 at Lewis Ginter Botanical Gardens. The meeting was called to order at 2:30 p.m. by Rector Eric Hansen.

Members present:

Mr. Eric Hansen
Mr. Michael Evans
Ms Katharine Bond
Mr. Larry Palmer
Ms. Polly Raible
Ms. Cookie Scott
Mrs. Nadine Marsh-Carter
Mr. David Hallock
Ms. Colleen Margiloff
Mrs. Eileen Anderson
Mr. Steven Gould
Ms. Pia Trigiani

Also present:

President W. Taylor Reveley IV
Mr. Justin Pope, Vice President and Chief of Staff
Mr. Cameron O’Brion, University Counsel
Dr. Larissa Smith, Provost and Vice President for Academic Affairs
Ms. Louise Waller, Vice President for Administration and Finance
Ms. Victoria Kindon, Vice President for Strategic Operations
Ms. Courtney Hodges, Vice President for Institutional Advancement
Ms. Emily O’Brion, Director of Government Relations
Mr. Cameron Patterson, Executive Director of the Moton Museum

Rector’s Welcome and Approval of Minutes and Consent Agenda:

On the occasion of his final meeting as a Board member, Rector Hansen gave remarks of gratitude and appreciation after nearly 10 years of service to Longwood, including memories of the Vice Presidential Debate, meeting graduation speakers, and introducing his family to Longwood, and many others. He thanked Longwood staff, the vice presidents, and fellow Board members, individually. He said he was confident in Longwood’s future in the hands of those assembled, and encouraged them, as he had also told graduates at Commencement, to be bold

and courageous. He thanked President Reveley for his friendship and said Longwood has a great future under his leadership.

Ms. Margiloff, former Rector, whose board term was also concluding, said she was in awe of the Longwood people and their service to students. She said Longwood is an incredible place with incredible people, a place she considers a home. She thanked her fellow Board members and said it had been a privilege to serve. She said her parting advice was to find ways to spend time with Longwood students, which she has found immensely rewarding.

President Reveley remarked this is the first in-person gathering of the Board in 18 months, since December 2019. Being the rector of a University is hard work, and both Rector Hansen and Rector Margiloff have in profound ways made the Alma Mater what it is. He noted the first meeting under Mrs. Margiloff as rector saw the adoption of the Statement of Apology, which has been momentous in solidifying the University's partnership with the Moton Museum; who could have thought six years later Barbara Johns would join George Washington as Virginia's second statue in the U.S. Capitol. There was also work preparing for the Vice Presidential Debate and the Master Plan. Thanks to their leadership we are in a strong position to continue moving forward.

Mr. Hansen asked for a motion to approve the Consent Agenda. Mr. Evans so moved, Ms. Raible seconded, and the motion was approved unanimously.

President Reveley noted the Board had been circulated a self-evaluation survey for completion in advance, which was also an opportunity for review of the University's Mission Statement. There was discussion in some detail regarding the responses to the individual questions on the survey. The Rector noted the responses indicate Board members are generally pleased with meetings, and affirm support for the University's Mission Statement. Regarding the survey question about protecting the University from undue external influence, President Reveley noted this is a key aspect of any governing board's work, though a board is always a complex intermediary for the many constituencies of a University, something especially true in facing the disruptions of Covid.

Covid Response Update

Regarding Covid-19, President Reveley said the University proved it can operate under extreme challenges. He noted the report to the Board of Visitors that captured for history the events of the past year, and conveyed both the helter-skelter chaos of the last year and array of challenges Longwood was forced to meet. In response to a question, Ms. Kindon said one of the most positive aspects of the year was the camaraderie among employees in the face of great challenge, giving one another grace but also performing at a very high level. President Reveley emphasized how much the experience and muscle-memory from the Vice Presidential Debate played a role in Longwood's success for the year. Dr. Smith said the best part for her was watching her faculty colleagues rise to the occasion, working harder than they ever had. Ms. Hodges said it was rewarding for vice presidents to help one another solve challenges. Ms. Waller said she has never felt more appreciative of the wonderful group she works with. Mr. Pope said it was rewarding,

and will prove consequential for the long-run, how profoundly Longwood had demonstrated its commitment to in-person learning with a successful school year.

Tuition and Budget Update

Ms. Waller said she was proud Longwood was proposing to be among the Virginia institutions holding tuition flat this year. The small proposed comprehensive fee increase is mostly to support additional expenses related to Potomac Healthcare. She reminded the Board that out-of-state tuition has been reduced. Mr. Hansen congratulated her team on presenting a budget that keeps tuition flat, considering the financial impact of the pandemic on many families. Ms. Waller noted one of the funded initiatives is an investment in out-of-state admissions recruiting, based on a business plan that includes clear metrics to measure success. Ms. Kindon further explained the strategy around the initiative and how it complements the reduction in out-of-state tuition. She noted new hires will be physically located in the assigned recruiting areas, which have been carefully researched and selected. She described the plan in detail and noted it is a template for broader budget planning across campus, with its careful planning process and milestone markers that will be used to evaluate the investment. Topics of continuing discussion included the impact of the changes in SAT optional policies nationally.

Returning to the Operating Plan, Ms. Waller indicated Covid is a continuing factor and we will have continued lost revenue, but generous state and federal funding prepares us well for this current budget. The Virginia General Assembly has played a critically important role in making this budget possible, including help with building and upgrade expenses. She touched on areas of investment, including out-of-state recruiting, and the Civitae Core Curriculum. She noted one correction to the budget as proposed: the correct figure for faculty promotion is \$28,500, not \$5,000. She also noted investments in partnership with the REF in the housing portfolio, and with Aramark on dining.

Overall, the University projects an increase of about \$5 million in state funding and grants, while being down slightly in tuition and housing. The state-mandated 5 percent raises and return of full salaries are a meaningful expense but are addressed. On the auxiliary side, we have negotiated with the Real Estate Foundation to reduce the number of beds in use next year, saving the University approximately \$2 million. She thanked and commended all of the vice presidents who, amidst Covid, worked hard to find efficiencies and work smarter. Next year will have its challenges, she said, but she said she is confident the University can work through the challenges, with this budget serving as a strong blue print and set of guardrails.

She also provided an overview of the Capital Plan, which includes two main components: Maintenance Reserve (under \$3 million), and Capital Projects (over \$3 million). She noted the plan also reports on REF projects. Projects in the pipeline include the Joan Perry Brock Center, the Wygal Replacement Building, renovations to the Andy Taylor Center, and Hull Springs Farm. Mr. Evans suggested with new people coming onto the Board soon it might be a good time to review the Campus Master Plan. President Reveley noted how critical and helpful it has been during Covid to have such good relationships with Farmville and the local community. He said he has been very encouraged working with the new Prince Edward County administrator Doug Stanley.

Mr. Hallock offered a motion to approve tuition and fees as presented to the Board, and to approve the proposed Capital and Operating Budgets as presented to the Board in writing and by Ms. Waller. Mr. Evans seconded. All members present voted to approve the motion except Mr. Gould, who abstained.

Elections

Mr. Hallock, chair of the nominating committee, introduced the following slate of proposed officers for the 2021-22 year: Pia Trigiani as Rector; Mike Evans as Vice-Rector; Eileen Anderson as Secretary, and Katharine Bond as at-large member of the Executive Committee.

President Reveley as the presiding officer during elections invited discussion, and asked members for a vote to approve the nominated slate. Members voted unanimously to approve the slate. Ms. Trigiani thanked the Board for their confidence and trust, and thanked her predecessors.

President Reveley noted it is unusual and poignant to have two current or former Rectors completing their service at the same time, and read a prepared resolution for each.

President Reveley also presented to Ms. Margiloff and Mr. Hansen replicas of Longwood's official medallion, to rounding applause.

Ms. Anderson departed the meeting to attend previously scheduled business matters.

Mr. Evans asked for a motion pursuant to Virginia Code 2.2-3711(A)(1) that the Board convene in closed session to discuss matters pertaining to personnel. Ms. Trigiani so moved, Mr. Hallock seconded and the motion was approved unanimously.

A motion was offered by Ms. Trigiani to return to open session. Mr. Hallock seconded and the motion was approved unanimously. In compliance with the provisions of the Freedom of Information Act, the Board returned to open session. Mr. Evans moved that the board certify by roll call vote that, to the best of each member's knowledge, 1) only matters lawfully exempted from open meeting requirements were discussed, and 2) only matters identified in the motion for closed session were discussed. Ms. Bond seconded, and all members in attendance voted by roll call to certify: Mrs. Raible, Mr. Palmer, Mr. Evans, Mrs. Margiloff, Mrs. Marsh-Carter, Ms. Scott, Ms. Trigiani, Ms. Bond, Mr. Hallock, Mr. Hansen and Mr. Gould.

The Board strongly commended President Reveley on his leadership of the University. Mr. Hallock moved that the Board delegate to Mr. Hansen authority to provide the feedback and review of the Board to President Reveley and to update his contract, following the historic academic year of 2020-21, during the global pandemic. Ms. Trigiani seconded, and the Board unanimously approved.

There being no further business, the Rector adjourned the meeting at 5:30 p.m.

Consent Agenda



Edits, Updates, and Amendments Regarding Policy, Procedure and Planning

This section includes standard procedural steps and routine edits, updates, and amendments to policies and procedures, as well as other reports and straightforward University matters for the Board of Visitors. These include:

- Honorific resolutions for David Hallock, regarding his distinguished Board service, and for Dr. Carolyn Wells, esteemed emeritus member of the faculty
- Appointment of Debbie Epperson to the Longwood University Real Estate Foundation Board of Directors, at the recommendation of the LUREF Board
- Updated Memorandum of Understanding with the Longwood University Foundation, in agreement with the leadership of the Foundation pursuant to mutual collaborative review
- Routine updates to the University's policy regarding posting or advertising on campus
- New policy and provisions in connection with federal and state considerations regarding 'Name, Image, and Likeness' (NIL) protocols for student-athletes
- Report of Faculty Representative to the Board of Visitors, Dr. Lee Millar Bidwell
- Resolution regarding emergency planning pursuant to the state code of Virginia
- Institutional Six-Year Plan for the Commonwealth, as updated pursuant to state biennial procedure and submitted to SCHEV

LONGWOOD UNIVERSITY
RESOLUTION IN HONOR OF
DR. CAROLYN WELLS

WHEREAS, Dr. Carolyn Wells served as a faculty member and an academic administrator at Longwood for forty years and was deemed so excellent in her teaching, research, and service she was awarded in 1999 the highest faculty honor of Board of Visitors Distinguished Professor;

WHEREAS, educated at Agnes Scott College, Emory University and Oak Ridge National Laboratory, she has held all faculty ranks, and was the first woman to hold the position of vice-president for academic affairs and dean of the college since Longwood's founding in 1839;

WHEREAS, as vice-president she was responsible for hiring into a tenure-track position the late Dr. Edna Allen, the first African-American to be awarded tenure at Longwood;

WHEREAS, in collaboration with the late Barbara L. Bishop, she was instrumental in the founding of the vibrant Longwood Center for the Visual Arts;

WHEREAS, having been responsible for hiring numerous senior administrators, she practiced and preached, "Administrators are ministers to those they serve," and thus has been a true servant leader; and

WHEREAS, as an exemplar of citizen leadership and a legendary champion for excellent classroom instruction, she is greatly admired and deeply respected by faculty and students alike;

NOW THEREFORE BE IT HEREBY RESOLVED by the Board of Visitors of Longwood University of the Commonwealth of Virginia, the Commonwealth's third-oldest public institution of higher learning, chartered and established in 1839, that on behalf of the University we extend our gratitude most profoundly to Dr. Carolyn Wells and hereby name the atrium in Allen Hall in her honor.

LONGWOOD UNIVERSITY
RESOLUTION IN HONOR OF
DAVID H. HALLOCK JR.

WHEREAS, David H. Hallock Jr.
has served a proud tenure through three terms
on the Board of Visitors of Longwood University, from 2014 to 2021;

WHEREAS, successive Governors entrusted him with appointments to this Board of
Visitors service, his insights and acumen helping steward the institution throughout, and
through the chaos of the Covid-19 global pandemic of 2020 and 2021
with resolute calm and care;

WHEREAS, his peers and four Rectors in succession entrusted him with service as Chair
of the Nominating Committee annually each year of his tenure, promoting the cohesion,
spirit of shared purpose, and camaraderie of the Board;

WHEREAS, Longwood's 175th year, his initial year of service to the University on the
Board of Visitors in 2014, was a turning point in the life of Longwood, and a year of
transition, with the beginning of the tenure of its
26th President, W. Taylor Reveley IV; and

WHEREAS, today, through his devotion and service over this period of momentous years,
Longwood now rises higher and higher in acclaim, forefront in dedication to our students, in
particular taking strength from the momentum of hosting the 2016 U.S. Vice Presidential
Debate and from the University's partnership with the Moton Museum begun in 2015, both
initiatives he was instrumental in stewarding;

NOW THEREFORE BE IT HEREBY RESOLVED by the Board of Visitors of
Longwood University of the Commonwealth of Virginia, the Commonwealth's
third-oldest public institution of higher learning, chartered and established in 1839,
that on behalf of the University we extend our gratitude most profoundly
to David H. Hallock Jr., faithful and devoted champion of the Alma Mater
and our great friend.

BOARD OF VISITORS
LONGWOOD UNIVERSITY REAL ESTATE FOUNDATION (LUREF)
ACTION ITEM

Appointment of Debbie Epperson to LUREF Board of Directors

LUREF bylaws require BOV ratification for appointments to LUREF Board

Resolved, the Longwood University Board of Visitors ratifies the appointment of Debbie Epperson to the Longwood University Real Estate Foundation (LUREF) Board of Directors. Mrs. Epperson has been nominated by the LUREF Board and has agreed to serve. Mrs. Epperson will serve a four-year term to expire Dec. 31, 2025, and a biographical summary appears below.

Debbie Epperson worked with Longwood for thirty-four years, retiring this summer. In 1987 she began her employment at the Longwood Business Innovation Center which later became the Longwood Small Business Development Center. In 2004, Longwood created a Real Estate Foundation, and Debbie worked closely with Ken Copeland, Otis Brown and the inaugural board members. Previously she worked in the bond department for Robert Dean Pope at Hunton & Williams law firm in Richmond. Debbie later served as a valuable member of Craigie Incorporated's bond financing team, also in Richmond. For the past seventeen years, Debbie provided administrative oversight to the day-to-day operation of the Longwood University Real Estate Foundation. She maintained the financial records, coordinated maintenance with vendors and facility staff, and served as Secretary/Treasurer and apartment/condo manager to Woodland Pond Condo Association. In addition, Debbie enjoyed her role as "interior decorator" for many campus resident buildings.

Debbie is married to Richard Epperson and they reside in Farmville with their two furry babies, Sydney and Lexie.

ARTICULATION AGREEMENT

**MEMORANDUM OF UNDERSTANDING
BETWEEN
THE LONGWOOD UNIVERSITY FOUNDATION
AND
LONGWOOD UNIVERSITY**

This Memorandum of Understanding (“MOU” or “Agreement”), effective this ___ day of October, 2021, the “Effective Date”), is made between Longwood University (the “University”) and the Longwood University Foundation (the “Foundation”). This MOU supersedes and replaces the Articulation Agreement between the University and the Foundation, which last was amended in 2018.

~~_____ THIS AGREEMENT is made this 3rd day of August, 1992, by and between The Board of Visitors of Longwood University (the “Board of Visitors”) on behalf of Longwood University (the “University”), and the Longwood University Foundation, Inc., (the “Foundation”) a Virginia non-profit corporation;~~

WITNESSETH:

~~_____ WHEREAS, the Foundation was formed to receive, administer and distribute funds and property of all kinds exclusively in furtherance of the educational activities and objectives of the University; and~~

~~_____ WHEREAS, the Board of Visitors and the Foundation desire to set forth certain terms and conditions of their relationship; and~~

~~_____ WHEREAS, the execution of this Agreement has been authorized by resolution of the Board of Visitors and the Directors of the Longwood University Foundation, Inc. (the “Directors”);~~

~~_____ NOW THEREFORE, in consideration of the promises and the mutual covenants and undertakings hereinafter described, the Board of Visitors and the Foundation hereby agree as follows:~~

RECITALS:

WHEREAS, the Foundation, formed in 1959, is one of the University’s affiliated private philanthropic entities, a tradition which dates to the founding of the Alumni Association in 1889; and

WHEREAS, the primary focus of the Foundation is student scholarship funding and programmatic funding for the University; and

WHEREAS, to serve that primary focus, the Foundation oversees investment and administration of scholarship gifts and endowed program gifts raised by the University, and likewise transfers at timely junctures appropriate scholarship funding and programmatic funding to the University; and

WHEREAS, from time to time, at the request of the University and consistent with donor intent, the Foundation holds and oversees assets other than scholarship gifts and scholarship endowments, always maintaining forefront attention on the primary focus of scholarships; and

NOW THEREFORE, in consideration of the mutual promises and covenants herein, the University and the Foundation agree hereby as follows:

1. **University Mutual Commitments.**

The University acknowledges and is grateful for the vital services performed by the Foundation in fostering the image of the institution and in supporting University efforts to attracting resources to support and enhance the capabilities of the University, particularly student scholarship funding. The Board of Visitors and officers of the University will provide a detailed overview of the University to the Foundation at least annually to include major priorities for the academic year and any policy and strategy adjustments relevant to the Foundation, with particular attention to timely communication of adjustments and, when feasible, consultation prior to implementation. Likewise, the Foundation at least annually will provide a detailed overview to the University regarding matters outlined in Section 4 below and other matters pertinent to coordination. The University and the Foundation each recognize the separate legal existence, structure, and protocols of the other, and both commit to careful observance of governance considerations in the day to day operations of the University and the Foundation. Staff and leadership of the University and of the Foundation will maintain and update from time to time a set of key categories and associated operating practices where particular attention to communication, coordination of effort, and mindfulness of separate legal structure are necessary.

2. **University Officers as Directors; Governance**

Article III, Section 4 of the Foundation's Bylaws requires in part that the University's President or acting President and Vice President for University Advancement shall serve as Directors in such office with no power to vote; the Rector of the Board of Visitors and a member of the Board of Visitors appointed as Official Liaison to the Foundation shall serve as voting Directors of the Foundation. In recognition of the benefits derived from a close working relationship between the Foundation and the University, the Foundation shall agree, during the term of this contract, to consult with the President of the University and the Rector of the Board of Visitors prior to amending the above-described provision of Article III, Section 4, of its Bylaws. The Foundation shall also consult with the President of the University and the Rector of the Board of Visitors prior to filling vacancies on the Foundation's Board of Directors, in order to consider candidates and/or to consider whether vacancies may prudently remain. The Foundation likewise agrees to maintain and update its bylaws to be consistent with straightforward, modernized form and substance. The role of Chief Operating Officer of the Foundation is held by a member of the Advancement Office of the University, as appointed or designated from time to time by the President of the University.

3. **Fund-Raising Activities.**

It is understood that the University undertakes and performs all fundraising and that the Foundation's role with regards to donor funds is prudent investment, administration and timely transfer of appropriate funding to the University. From time to time, Foundation staff and Directors may be asked to work with the University's Advancement Office in support of the University's fundraising efforts, and the University will advise regarding pertinent University policy considerations. The University in consultation with the Foundation shall develop strategies for scholarship and programmatic fundraising related to the Foundation. The Foundation shall conduct all fund-raising activities in accordance with the University Development Policy and Matching Gift Administration Policy; as such policies may be amended from time to time. The University shall provide the Foundation with copies of its Development Policy and Matching Gift Administration Policy and all current and subsequent amendments thereto. Additionally, the Foundation shall coordinate all fund-raising activities with the University's Vice President for Institutional Advancement. Regarding matters related to credit cards, the University shall include the Foundation in the University's regular Payment Card Industry (PCI) attestation of compliance, and the Foundation shall be responsible for the training of Foundation employees in appropriate credit card acceptance standards. The University and Foundation also from time to time may consider how best to hold, steward, and maintain in-kind assets or gifts, such as art or other in-kind gifts.

4. **Financial Reporting, Audits and Information.**

The Foundation shall provide the Board of Visitors the following reports, audits and information as updated but not more frequently than quarterly:

- (a) A copy of any proposed repeal, amendment or addition to the Foundation's Articles of Incorporation, Bylaws or **MOU Articulation Agreement**;
- (b) A current listing of the names and occupations of all Directors and officers;
- (c) A copy of the Foundation's annual audited financial statement including a description of all expenditures by program;
- (d) A copy of the investment guidelines approved by the Directors that are ~~sued~~**used** as formal instructions to money management organizations employed by the Foundation;
- (e) A schedule of all private firms responsible for the daily management of the Foundation's investments and fees charged if any;
- (f) Written notice of litigation, or threat of litigation brought by or against the Foundation;
- (g) Written notice of any audit or review by tax authorities, or actions taken, or threatened to be taken by such authorities, that may adversely affect the tax-exempt status of the Foundation;
- (h) A copy of the Foundation's annual IRS Form 990s **filed by the Foundation** and 990T (if applicable);
- (i) An annual schedule of any compensation, prize or award paid to any University employee or a member of such employee's "immediate family," as that term is defined ~~in Section 2.1-639.2 of the Code of Virginia~~ **in the State and Local Government Conflict of Interest Act, Va. Code § 2.2-3100, et seq.**, whether in cash or in-kind.

5. **Transfer of Funds.**

In all written memoranda of agreement involving the transfer of funds from the University to the Foundation, such document shall specifically provide for the distribution of any earnings from such transferred funds and shall direct the distribution of the principal at the end of the agreement. ~~All funds shall be managed in accordance with the law and University policies and directives.~~

The Foundation shall transfer funds to the University at times and in amounts mutually agreeable. It is understood that such funds transferred from the Foundation to the University shall not be subject to the procurement or expenditure guidelines of the Commonwealth of Virginia and that such funds shall be expended at the budgetary discretion of the University, subject to any donor restrictions.

The Foundation agrees that it ~~will~~ **shall** not loan funds to any University personnel, college or department, except upon the prior written request and approval of the President of the University. The Foundation agrees that it ~~will~~ **shall** not transfer or loan funds to the capital outlay of the University except upon the written request of the President of the University and the prior consent of the Virginia General Assembly.

6. **Foundation's Representation to Third Parties.**
 - (a) The Foundation shall neither represent to any third party, nor take any other action which would cause a third party to believe, that the Foundation is part of, controlled by, or acting on behalf of the University.
 - (b) The Foundation's activities shall be conducted in a manner to reasonably ensure that third parties understand that the Foundation is not part of, controlled by, or acting as an agent of the University.
 - (c) The Foundation shall not offer post-secondary courses, seminars, workshops or similar instruction, whether or not for credit, using the name of the University or any of its Universities or departments.
 - (d) In all fundraising activities the Foundation will affirmatively represent that it is not an agency of the Commonwealth of Virginia.
 - (e) The University shall neither represent to any third party, nor take any other action which would cause a third party to believe, that the University is acting on behalf of the Foundation.
7. **Foundation's Debts, Liabilities and Obligations.**
 - (a) The Commonwealth of Virginia and the University shall not be liable for any of the Foundation's contracts, torts, or other acts or omissions of its trustees, officers, staff or activity participants. The Foundation agrees to indemnify and save the University harmless from any claims, suits or demands made upon the University, arising out of any activity, act, or failure to act, whether in contract or in tort, by the Foundation, its directors, officers, staff or activity participants.
 - (b) The Commonwealth of Virginia and the University have not provided, and shall have no obligation to provide, insurance coverage of any type for the Foundation or its Directors, officers, staff or activity participants.
 - (c) The Commonwealth of Virginia and the University shall have no obligation to provide any legal defense for the Foundation, or its Directors, officers, staff or activity participants in the event of any claim against any of them.
8. **Non-Discrimination.**

The Foundation shall not discriminate on the basis of race, color, religion, national origin, handicap, sex, sexual orientation, gender identity, or age or other protected status. The Foundation also commits to examining its origins in 1959, working with the University, to ensure support for the diversity, equity, and inclusion efforts of the University and the Commonwealth.
9. **Taxes.**

The Foundation shall not use the University taxpayer's identification number or the University's tax-exempt status in connection with purchases and/or sales by the Foundation, gifts to the Foundation, interest or other income of the Foundation, or for any other activity of the Foundation whatsoever.
10. **License for Use of the University's Name and Symbols.**

For the term of this contract, the University expressly grants the Foundation a non-exclusive, revocable right and license to use the University's name in the name of the Foundation. The Foundation agrees to use the University's name and symbols only in an appropriate manner, and it

shall seek the prior written approval of the University's Vice President for University Advancement prior to any use of the University's symbols or trademarks.

11. **Use of University Facilities.**

The Foundation shall be eligible to use University facilities subject to availability and the policies and procedures of the University applicable to such facilities. If it is anticipated that the Foundation's use of a University facility will exceed thirty (30) consecutive days, the Foundation and the University shall enter into a written arm's-length agreement with respect to the facility, setting forth the rate the University will charge the Foundation for use of the facility and such other terms and conditions as may be appropriate to the particular facility.

12. **Use of University Services.**

The Foundation shall be eligible to use the central services provided to the University community, including those services provided by the departments of Dining Services, the Print Shop, Public Safety, Information & Instructional Technology Services and Physical Plant. To the extent that the University has established a rate for a particular service in a published rate schedule, that rate shall be charged to the Foundation. In the absence of a published rate schedule for a particular service, the Foundation shall be charged the same rate as that charged to the office of University Advancement. In addition, the Foundation agrees that it will adhere to all state information technology regulations and University policies as implemented by the University.

13. **Use Services of University Respective Employees.**

The University and Foundation agree that the respective employees of each entity provide services of respective and reciprocal benefit, both regularly and from time to time, and that reimbursement for such services need not be provided between entities, unless mutually agreed to by the University and Foundation pursuant to a written agreement regarding certain services. The Foundation and the University shall enter into a written arm's-length services reimbursement agreement with respect to the calculation of the amounts to be paid by the Foundation to the University for the provision of services by University employees to the Foundation.

14. **Term of Agreement.**

This Agreement shall become effective as of the date first above written and shall remain in effect until terminated as provided in paragraph 15.

15. **Termination.**

Either party may terminate this Agreement, for any reason, upon at least one hundred and twenty (120) days prior written notice to the other party.

16. **Amendment.**

This Agreement may not be amended or altered without the written consent of the parties hereto.

17. **Notices.**

Any notices or other communications required or permitted to be sent under this Agreement shall be sufficient if sent by registered mail, postage prepaid, to the address set forth below or such other address as a party may specify in writing:

To the Foundation:

President and Executive Director
Longwood University Foundation, Inc.
201 High Street
Farmville, VA 23909-1895

To the Board of Visitors and/or the University:

Rector and President
Longwood University
201 High Street
Farmville, VA 23909

18. **Governing Law.**

This Agreement shall be governed by the laws of the Commonwealth of Virginia.

19. **Counterparts.**

This Agreement may be executed in several counterparts, each of which shall constitute an original, and all of which shall constitute but one and the same instrument.

20. **Mediation.**

Before commencing litigation under this Agreement, any dispute shall be submitted to mediation with an agreed upon neutral, such as with The McCammon Group. Any such mediation shall take place in Virginia. If litigation is filed, the litigation shall be stayed to allow mediation to occur.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their authorized officers as of the date first above written.

LONGWOOD UNIVERSITY FOUNDATION, INC.

By: _____
Name:
Title: President

LONGWOOD UNIVERSITY

By: _____
Name:
Title: Rector

Policy Title: Advertising and Posting

Policy Number: 5001

Policy Owner: The Vice President of Student Affairs oversees the policy. The Office of the University Center and Student Activities is responsible for compliance.

Purpose: This policy establishes requirements for the display and/or posting of items in the public area (e.g. the bulletin boards, entranceways, lawn signs, etc.) on campus. This includes, but is not limited to posters, brochures, circulars, community newspapers, fliers, handouts, notices or signs. The policy ensures all advertising and posting on campus is consistent with the mission of the university. The policy provides guidelines for posting and advertising events on campus, preserving the university's general appearance, reducing maintenance costs, and protecting the privacy of members of the university community.

Policy:

A. Advertising

1. The Office of the University Center and Student Activities oversees the approval and distribution of all posters, flyers, lawn signs, ground graphics and other materials on campus. Only Upchurch University Center and Residential and Commuter Life staff are permitted to post materials in the Upchurch University Center, Dorrill Dining Hall, residence halls, and Longwood managed properties.
2. Posters and flyers are only permitted on bulletin boards. No posting is allowed on other areas, such as walls, windows and doors. To use bulletin boards adjacent to academic, administrative, or faculty offices, individuals must receive permission from the faculty or staff members in that office after having the materials approved. All posted materials must be removed by the person, group, or organization sponsoring the event within one business day after the event.
3. Materials may not advertise alcohol, drugs, tobacco products, e-cigarettes and/or personal vaporizers unless the material directly supports, use and/or abuse prevention, and educational programming efforts.
4. Posting or advertising using chalk on sidewalks or buildings is not permitted.
5. All posters or flyers must clearly indicate the name and contact information of the sponsoring individual, group, or organization. All university related events must include a notation that states, *"~~if you have~~For questions concerning access, ~~or if you wish to request disability-related or need of accommodations, please contact (insert name and any necessary contact information, including an e-mail-~~or TTY number).~~"~~*
6. Concerns about content of materials should be directed to the sponsor. Questions regarding the advertising policy and concerns about violations should be directed to the Office of the University Center and Student Activities.
7. Lawn signs used for advertising purposes may only be used for university sponsored events with support from a university office, department, or recognized student organization. Lawn signs will only be placed in mulch beds, not in grass, and are not permitted on High Street. A maximum of eight (8) signs may be used per event, size must not exceed 12"x18", and language must include an event and/or removal date. Lawn signs will be put in place, and removed, by Upchurch University Center staff. Signage will be placed up to ten (10) business days before the event and will be removed one (1) business day after the event.

8. Ground graphics may only be used for university sponsored events with support from a university office, department, or recognized student organization. Graphics are allowed in front of the Health and Fitness Center, between Lankford and Dorrill Dining Hall, near the flower bed that intersects Brock Commons and Madison Street, and near Beale Plaza. A maximum of four (4) graphics may be used per event; size must not exceed 20"x24" and must include an event and/or removal date. The person, group, or organization sponsoring the event is responsible for placement and removal of the graphics. Ground graphics may be put in place up to ten (10) business days in advance of the event date and must be removed within one (1) business day after the event.

B. Posting Process

1. Submit via email the item to postings@longwood.edu, or one printed original of the materials to the Office of the University Center and Student Activities, at least five (5) business days prior to the event or prior to the date that the item should be distributed or posted. Once the item has been approved, it may be labeled with "Upchurch University Center Approved for Posting". In most circumstances, items will be approved for posting immediately. If the materials or items are preprinted, the sponsor will be required to modify each preprinted item individually. Please make every effort to have your materials approved prior to printing.
2. After receiving the approval for the original item, the sponsor will then be responsible for making up to thirty (30) copies of the approved version. Up to eight (8) copies should be delivered to the Office of the University Center and Student Activities for posting in the Upchurch University Center and Dorrill Dining Hall, and up to eight (8) copies should be delivered to Residential and Commuter Life for distribution among the residence halls and the Longwood managed properties, and up to fourteen (14) may be posted on approved bulletin boards on campus.

C. Compliance

1. Posted materials which are not in compliance with this policy will be removed by university officials without regard to content.
2. Individuals and organizations, including student organizations, failing to comply with this policy may jeopardize future posting privileges; be liable for damage and/or clean-up costs if any are incurred; or jeopardize funding or other privileges afforded to them.
3. Space is limited and posting is done on a first come, first served basis. Posting is not guaranteed if the timeline is not followed.
4. The university may decline to post materials that are not protected by law (e.g. true threats, obscenity, copyright or trademark violation, etc.).

Revised and approved by the Board of Visitors, September 7, 2002

Revised and approved by the Board of Visitors, June 15, 2012

Revised and approved by the Board of Visitors, September 14, 2018

[Revised and approved by the Board of Visitors, June 11, 2021](#)

Longwood University

Policy Title: Longwood University Athletics Name, Image, & Likeness Policy

Policy Number: [to be assigned upon approval]

Definitions:

Booster: Boosters, referred to by the NCAA as “representatives of the institution’s athletic interests,” include anyone who has:

- a) Provided a donation in order to obtain season tickets for any sport at the university.
- b) Participated in or has been a member of an organization promoting the university’s athletics programs.
- c) Made financial contributions to the athletic department or to a university booster organization.
- d) Arranged for or provided employment for enrolled student-athletes.
- e) Assisted or has been requested by university staff to assist in the recruitment of prospective student-athletes.
- f) Assisted in providing benefits to enrolled student athletes or their families.
- g) Been involved otherwise in promoting university athletics.
- h) Once an individual is identified as a “representative of the institution’s athletics interests,” the person retains that identity forever.

Compensation: the actual, inferred, or agreed upon exchange or receipt of anything of value, including but not limited to items in-kind, services, money, gifts, merchandise, etc.

Official team activities: Official Team Activity begins at the time the team is to report to begin travel for competition, practice or other athletically related activities, the time the team is to report for competition, practice or other athletically related activities and ends upon return to campus or when officially released at the conclusion of the competition, practice, or other athletically related activities

Pay-for-performance: means payments and compensation provided to student-athletes that is contingent on the student athlete's achieving certain performance goals or objectives.

Student-athlete: means an individual enrolled at the university who participates in intercollegiate athletics.

Policy Owner: Athletics

Policy Statement: Longwood University embraces NCAA policy changes that support new opportunities available to current and prospective student-athletes who wish to pursue name, image, and likeness (NIL) activities. Longwood will maintain its commitment to providing the highest standard of rules education and enforcement surrounding NCAA compliance and regulatory monitoring to best serve our student-athletes and the university.

Purpose: This policy provides a framework of NCAA and institutional rules and regulations regarding NIL and serves as a platform to better educate prospective student-athletes, current student-athletes, coaches, and staff on how it may impact them.

Procedural Guidelines:

- I. Pay-for-Play is Prohibited: Compensation earned by Longwood University student-athletes for the use of their name, image, or likeness must represent a genuine payment for the use of their name, image, or likeness, independent of, rather than as a payment for, their athletic participation or performance, or attendance at an institution. The compensation shall be commensurate with the market value of the student-athlete's name, image or likeness.
- II. Institutional Involvement: Longwood University, Big South Conference, and/or Mid-American Conference cannot directly or indirectly create or facilitate compensation opportunities for the use of an intercollegiate athlete's name, image, or likeness.
- III. Boosters: Longwood University may not use or allow boosters to directly or indirectly create or facilitate compensation or opportunities for gain of anything in value for the use of a Longwood student-athlete's name, image, or likeness as a recruiting inducement or as a means of paying for athletics participation. Boosters who wish to engage in NIL activities with prospective and/or current Longwood student-athletes must have an agreement representing a genuine payment for the use of their name, image, or likeness, independent of, rather than as a payment for, their athletic participation or performance, or attendance at Longwood University with compensation being commensurate with the market value of the student-athlete's name, image or likeness.
- IV. Use of Institutional Facilities/Marks:
 - a) Longwood University student-athletes are prohibited to use the Longwood University facilities, uniforms, or intellectual property, including, but not limited to, the unauthorized use of a registered trademark or product protected by copyright, in connection with the use of or agreement to use the intercollegiate athlete's name, image, or likeness activities.
 - b) Longwood student-athletes may reference their attendance at Longwood University and/or participation in athletics while engaging in NIL activities but may not utilize any institutional branding, logos, or trademarks.

c) An Individual seeking NIL opportunities may not combine those activities with University Institutional trademarks, protected names, identifying marks, images, graphics, uniforms, branded apparel, branded sports equipment and other items embellished with Institutional Marks. Longwood University is the sole owner of its name, facilities, trademarks, etc.

- V. When NIL Activities May Occur: Activities related to a Longwood University student-athletes use of their name, image, or likeness for compensation are prohibited from taking place during the athlete's participation in any academic, athletic, or team-mandated activities as defined by Longwood University. These activities include but are not limited to undergraduate and graduate classes, required team activities (RARA & CARA), required study hall, compliance meetings, and additional Longwood University obligations as determined by the Coach and/or Department of Athletics.
- VI. Prospects: Activities related to a Longwood student-athlete's use of their name, image, or likeness for compensation cannot be contingent on a prospective intercollegiate athlete's enrollment at Longwood University and cannot otherwise be used as an inducement by Longwood University or an associated booster.
- VII. Professional Service Provider: Obtaining a professional service provider for the purpose of securing marketing and or compensation for the use of name, image, or likeness is permissible. Examples would include financial advisors, attorneys, tax advisors, marketing consultants, agents, etc. Longwood University staff members or boosters cannot serve as a professional service provider and shall not recommend any professional service provider. Furthermore, Longwood student-athletes are still prohibited from entering an agreement with a professional agent for the purpose of athletic specific contract negotiations and/or representation. Pursuant to NCAA rules, an individual shall be ineligible for participation in an intercollegiate sport if they ever have agreed (orally or in writing) to be represented by an agent for the purpose of marketing their athletics ability or reputation in that sport to secure an opportunity as a professional athlete.
- VIII. Limitations: Longwood student-athletes are prohibited from using their name, image, or likeness for compensation if the proposed use of their name, image, or likeness conflicts with:
 - a) existing institutional sponsorship agreements or other contracts; conflicting companies of sponsors are permissible but not if it conflicts with contract terms
 - b) Institutional values as defined by the institution including but not limited to Vendors, entities, or companies that profit from:
 - 1) Casinos or gambling, including sports betting
 - 2) Alcohol products;

- 3) Adult entertainment;
- 4) Cannabis, cannabinoids, cannabidiol, or other derivatives;
- 5) Dangerous or controlled substances;
- 6) Performance enhancing drugs or substances (e.g., steroids, human growth hormone);
- 7) Drug paraphernalia;
- 8) Tobacco and electronic smoking products and devices;
- 9) Weapons, including firearms and ammunition.
- 10) Selling of items (team gear, awards, trademarked memorabilia, etc.) provided to the student-athlete by Longwood University, NCAA, Big South Conference, or Mid-American Conference.
- 11) Accepting compensation for the use of his or her name, image, or likeness in exchange for attendance at an institution or pay-for-performance.
- 12) Using the institution's facilities or uniforms, or the institution's intellectual property, including logos, indicia, registered and unregistered trademarks, or products protected by copyright, unless otherwise permitted by the institution.

IX. Athletic Disclosure: All proposed agreements, understandings, and contracts involving name, image or likeness, whether written or oral, shall be fully disclosed immediately to Longwood's Athletics Compliance office through the ARMSOFTWARE. If a student-athlete discloses a potential agreement that conflicts with an existing institutional agreement, the institution shall disclose the relevant terms of the conflicting agreement to the student-athlete

Any amendments to such shall be disclosed to Longwood Athletics Compliance Office prior to implementation.

a) Prospective intercollegiate student-athletes who enter into a name, image, or likeness agreement, understanding or contract shall disclose this to the Athletics Department Compliance Office athletic department prior to enrollment or signing a financial aid agreement with the institution.

b) Current Longwood student-athletes must disclose the terms of a name, image, or likeness contract prior to signing the name, image, or likeness contract by filling out the approved ARMSOFTWARE form online through the compliance department and notifying the Director of Compliance via email.

Entering into any agreement, understandings, or contracts not disclosed and approved by Longwood Athletics may impact scholarships, immigration status, eligibility and or enrollment at Longwood University.

- X. Protections: An institution is prohibited from adopting or maintaining a contract, rule, regulation, standard, or other requirement that prevents or unduly restricts an intercollegiate athlete as follows:
- a) Earning compensation for the use of their name, image, or likeness;
 - b) Obtaining an athlete agent for the purpose of securing compensation for the use of their name, image, or likeness; or
 - c) Affecting an intercollegiate athlete's grant in aid or athletic eligibility due to earning compensation through the student-athlete's name, image, or likeness.

Report from Faculty Representative to the Board of Visitors
September 10, 2021
Lee Millar Bidwell, Professor of Sociology

After teaching through one of the most challenging academic years in the history of higher education, one might expect that faculty would have spent the summer sipping lemonade in their hammocks just trying to recover. Not here at Longwood University. In response to my request for information on their professional activity over the summer, faculty from across the university enthusiastically shared a remarkable array of teaching, scholarship, and professional development endeavors. Faculty reported receiving book contracts; continuing work on books; submitting books and book chapters; conducting research for publication in collaboration with colleagues and with students; writing articles and having them accepted for publication; organizing conferences; presenting at conferences in Virginia, across the country, and internationally; writing grant proposals; overseeing grant research; leading professional development for others; participating in professional development themselves; working on program assessment; developing curriculum for new minors and concentrations; and teaching undergraduate and graduate classes. Below is just a sample of the many impressive activities of Longwood faculty over the summer.

Publications, Presentations, & Research:

- Dr. Gregg Harbaugh-Schattenkirk, Assistant Professor of Statistics, and his fellow editor, Ulemu Luhanga (Emory University), published “Basic Elements of Survey Research in Education, Addressing the Problems Your Advisor Never Told You About.”
- Dr. Phillip Cantrell, Associate Professor of History, secured a book contract from University of Wisconsin Press for a book titled *Revival and Reconciliation: The Anglican Church and the Politics of Rwanda*. He also conducted a workshop at Hampden-Sydney College for their faculty and staff on teaching Sub Saharan Africa for their Core Cultures Program.
- Dr. Steven Faulkner, Professor of English, published his third book titled *The Image: A Novel in Pieces*.
- Dr. Steven Isaac, Simpson Distinguished Professor of Medieval History, had a book chapter titled “‘There and Back Again’: Women and Holy War” published in *Transferts culturels entre France et Orient latin (XII^e–XIII^e siècles)*. He also delivered the plenary lecture at the 56th International Medieval Congress of Medieval Studies
- Four faculty in the College of Business and Economics (Dr. Melanie Marks, Professor of Economics; Mr. David Zirkle, Visiting Professor of Economics; Dr. Adrienne Sudbury, Assistant Professor of Economics; and Dr. Tom PlaHovinsak, Assistant Professor of Economics) continued their work on a grant funded project that econometrically models individual decisions regarding taking the COVID-19 vaccine.
- Dr. Matt Lucas, Professor of Health, Athletic Training, Recreation and Kinesiology, presented “Including Students with Disabilities in Non-Academic and Extra Curricular Activities” for the Virginia Department of Education at the JMU Health and Physical Activity Institute.

- Dr. Eric Hodges, Assistant Professor of Political Science, continued research for the \$100,000 National Endowment for the Humanities grant he received in April. The purpose of the grant is to study how the civil rights movement affected and continues to affect the experiences of black combat veterans through focused discussions of three themes: civil rights and patriotism, race in combat, and homecoming.
- Associate Professors of Biology Dr. Dina Leech and Dr. Ken Fortino resumed their work at Hull Springs at the Longwood Environmental Observatory (LEO) that includes maintaining a network of environmental sensors that collect high frequency data on climatic conditions and water quality.

Teaching & Professional Development:

- With the support of a Faculty Development Grant, Dr. Kerri Cushman, Professor of Art, attended a two and a half week long workshop session, "Lasers and Letterpress" at Penland School of Craft to investigate the intersection of contemporary laser cutting technology with historical letterpress printing. She will be sharing these innovative processes with students in her fall Symposium class "Power of Print," as well as in a new spring 2022 perspectives course "Math + Art" (co-taught with Dr. Leigh Lunsford, Professor of Mathematics).
- After a year's break due to the pandemic, the *Longwood Summer Scholars: Exploring Science* program resumed under the leadership of Program Director Dr. Sarah Porter, Professor of Chemistry, and Assistant Director Dr. Jonathan White, Assistant Professor of Chemistry. Dr. Adam Franssen, Associate Professor of Biology, and Dr. Jeff Ledford, Assistant Professor of Mathematics served as faculty mentors. Three area high school students conducted and presented research under the guidance of these faculty mentors and undergraduate student PRISM mentors Marcia Lanasa, Adonel Grubb, Kira Pierce, Brock Erwin, Jacqueline Amaya-Hernandez, and Jeri Tyler.
- Dr. Audrey Church, Professor of School Librarianship, and colleagues from School Librarianship and Reading, Literacy & Learning co-sponsored the 17th Longwood Summer Literacy Institute.
- In response to SCHEV's workshop for Equitable Learning Opportunities Through Transparent Design workshop, Dr. Pam Tracy, Director of CAFÉ, led a multi-institutional Faculty Learning Community and Dr. Adam Franssen, Assistant Director of CAFÉ, hosted two Faculty Learning Communities designed to help faculty revise current assignments to make them more accessible for traditionally under-represented groups. Longwood is the largest contributor in the Commonwealth to this SCHEV initiative.

The next time you hear the University Jazz Ensemble play, listen for the new arrangement of the university fight song "Hail to Longwood U!" that Dr. Charlie Kinzer, Professor of Music, completed this summer. Be on the lookout for information regarding the 20th commemoration of the 9/11 terrorist attacks scheduled for the weekend of Sept. 10 and 11th, planned by Dr. Christopher Swanson, Professor of Music, and Dr. Mary Carroll-Hackett, Professor of English. This brief summary of faculty activities makes it clear that despite the challenges of teaching through a pandemic, Longwood faculty are tremendously dedicated to their profession and this institution.

Resolution Concerning Emergency Preparedness Planning

WHEREAS, Longwood University has demonstrated strong preparedness and planning for emergencies affecting the campus community; and

WHEREAS, in addition to the customary and expected risk assessment and preparation that naturally fall under the direction of each division of the University, §23.1-804 of the Code of Virginia requires public institution of higher education to develop, adopt, and keep current a written crisis and emergency management plan; and every four years, conduct a comprehensive review and revision of its crisis and emergency management plan to ensure the plan remains current; and formally adopt for submission to the Department of Emergency Management; and

WHEREAS, Longwood's Office of Emergency Management in coordination with the Virginia Department of Emergency Management has conducted such planning, in compliance with the Commonwealth of Virginia Executive Order 41, updating the Longwood University Crisis and Emergency Management Plan.

NOW THEREFORE BE IT RESOLVED that the Longwood University Board of Visitors does hereby officially commend the University's Office of Emergency Management for its attention and efforts and ratifies for adoption the resulting plan.

I, Lucia Ann Trigiani, do hereby certify that the foregoing writing is a true, correct copy of a resolution unanimously adopted by the Longwood University Board of Visitors at a meeting held on the 10th day of September, 2021.

Lucia Ann Trigiani
Rector, Longwood University Board of Visitors

Date

2021 SIX-YEAR PLAN NARRATIVE

INSTITUTION: Longwood University

OVERVIEW

The totality of the six-year plan should describe the institution's goals as they relate to state goals found in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); and the Restructured Higher Education Financial and Administrative Operations Act of 2005.

The instructions under institutional mission and alignment to state goals, below, ask for specific strategies, in particular related to equity, affordability and transformative outcomes. Other sections will offer institutions the opportunity to describe additional strategies to advance institutional goals and state needs. ***Please be as concise as possible with responses and save this narrative document with your institution's name added to the file name.***

SECTIONS

Section A. Pandemic Impact: Briefly discuss, in one to two paragraphs, how the pandemic has impacted your institution. What things did your institution already have in place that proved helpful? What lessons were learned? What short-term changes have been made? What long-term changes will be made? What are the concerns moving forward?

RESPONSE:

Longwood has made far-reaching and substantial adjustments to campus operations since the beginning of the COVID-19 pandemic, but our small size and close campus community allowed us to pivot quickly. Our Digital Education Collaborative (DEC) team was able to immediately secure the necessary Zoom licenses and provide training to faculty and staff within a matter of days of the state of emergency announcement in Virginia. During the 2020-21 academic year, a large majority of classes met in-person in hundreds of classrooms that had been physically adapted to provide proper social distancing and ventilation. On-campus housing was "de-densified" and a sophisticated quarantine management system to administer contact tracing, support students in quarantine and isolation and keep them on track academically was put in place. We do not yet know the future course of the pandemic, but we are fully committed to returning to the core residential college experience, while preserving some elements of the public health and technology infrastructures that were in place last year.

While Longwood's overall headcount enrollment increased in FY21, undergraduate enrollment has been negatively affected by the COVID-19 pandemic and its aftermath. COVID-19 has also compounded the crisis of the teacher supply pipeline and interest in teaching as a profession. Auxiliary revenues (housing, dining, conferences and events) have also been negatively impacted by the pandemic. Despite these challenges, Longwood has benefitted from strengthened relationships that have been forged across campus, within the community, and with other institutions, SCHEV and stakeholders across the Commonwealth, all of which will have a lasting positive impact on higher education in Virginia.

Section B. Institutional Mission, Vision, Goals, Strategies, and Alignment to State Goals: Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

Longwood University is an institution of higher learning dedicated to the development of citizen leaders who are prepared to make positive contributions to the common good of society. Building upon its strong foundation in the liberal arts and sciences, the University provides an environment in which exceptional teaching fosters student learning, scholarship, and achievement. As the only four-year public institution in south central Virginia, Longwood University serves as a catalyst for regional prosperity and advancement. *Approved by the Longwood University Board of Visitors, July 1997.*

Provide a brief description of your institutional vision and goals over the next six years, including numeric targets where appropriate. Include specific strategies (from Part 3 – Academic-Financial Plan and Part 4 – General Fund Request) related to the following state themes and goals:

- **Equitable:** Close access and completion gaps. Remove barriers to access and attainment especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.
- **Affordable:** Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.
- **Transformative:** Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions. This goal includes efforts to diversify staff and faculty pools.

Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included here. If applicable, include a short summary of strategies related to research. The description of any strategy should be one-half page or less in length. Be sure to use the same short title as used in the Part 3 and Part 4 worksheets. If federal stimulus funds will fund activities and are included in Part 3 as reallocations, please note how they will be used.

RESPONSE:

Improved Student Access and Success

(Equitable, Affordable, Transformative)

Improving student access and success – particularly for low-income and minority students – continues to be a high priority goal for Longwood. We are proud to serve as one of a handful of true access institutions in Virginia. About 27% of our student body is Pell-eligible. While enrollment of Black students has not grown significantly at most institutions over the last decade, we have more than doubled the number of Black undergraduate students at Longwood since 2011. And as the only public four-year institution located in Southside Virginia, we continue to serve a large number of rural students.

We are also successful in graduating low-income students. According to SCHEV's data, about 61% of Pell-eligible students who enrolled at Longwood during the 2014-15 academic year graduated from Longwood within six years. By our calculations only two other public four-year institutions in Virginia are similarly successful in serving a student body that is more than one-quarter Pell-eligible and also graduating at least 60% of Pell-eligible students within six years.

While we are proud of our track record, we know we have more work to do, both in enrolling more minority and low-income students and in closing award gaps for these groups of students. Additional support from the Commonwealth outlined in Section E. Budget Items, related to Access and Affordability, Financial Aid, Teacher Preparation, and Work Study Redesign would enhance our efforts to improve student access and success.

- The Collaborating with Lancers for Academic Success Program (CLASP) has been working since 2018 to support underrepresented students by increasing persistence, retention, and graduation rates. The program includes academic coaching sessions and study hall, empowerment groups that help students navigate life, and monthly group activities to build community and career-readiness skills. CLASP has also initiated a mentorship program between Longwood Black alumni and students to provide opportunities for networking and enhance academic, professional, and personal development of underrepresented students.
- Efforts continue to recruit and support transfer students, including meeting the near-term objectives of the statewide Transfer Virginia initiative this summer: 1) the implementation of a comprehensive transfer portal that will support students, particularly those in the Virginia Community College System, as they consider degree completion options; 2) the development of pathway maps to guide students' course selections as they complete VCCS coursework and prepare to transfer to Longwood; and 3) the development of new VCCS courses to provide key introductory experiences to support timely post-transfer degree completion. A new cross-division Transfer Team is being established to consider the transfer student experience holistically and recommend ways to provide better support to students who transfer to Longwood.
- Given the impact of the pandemic on high school students' academic experience – and in particular the impact on minority and low-income students - we have created a new innovative Summer bridge program, 5 Things Every Lancer Needs to Know. This program will address the three pillars of student success: academic preparation, engagement on campus beyond joining student organizations, and the student's motivation for going to college.

Federal stimulus funds (HEERF I, II, and III) have been and will continue to be allocated to our students for emergency financial aid grants, which supports our efforts to improve student success and access.

Innovation in Teacher Preparation

(Equitable, Affordable, Transformative)

Longwood continues to implement a number of initiatives to address the statewide teacher shortage, to build a pipeline of high school students who will enter teacher preparation programs at the collegiate level, and to address the lack of diversity in the teaching profession and in educational leadership roles. These initiatives are aligned with the Virginia Plan, as they will help close enrollment, award and borrowing gaps, and they will also help Longwood achieve some of our diversity, equity and inclusion objectives.

- **Call Me MISTER:** Since 2007, Longwood has been one of 14 national partner institutions of higher education, and the only one in Virginia, affiliated with the Call Me MISTER (Men Instructing Students Toward Effective Role Models) program, which is based out of Clemson University. The mission of the program is to increase the representation of males in Virginia's teaching force, particularly young men who themselves reflect the diverse characteristics of K-12 students throughout the Commonwealth. This mission is rooted in substantial research supporting positive learning outcomes in schools in which the ethnic and gender diversity among teachers better mirrors the diversity of the student population itself. Given the financial need of students in the program, Longwood has recently increased scholarship and aid funding for Call Me MISTER students. However, some students still have unmet need that has to be covered by loans. Increasing scholarship support to eliminate the need for Call Me MISTER students to take out loans, as well as increasing support for academic success and retention,

continues to be a priority. Section E. lays out a funding request that would provide further support for students in this program.

- **2+2 Degree Pathway in Early Childhood Education:** SCHEV approved Longwood's new B.S. in Early Childhood Education in May 2020. Work has also begun in planning for how students who attend Longwood's main campus either as first-time, full-time freshmen or as transfer students from other VCCS institutions may earn their licensure in Early Childhood Education. Longwood reallocated \$100,000 in order to hire a faculty member to teach specific early childhood education courses in FY21. General Funds for this initiative that were restored for FY22 will enable Longwood to offer scholarships, academic advising, and test preparation and licensure support to provide students with a seamless transition from the early childhood associate degree program at Patrick Henry Community College to Longwood at NCI.
- **Teachers for Tomorrow:** This program helps school districts train teachers to implement a two-course Teachers for Tomorrow sequence for high school students. The second course offered is the dual-enrollment EDU 200 course offered by VCCS. Work will continue on building relationships with school districts and with VCCS institutions to encourage them to offer EDU 200 as a dual-enrollment course, which it has not been historically. Moreover, Longwood plans to offer scholarships to students who complete the Teachers for Tomorrow program at our partner schools and who attend the University. They will receive a scholarship that will apply toward their tuition during their student teaching semester.
- **Graduate & Professional Studies Education Programs:** Increased marketing of Longwood's graduate education programs and professional studies educational leadership endorsement has led to an increase in diverse students enrolling. Over 500 educators have participated in the educational leadership endorsement initiative since it began in 2016. This helps to address the lack of diversity in educational leaders in K-12 systems across the Commonwealth. In Professional Studies, two new initiatives in partnership with the VDOE will begin in the 2021-2022 academic year to address the continuing teacher shortage: 1) a program working towards licensure with Career & Technical Education (CTE) teachers, and 2) the Career Switcher Alternative Route to Licensure program. Online coursework for licensed teachers who wish to add the special education endorsement will also be available beginning fall 2021.

Expanded STEM and Health Professions Degrees

(Equitable, Transformative)

Longwood's nursing program continues to grow, and our students continue to excel. We will add a new cohort of 74 students this Fall. In nearly every year over the past five years, our nursing graduates have achieved a 100 pass rate on their required licensure exam. In order to raise the profile of our Health Professions programs, the Department of Nursing has moved from the Cook-Cole College of Arts and Sciences to the College of Education and Human Services; this was approved by SCHEV staff and is effective July 1. With this move, we plan to rename the college the College of Education, Health, and Human Services. Moving the Department of Nursing to the College of Education and Human Services will present opportunities to create efficiencies in course offerings, to increase interdisciplinary collaboration, to develop new academic programs in high demand, and to foster inter-professional education techniques for our undergraduate and graduate students in both the education and health and human services professions.

Both state funding and federal grant funding are devoted to increasing the pipeline in STEM fields and to improve retention and graduation rates of students in those degree programs. Tech Talent funding will employ an admissions recruiter focused on recruiting both first-time and transfer students into Computer Science and other STEM fields. Tech Talent funding will also be used to build a mentorship and retention program, based on our successful LIFE STEM program (see Section K. below). National Science Foundation (NSF) funding is being sought for a LIFE STEM Phase II grant, which will bring scholarship dollars and academic and student success support to underrepresented students interested in pursuing careers in STEM fields. Moreover, Longwood faculty are applying for an NSF Directorate of Biological

Sciences Research Experiences for Teachers Sites (BIORETS) award. The goal of the program is to involve teachers from underrepresented groups in research experiences in the biological sciences. These experiences will enrich their curriculum development and classroom teaching practices, and therefore inspire students from diverse backgrounds to consider higher education and careers in STEM fields.

Transformative Engagement

(Equitable, Affordable, Transformative)

Longwood has two partner institutions, the Moton Museum and the Longwood Center for the Visual Arts (LCVA), that provide crucial outreach in diversity, equity, and inclusion programming to our community, and more specifically, to our K-12 school systems. The Moton Museum, a National Historic Landmark and Virginia's only civil rights museum, focuses on Prince Edward County's historic role in *Brown v. Board of Education* and the subsequent struggle over civil rights in education, a struggle launched by the Moton student strike led by Barbara Johns in 1951. The LCVA is Longwood's nationally accredited art museum. Recent exhibitions with DEI themes include *Thornton Dial's Drawings* and *Asteriks in the Grand Narrative of History*, featuring Black and Latinx artists. An exhibition this fall will feature the drawings of artist Micaela Goade, the first Native American to win the Caldecott Award for her illustrations in Carole Lindstrom's *We Are the Water Protectors*.

During the pandemic, both institutions pivoted to online educational outreach and programming, which has allowed them to extend their audiences across the Commonwealth. As in-person museum visitation returns and as K-12 students return to in-person classes, demands on museum staff will only increase. Both museums employ a Director of Education and Outreach and an Assistant Director of Education. The Assistant Director positions are focused exclusively on K-12 student programming and outreach. Section E. outlines a funding request to ensure that we are able to continue and expand these important community outreach initiatives.

Longwood is also planning to redesign current work study programs, discussed in greater detail in Section E., to better meet the financial and career readiness needs of our students, so that they are positioned to compete for jobs after graduation. These improvements will also help us meet the Virginia plan measures related to closing borrowing and wage gaps.

Projected Unavoidable Cost Increases

(Affordable, Transformative)

With support from the General Assembly and federal stimulus funding in FY22, Longwood was able to maintain affordability for our students by freezing tuition in FY22. We have provided estimates on unavoidable cost increases that are likely to be addressed through increased tuition and reallocation over the next two fiscal years if additional General Funds are not appropriated. These projected costs are primarily related to FY22 and future anticipated state-mandated salary increases and health insurance premium increases. The institutional portion of federal stimulus funds (HEERF I, II and III) have primarily been used and will be used for COVID-related expenses and to help offset E&G and auxiliary fund losses in housing, dining and conferences in events that began in FY20.

Our assumptions are as follows:

- Loss of \$675,300 in General Fund in FY23 and FY24 that helped to offset FY22 state employee salary increases
- Ongoing costs associated with FY22 state employee salary increases
- Projected health insurance premium increase of 3.2% in FY23
- Projected state-mandated salary increases ranging from 3.5 to 5% in FY24

Section E. includes two items that would help address unavoidable cost increases thereby maintaining affordability: continuation of \$675,300 in General Funds that were appropriated to Longwood in FY22, and enhanced Access and Affordability funding that would also help us maintain quality and effectiveness of student support services that are particularly beneficial to our low-income and minority students.

Faculty and Staff Equity, Retention and Promotion Pool

(Transformative)

Longwood has at times internally funded merit-based pay increases to the faculty equity, retention and promotion pool. These targeted increases have encouraged high-performing faculty to remain at Longwood, improved morale, and helped to address salary compression. Since the Commonwealth included salary increases for faculty, adjunct faculty, AP and classified employees in the FY22 budget, we do not anticipate awarding significant additional increases out of our internal pool over the next two fiscal years, but we have set aside \$25,000 to address promotions.

Section C. In-state Undergraduate Tuition and Fee Increase Plans: Provide information about the assumptions used to develop tuition and fee information the institution provided in the Excel workbook Part 1. **The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the institution's mission, market capacity and other factors.**

RESPONSE:

Longwood University recognizes the financial impact of the COVID-19 pandemic on our students and their families. Through additional support from the General Assembly, reallocations, and savings from salary reductions we implemented in FY20 and FY21, we were able to freeze tuition for FY22. However, without further support from the General Assembly, the impact of the pandemic on revenues combined with pressures associated with salary increases and other unavoidable cost increases will likely necessitate tuition increases in FY23 and FY24. We built the following assumptions into our plan:

- FY23: Assumes the loss of \$675,300 in operating funds that helped support unavoidable cost increases (salary increases) in FY23. Assumes no additional state-mandated salary increases, but assumes a 3.2% increase in health insurance premiums and a 1% increase in other benefits. Under this scenario, loss of General Fund and additional unavoidable expenses would necessitate a tuition increase of about 3.5%. We would likely reallocate to try to bring this down to 2.9%.
- FY24: Assumes a 5% state-mandated salary increase for classified employees and adjunct faculty and a 3.5% state-mandated salary increase for faculty and AP employees. Assumes no additional increase in health insurance premiums, but additional O&M costs of \$648,300 for the Facilities Annex Renovation and Expansion project that will be completed in July 2023. Under this scenario, a 2.9% tuition increase would bring in enough revenue to pay for our unavoidable cost increases and would provide a modest investment in our strategies.
- Mandatory non-E&G Fees: For FY23, assumes a 3.2% increase in health insurance premiums and \$271,496 in additional costs in student health. For FY24, we assume state-mandated salary increases ranging from 3.5 to 5%, no additional health insurance premium increases and additional student health costs of \$104,905. In both FY23 and FY24 we would reallocate if necessary to bring the total mandatory non-E&G fee increase down to 3%.

Section D. Tuition and Other Nongeneral Fund (NGF) Revenue: Provide information about factors that went into the calculations of projected revenue, including how stimulus funds may mitigate tuition increases.

RESPONSE:

The COVID-19 pandemic has negatively impacted the University's revenues. Fewer students lived in residence halls and purchased meal plans, and conferences and events were unable to take place during the past year, which reduced auxiliaries. E&G revenues are also affected, as we project that COVID will impact undergraduate enrollment for the next several years. Graduate enrollment is growing, which is a bright spot. Longwood has prioritized affordability over the past eight years, so reallocations and stimulus funds – which will backfill some of our revenue losses – will ensure that our students do not bear the brunt of the pandemic's disruption and damage.

Section E. Other Budget Items: This section includes any other budget items for which the institution wishes to provide detail. Descriptions of each of these items should be one-half page or less.

RESPONSE:

- 1) **Address Unavoidable Cost Increases: \$675,300 in FY23 and in FY24**
(Affordable, Transformative)

This request would continue into FY23 and FY24 the \$675,300 in General Fund that is in the FY22 state budget adopted by the General Assembly earlier this year to address unavoidable cost increases and required new spending. Longwood would use the additional funding to help offset the continuing costs of state employee salary increases that went into effect in FY22.

- 2) **Address Unavoidable Cost Increases and Improved Student Access and Success – Enhanced Access and Affordability Funding: \$1,900,000 in FY23 and in FY24**
(Equitable, Affordable, Transformative)

This request would enhance Longwood's existing Access and Affordability funding in the state budget to address expected revenue loss and to maintain quality and effectiveness of student access and support services.

As discussed in Section B., Longwood serves a large number of in-state and low-income students. About 93% of our students are Virginians and about 27% of our students are Pell-eligible. Importantly, the majority of our economically disadvantaged students graduate from Longwood; more than 60% of Pell-eligible students receive their awards, so they are not left with debt and no degree. Our tuition and fee increases have also remained among the lowest in the state over the past six years. We serve and graduate our students despite having fewer resources when compared to many of our peers, as we have historically received a lower amount of per-FTE funding from the General Fund, and we do not have the out-of-state and endowment revenue streams that can bolster student access and success efforts.

\$1.9 million would also address expected revenue loss as a result of the University's tuition freeze in FY22 and reduced undergraduate enrollment, and would help the University manage the unavoidable cost increases described above. We appreciate the additional Access and Affordability funding provided by the Governor and General Assembly in FY22. Enhancing that funding would greatly benefit our students.

- 3) **Improved Student Access and Success - Additional Financial Aid Funding for Low-Income Students: \$393,700 in FY23 and in FY24**
(Equitable, Affordable, Transformative)

Additional General Fund support Longwood received in FY22, combined with institutional aid and scholarships raised through private foundations has helped us meet the growing financial needs of our student body. An additional supplement of \$393,700 would allow us to enroll, graduate, and reduce the borrowing of low-income students, thus addressing several important goals of the Virginia Plan for Higher Education.

Roughly 27% of our student body is Pell-eligible, and as SCHEV noted in its 2019 Review of Financial Aid Funding Formulas and Awarding Practices, 58% of our students applied and were eligible for need-based aid – a similar percentage to other access institutions like George Mason and VCU. According to SCHEV's data, 61% of Pell-eligible students who started at Longwood graduated within six years from Longwood. Additional financial aid is particularly impactful here, as our tuition and fee increases over the past six years have been among the lowest in the state.

Longwood has continued to enroll a consistent and growing number of Pell-eligible students. In fact, over the past few years, we have accepted a greater number of Pell-eligible students than ever before, however, a smaller percentage of them are able to enroll. For example, in 2011, about half of the Pell-eligible students who were accepted at Longwood – 482 – deposited. In 2018, we accepted more than double the number of Pell-eligible students accepted in 2011 – 1,117. While 368 students deposited – more than in 2011 – 749 did not. Given Longwood's strong track record in graduating Pell-eligible students and in keeping tuition and fee increases relatively low, additional financial aid funding to enable these students to enroll and graduate from Longwood without a heavy debt load would serve the Commonwealth well.

4) Innovation in Teacher Preparation and Improved Student Access and Success: \$370,000 in FY23 and in FY24

(Equitable, Affordable, Transformative)

This funding would help build a pipeline for Longwood's Call Me MISTER (Men Instructing Students Toward Effective Role Models) program through scholarship support, recruitment and advising. This funding would help the Commonwealth diversify the teaching profession, while also helping close enrollment, award, borrowing, and earnings gaps for historically underrepresented students. This funding would help meet the unmet need of current students in the program, enabling them to take out fewer loans and would enable us to increase enrollment in the program in FY23 and in FY24, as well as support academic success and retention efforts. The funding would also help Longwood achieve some of its Diversity, Equity and Inclusion objectives for recruiting and retaining a diverse population.

5) Transformative Engagement - Work Study Redesign Pilot: \$350,000 in FY24

(Equitable, Affordable, Transformative)

Longwood currently employs about 400 students through Federal Work Study and College Study, Longwood's own work study program. Work Study programs give students the chance to earn money while working on campus or in the campus community. Many students have very positive experiences with Work Study, but the programs are very decentralized, many students are unaware of them, and outcomes are often uneven. Longwood has an opportunity now to redesign our programs to better meet the financial and career readiness needs of our students.

During FY22, we will pilot a Work Study Redesign so that paid internships and experiential learning opportunities can become more widely available and more accessible to all students. This initiative helps fulfill the mission of the SCHEV/Virginia Chamber Foundation's Virginia Talent + Opportunity Partnership (V-TOP) to expand internships and other work-based opportunities to students. We are

currently looking into pursuing a V-TOP Round 3 proposal that would support our efforts in FY23 to formulate a plan for experiential learning at Longwood.

Once the plan has been developed and we have established learning outcomes for each Work Study student, additional General Fund support of \$350,000 in FY24 would allow us to open up opportunities to even more students and to bring in other employers. An enhanced and redesigned program will support our retention and graduation efforts, particularly with low-income and minority students who often face more hurdles in securing paid internships. This initiative could help to close gaps in median wages of these students compared to others.

6) **Transformative Engagement – Support for Community Initiatives in Diversity, Equity and Inclusion and Public Education: \$150,000 in FY23 and in FY24**
(Equitable, Transformative)

This funding will invest in initiatives with our partners, the Moton Museum and the Longwood Center for the Visual Arts (LCVA), which support Diversity, Equity and Inclusion efforts and public education outreach. Funding is being requested in FY23 to support the Assistant Director of Education position at each museum. The Moton Assistant Director of Education position was created with funding from a grant from the Institute of Museum and Library Services (IMLS) for the Moton's Young Visitors Project; that salary will be continued with another grant from the Jessie Ball DuPont Fund, which will end in 2023. The LCVA Assistant Director of Education is only a part-time position. This his funding would enable us to make that position full-time and therefore expand the LCVA's capacity to serve K-12 school visitors, as well as school-based and digital programming.

Section F. Enrollment Projections: Include in this section information about how your institution developed its enrollment projections, whether your institution is concerned about future enrollment trends, and, if so, what planning is underway to address this concern. How have enrollment plans been impacted by the pandemic? For example, does your institution plan on enrolling more online students?

RESPONSE:

As Longwood developed enrollment projections this year, we were very mindful of the uncertainty caused by the COVID-19 pandemic and its aftermath. Total headcount enrollment increased at Longwood in Fall 2020, and our retention rate has remained relatively stable. We know, however, that our student body thrives in a high-touch, close-knit campus environment, which made the last academic year particularly challenging. In addition, more than a quarter of our students are Pell-eligible, and many of their families' financial circumstances have been negatively impacted by COVID. Our projections are very conservative and assume a modest decline in undergraduate enrollment over the next few years, which affects projections across IPS measures.

We have seen a growth in enrollment in our graduate programs, and we expect enrollment to exceed 1,000 in those programs next year. New marketing has increased applications, and for some programs, has increased diversity in the applicant pool. Most graduate programs are building on lessons learned last year and implementing or considering changes in their programs to meet the needs of adult learners.

In addition to the enrollment challenges at the undergraduate level brought about by COVID-19, Longwood is certainly not immune to the impact of a leveling-off and then decline in Virginia's K12 population. The headwinds have grown stronger over the past five years, as out-of-state flagship universities have recognized the workforce development advantage of recruiting heavily in Virginia, and some Virginia universities have significantly grown their undergraduate populations. We are reallocating resources – and in some cases using specific state funding streams – to put even more resources into undergraduate recruitment and student success initiatives, including those targeted to Tech Talent, teacher preparation, and minority and low-income student populations.

While our undergraduate students primarily enroll at Longwood because they are looking for a residential college that offers small, in-person classes and lots of faculty interaction, we expect many courses will continue to incorporate learning technology going forward, including quality video instruction, archived lectures, remote testing and other effective tools that enhance in-person and online instruction. In addition, we expect that more non-traditional learners may become interested in our programs that were hybrid before the pandemic, including our teacher preparation programs at New College Institute and our R.N. to B.S.N. at Southside Virginia Community College. We rolled out our fully online MBA program in summer 2020 with 29 students. By the following summer of 2021, the MBA has enrolled 361 students, a huge increase in a short amount of time.

Section G. Programs and Instructional Sites: Provide information on any new academic programs, including credentials and certificates, new instructional sites, new schools, or mergers supported by all types of funding, that the institutions will be undertaking during the six-year period. Note that as part of the revised SCHEV program approval process, institutions will be asked to indicate if a proposed new program was included in its six-year plan. Also, provide information on plans to discontinue any programs.

RESPONSE:

Organizational Changes

- Move Department of Nursing to College of Education and Human Services (approved by SCHEV staff, effective July 1, 2021)
- Planned renaming of the College of Education and Human Services to the College of Education, Health, and Human Services to reflect better the presence of Nursing in the College (2021)
- Planned department name change of Health, Athletic Training, Recreation, and Kinesiology to Health, Recreation, and Kinesiology to reflect the teach out of the Athletic Training program (2022)

New Locations

- Master's in Education in School Librarianship: new off-campus cohorts will launch in the City of Richmond and Fairfax County in Fall 2021.

Program Changes at Off-site Locations

- The B.S. in Social Work program at New College Institute is being closed in 2022, and current students are being taught out. The faculty member who teaches in the program will relocate to Longwood's main campus.
- Prior to the Covid-19 pandemic, Longwood had planned to offer the B.S. in Social Work, the B.S. in Liberal Studies, and the Master's in Educational Leadership programs at the Southern Virginia Higher Education Center, through a mixed format of on-site and distance learning. Given changing circumstances due to the pandemic, these plans are being reevaluated.

Section H. Financial Aid: Discuss plans for providing financial aid, not including stimulus funds, to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans. Virginia's definitions of low-income and middle-income are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

RESPONSE:

We appreciate the steps that SCHEV, in consultation with the Governor, General Assembly, staff and institutions, has taken to improve the appropriation and allocation of undergraduate financial aid. The

Governor and General Assembly initially appropriated an additional \$787,400 in financial aid funding for Longwood in FY21, however, due to the uncertainty surrounding the COVID-19 pandemic, this funding was later un-allotted. We are grateful for the restoration of the \$787,400 in FY22, which will help our growing population of low and middle-income students and their families – many of whom saw their financial situations greatly impacted by the pandemic. We plan to provide more financial aid funding over the next few years. As noted in Section E, additional General Fund support for financial aid funding would help more Pell-eligible students attend Longwood and would close gaps in borrowing for low-income students.

Section I. Capital Outlay: Discuss the impact, if any, that the pandemic has had on capital planning, such as decreasing the need for space or other aspects. Provide information on your institution's main Education and General Programs capital outlay projects, including new construction as well as renovations that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, student charges, or current square footage. Do not include projects for which construction (not planning) funding has been appropriated. *Special Note: The requested information is for discussion purposes only and inclusion of this information in the plans does not signify approval of the projects.*

RESPONSE:

The pandemic created an immediate demand for more instructional space to meet the emergent social distancing directives. Longwood rapidly re-arranged and repurposed many non-traditional classroom spaces to offer a fraction of the normal in-person class experience. The immediate need for transitional space highlighted the University's lack of flexible, multi-purpose space that can be quickly and easily repurposed and reconfigured. The amount of planned future space need not increase nor decrease from current requirements, but it must be purposefully designed to be adaptive and responsive to emergent changes.

Replace Wygal Hall

Longwood's sole E&G capital outlay project currently planned for this period is construction of a replacement for Wygal Hall, the University's outdated and inadequate music education and performance venue. Wygal Hall is 50 years old and has not gone through a significant renovation since it was built. In 2019, the General Assembly authorized \$2.163 million in FY20 Higher Education Non-General Funds to accomplish preliminary and detailed planning for this project. Longwood anticipates submitting a capital project request in 2021 for full project funding through construction. The project is included in the Commonwealth's six year capital outlay plan, approved by the General Assembly and Governor in 2021. Since this is a 100% E&G project, there will be no impact on student fee charges.

Section J. Restructuring: Provide information about any plans your institution has to seek an increased level of authority, relief from administrative or operational requirements, or renegotiation of existing management agreements.

RESPONSE:

We do not have any plans related to Restructuring at this time.

Section K. Evaluation of Previous Six-Year Plan: Briefly summarize progress made in strategies identified in your institution's previous six-year plan. Note how additional general fund support and reallocations were used to further the strategies.

RESPONSE:

2+2 Degree Pathway in Early Childhood Education

SCHEV approved Longwood's new B.S. in Early Childhood Education in May 2020. The program will prepare students to serve as early childhood general and special education teachers in schools and in community-based settings. Students who pursue the program's teaching concentration will complete certification and will be able to teach students in grades PreK-3 in public school settings. Ten students enrolled in Longwood's inaugural cohort at New College Institute in Fall 2020. In addition, eight students who graduated or will graduate with the associate degree in early childhood education from Patrick Henry Community College this spring and summer have indicated they will transfer to Longwood for Fall 2021. We plan to enroll an additional three to five students in Spring 2022, after they earn their associate degree in December 2021.

Longwood reallocated resources in order to hire a faculty member to teach specific early childhood education courses in FY21. The Governor and General Assembly provided \$137,410 in GF for this initiative during the 2020 Session, but the funding was later un-allotted due to the COVID-19 related budget cutbacks. Fortunately, funding for FY22 was restored during the 2021 Session. Longwood will be able to offer scholarships, academic advising, and test preparation and licensure support to provide students with a seamless transition from the early childhood associate degree program at Patrick Henry Community College to Longwood at NCI.

Improved Retention and Graduation Rates

The new coaching group initiative that Longwood introduced during the 2018-19 academic year continues to bear fruit. We made steady progress during the 2019-20 academic year, prior to the COVID-19 pandemic, in establishing strong overall academic standing numbers. Over a two-year period, 8% fewer students were in academic trouble compared to the previous year, and our retention rate ticked up for the 2019 cohort. This indicates that more students are adopting behaviors that lead to academic success, achieved through coaching, personal outreach, the Civitae curriculum, and a healthy campus culture. Coaching continued in the 2020-21 academic year, though in a notably different form given the limitations that COVID placed on close-quarters, in-person gatherings. Coaches and Peer Mentors became individualized support systems for students throughout the year, doing things like check-ins (and care package deliveries!) for students in quarantine, socially distanced shared meals, outdoor activities such as hikes and bike rides, and—the perennial favorite—chats over ice cream. Despite the impact of COVID-19 on these students' experiences, the number of students in academic difficulty were comparable to those from two years ago. We know that without the flexible, individualized support they provided, we likely would have had significantly larger challenges.

Expanded STEM and Health Professions Degrees

Longwood's nursing program continues to be one of our most sought-after programs. A cohort of 74 students is expected to enroll in nursing in fall 2021. For four out of the last five years, including 2020, Longwood nursing graduates have achieved a 100 pass rate on their required licensure exam, an accomplishment few schools across the country can boast. A solid foundation has been laid for the RN-to-BSN degree completion program, which is offered fully online. The articulation agreement with Southside Virginia Community College (SVCC) was signed in October 2019. Three students are currently expected to transfer into our RN-to-BSN program in fall 2021, which brings total enrollment to nine.

Covid-19 disrupted the work our science faculty were doing with local public school systems to create a pipeline of students interested in STEM. However, the Longwood Summer Scholars Program, a summer apprenticeship program for high school juniors that targets historically underserved students in STEM fields, is back in person in summer 2021, with three scholars on campus. One of the 2019 scholars continues to be involved in the program and is enrolling at Longwood this fall as a chemistry major. Additional grant funding will be sought to continue this program for another two years.

The Longwood LIFE STEM Program, supported by funding from an NSF S-STEM grant, supports STEM degree production through increased retention and graduation rates. The program provides scholarships and wrap-around support services to academically talented students with financial need. Across three cohorts of LIFE STEM Scholars, first-to-second-year retention was 78% (25 of 32), which is higher than first-to-second-year retention for all Longwood science students [49% (38 of 78) for the Fall 2019 freshman cohort and 59% (53 of 90) for the Fall 2015 cohort]. As of Spring 2022, 57% (13 of 23) of junior- and senior-year LIFE STEM Scholars were on track to graduate in four years. By comparison, for the Fall 2015 freshman cohort, 44% (40 of 90) of science students graduated in four or five years.

Innovation in Teacher Preparation

Longwood continues to work to improve the teacher pipeline in Virginia by marketing our own teacher preparation programs better and by encouraging school systems to develop "grown your own" programs. Longwood changed the names of its K-8 Teacher Preparation Programs from Liberal Studies to Elementary Education and Teaching and Elementary & Middle School Education and Teaching. We have partnered with Region VIII school districts and with Southside Virginia Community College to expand the Teachers for Tomorrow (TfT) program into the schools. The program, initially funded with a Provost's Initiative grant, provided curriculum training to teachers who teach in the two-course TfT sequence. In 2019, a partnership with SVCC expanded the dual-enrollment offering of EDU 200, which is the second course in the TfT program, to secondary students in four additional Region VIII divisions (Buckingham, Charlotte, Cumberland, and Halifax). While Covid-19 disrupted the roll out of TfT in several school districts, the groundwork was established to work with other school districts in the Richmond and Lynchburg areas to expand the TfT program.

Section L. Diversity, Equity and Inclusion (DEI) Strategic Plan: Provide an update on the completion status of your institution's plan that is being coordinated with the Governor's Director of Diversity, Equity and Inclusion. If a copy of the plan is available, please include it when your institution submits its initial plan. If a copy of the plan is not available for July 1 or if changes are made, please provide a copy with your institution's final plan submission on October 1.

RESPONSE:

A draft of the Longwood University Diversity Strategic Plan, 2021-2026, was submitted to the Governor's Director of Diversity, Equity, and Inclusion on July 1 and is provided as an attachment to the six year plan. The University Diversity Council authored the plan with broad input from stakeholders across campus. Final revisions are being made this summer, and the Board of Visitors will review the Diversity Strategic Plan at its September meeting.

Section M. Economic Development Annual Report: Provide a copy of any report your institution has produced about its economic development contributions.

RESPONSE:

Community and Economic Development

- Longwood University and Mid Atlantic Broadband collaborated on a Go Virginia grant application in 2019/20 to develop an Entrepreneurship and Innovation Investment Strategy for Go Virginia Region 3.
 - Go Virginia Region 3 officially adopted the innovation investment plan submitted by Longwood and MBC in October 2020.
 - Go Virginia Region 3 established and published funding priorities to support entrepreneurial development based upon the adopted plan.
- SOVA Innovation Hub (partnership of Microsoft and MBC) and Longwood Office of Community and Economic Development submitted a follow-on statewide Go Virginia grant proposal in January 2021 to develop a pipeline of entrepreneurship and innovation support programs while connecting entrepreneurship resources across Region 3.
 - Go Virginia approved the grant application on March 16, 2021.
 - Educational programs in innovation and entrepreneurship have begun. These courses bridge the higher education institutions to the communities in Region 3, offering training to youth, collegiate, and community populations. (See attached flowchart)
 - As part of this effort, Longwood faculty collaborated with Hampden Sydney College faculty to develop and teach cross-disciplinary and cross-institutional innovation/ideation and entrepreneurship courses for students of both institutions.
- Longwood is developing plans to convert an existing building, owned by the Longwood Real Estate Foundation, into an Innovation Hub to house current and future innovation programming. The building is located at Midtown Square, bordering the Historic Main Street District. Hampden Sydney College and Longwood University will be collaborating within this facility to continue to deliver and enhance the above innovation programs funded initially through Go Virginia. The building will house a maker space, community co-working space, an office of the Longwood Small Business Development Center, as well as flexible training and meeting spaces.
 - An initial Architectural and Engineering Study and design renderings were completed in 2021.
 - The Office of Community and Economic Development is working alongside SOVA Innovation Hub and Commonwealth Regional Council to apply for construction funding from federal and state grant sources.
 - Longwood University is working in conjunction with Hampden Sydney College through their respective advancement offices to develop a donor engagement plan for the facility.

Small Business Development Center

The Longwood Small Business Development Center (SBDC) is an economic development outreach service to small businesses and economic developers in 26 localities in Southern Virginia. The SBDC provides education, consulting and research services. The SBDC is funded by the Small Business Administration, Longwood University and local governments and economic development offices. The SBDC staff consists of full time and contract professionals, including faculty and students on scheduled assignments. In 2020, the Longwood Small Business Development Center had remarkable results assisting businesses under the strain of COVID.

- 880 individuals received consulting, information or training services in 2020.
- 824 jobs were retained during COVID.
- Business clients report securing \$10,549,031 in funding for their businesses because of SBDC support with applications and resources.

Vice Presidents' Reports



Academic Affairs

Larissa M. Smith, Provost & Vice President

Highlights

- **Science faculty win \$1.5 million NSF S-STEM grant to support student scholarships and LIFE STEM program**
- **Enrollment in graduate and professional studies programs increases 28% over last fall**
- **Brock Experience Fellows plan courses to Alaska and the San Francisco Bay Area**

In July, following SCHEV approval, the Department of Nursing moved from the Cook-Cole College of Arts and Sciences to the College of Education and Human Services. Effective September 1, SCHEV approved the renaming of the college to the College of Education, Health, and Human Services (CEHHS). With those organizational moves complete, Academic Affairs will search for a new College dean this year. Dr. Lissa Power-deFur, professor of communication sciences and disorders and director of Speech, Hearing, and Learning Services (SHLS), has served as interim dean since January 2020, and has graciously agreed to serve through July 2022. This October, in collaboration with Admissions and with faculty in the Cook-Cole College of Arts and Sciences, the CEHHS is offering two Health Professions immersion days for potential students, highlighting the health professions available in both colleges.

Dr. Spencer Tricker, assistant professor of English, and Ms. Shayla Betts, assistant professor of social work, have been appointed the co-directors of the new U.S. Race and Ethnic Studies minor, which is beginning this fall. They co-taught the pilot introductory seminar to the minor in the spring semester 2021. The new minor was featured in an *Inside Higher Education* article in May 2021.

In July, Dr. Tamara Brown '89, executive dean of the College of Liberal Arts and Social Sciences at the University of North Texas, visited Longwood and served as the keynote speaker for the closing banquet at the Call Me MISTER Summer Institute. She also met with the academic deans and had lunch with faculty and staff to share her experiences and strategies for recruiting and retaining diverse faculty. Her visit generated rich conversations and laid the groundwork for enhancing the recruitment and retention of diverse faculty here at Longwood, in coordination with the University Diversity Council's Strategic Plan.

Brock Experiences

Brock Experiences are unique Longwood courses that take students to an American place where students study in-depth an unresolved civic issue. Two Brock Experiences are in development to run in summer 2022, one to Alaska and one to San Francisco. The Alaska course was the first Brock Experience developed after the highly successful Yellowstone course model. Dr. JoEllen Pederson, associate professor of sociology, and Dr. Phillip Poplin, professor of mathematics, are redesigning the course to reflect the most contemporary debates around natural resources in Alaska.

Dr. Dale Beach, associate professor of biology, is developing a course, entitled “Being Human: Genetics and Society,” that will travel to the San Francisco Bay area in California. As Dr. Beach describes the course, “All humans share the same set of genes, but the ones in your genome are a once in a lifetime collection, unique in all of history. The nature of our genes, their contribution to who we are as individual people, as a culture, and as a species leads to many unanswerable questions. What does it mean to be human? How do the same genes produce different people? What role does the society play in regulating whose genes are passed to the next generation? What limits restrict the changes and manipulations of a person’s human DNA?”

The fall semester will focus on assisting faculty with revitalizing mature Brock courses, which are courses that have already been created and piloted at least once, and on continuing to align the Brock Experiences with the Civitae Core Curriculum. A Brock course will run first as a CTZN 395 course and then be developed for the catalog as a Perspectives-level Civitae course. The director of the Brock Experiences has joined the Civitae Core Curriculum committee as an adhoc ex-officio member, and Brock and Civitae will combine forces to offer faculty development programs.

Civitae Core Curriculum

Dr. Heather Lettner-Rust, associate professor of English, is the new director of the Civitae Core Curriculum. She succeeds Dr. Melissa Rhoten, professor of Chemistry, who led the rollout of Civitae beginning in 2018. An expert in writing pedagogy, Dr. Lettner-Rust served on the original Academic Core Curriculum Committee (ACCC) that designed Civitae, and she has served for the last four years on the Civitae Committee as the writing coordinator.

Dr. Lettner-Rust and Dr. Sharon Emerson-Stonnell, professor of mathematics and former chair of the ACCC, have been invited to share the origin story of Civitae with the faculty of Westfield State University in Massachusetts. Westfield’s Provost read the article written by members of the ACCC entitled “Telling Our Story of General Education Reform,” *Peer Review*, publication of the American Association of Colleges & Universities (AAC&U), Summer 2018.

Cook-Cole College of Arts and Sciences (CCCAS)

The first cohort of the LIFE STEM students, funded by the National Science Foundation's Scholarships in STEM (S-STEM) program, graduated this year. This program has supported two cohorts of 12-14 students in the four natural science majors: biology, chemistry, integrated environmental sciences, and physics. Students were selected for this four-year experience based on their high school academic credentials and a program application that focused on motivation to participate in an interdisciplinary learning community and to pursue a STEM career.

In addition to scholarships of up to \$10,000 per year, LIFE STEM Scholars benefit from an ecosystem of student support services, including a cohort approach, an issues-focused summer bridge program, structured faculty mentoring, and a curricular scaffold that emphasizes both research experiences and career preparation. The success of these interventions is supported by the increased retention rates for these students. Using as a reference Longwood's 2015 entering class, first-to-second-year retention for scholars was 78% as compared to 59% for all science majors and 29% for low-income science majors. Twenty-one percent of scholars are African American, Hispanic, or biracial. A second cohort of LIFE STEM scholars will graduate in May 2022.

Building on those successes, Longwood, led by principal investigator Dr. Michelle Parry, professor of physics, submitted another NSF proposal in April 2021. That proposed project was recently funded for \$1.5 million. This next chapter of the LIFE STEM program will support three cohorts of 15 students, who together will receive more than \$1 million in scholarship support. As with the first award, recruiting activities will emphasize prospective students from the Southside and others geographically underrepresented in STEM.

To facilitate student recruitment and advising, the CCCAS Dean's office, in coordination with academic departments, completed the creation of sample four-year plans for every major program and popular concentration in the College. The plans provide a sample suite of courses that a student could take over the course of eight semesters, and all programs demonstrate the feasibility of completing the course of study within four years. The plans also provide information on popular minors for each major, if applicable; what recent graduates in the major are doing; and vignettes about a recent graduate and a graduate in early to midcareer. These plans are updated each year to take into account changes in curriculum.

The College hired its first Academic Safety Specialist this past June. Ben Gano, who came to Longwood after ten years in industry, is responsible for maintaining the chemical inventory across the College, primarily in the sciences and in studio art; working closely with faculty on maintaining safety in the labs and studios; ensuring compliance in liaison with the Office of Environmental Health and Safety; and providing training for faculty, staff, and students.

With the near completion of the new laboratory facility at Hull Springs, the College is creating the position of Research Manager for Hull Springs as a leadership development opportunity for a faculty member. The Research Manager will help to coordinate research projects and opportunities among Longwood faculty and students, as well as strengthen and advance collaborative research relationships with other institutions, such as VCU's Rice Center and

VIMS. The Research Manager will also work closely with the Director of Hull Springs to assist in providing community outreach and in applying for grants and outside funding. The Research Manager will be appointed this semester and begin their work in January 2022.

College of Business and Economics (CBE)

The online MBA program has seen a 126% increase over this time last fall with 481 enrolled students. More MBA students will join this number in the second half of the fall semester.

The CBE is in the fourth year of its reaccreditation cycle. The AACSB Continuous Improvement Review onsite visit is scheduled for spring 2023. Academic year 2021-2022 is the self-study year, which represents a snapshot that the visitation team will use to assess the College's accreditation status.

Plans for remodeling the lobby and public spaces in Hiner Hall are underway.

The CBE Corporate Advisory Board has transitioned to become the CBE Advisory Board. Seven new candidates were recently offered membership.

College of Education, Health, and Human Services (CEHHS)

The College's faculty engaged in numerous outreach activities over the summer. Dr. Aftab Khan, associate professor of special education, organized the Autism Institute; over 70 participants attended. Faculty in the graduate programs in Reading, Literacy, and Learning and School Librarianship convened the popular and longstanding Summer Literacy Institute, with over 100 participants. Communication Sciences and Disorders (CSD) faculty and students presented at the Southern Virginia Higher Education Center Summer Health Careers Camp. In August, nursing faculty and students provided high school sports physicals at Nottoway High School for middle and high school students free of charge. Two nursing faculty who are Nurse Practitioners administered the physicals, and nursing students performed the vision screening and height and weight measurements.

The Nursing faculty welcomed 80 new students this fall, the second largest cohort of students in the program's history. Over the summer, the Nursing Simulation Lab received a much-needed \$250,000 server update, phasing out the Windows 7 servers and converting all SD monitors, cameras, and recording equipment to HD.

Dr. Mike Mucedola, associate professor of health and physical education and chair of the department of Health, Athletic Training, Recreation, and Kinesiology (HARK), recently published the textbook, *Culture-based Differentiated Instruction: A Guide to Teaching Health Education*. The HARK faculty are incorporating principles from this book into their classes this semester.

The College's outreach centers and programs continue to provide important opportunities and services to public school teachers and community members. The Institute for Teaching through Technology and Innovative Practices (ITTIP) offered four different K-12 student programs over seven weeks – on campus, online, and in collaboration with Prince Edward Middle School, as well as facilitated four different K-12 teacher professional development opportunities over five weeks, collaborating with CCCAS faculty on the National Science Foundation (NSF) EMPOWER grant. Delivery was online and face-to-face (on campus and at Hull Springs). For the fall, the ITTIP is planning a technology summit for Longwood student teachers and their cooperating teachers and continuing to implement professional development from the NSF and VDOE grants within this region.

The Longwood LIFE program continues this fall under the leadership of Karen Feathers, assistant professor of special education. The first cohort of students are completing their internships this academic year, and a new cohort will begin classwork this semester. The Andy Taylor Center for Early Childhood Education (ATC) completed the contract with the Virginia Department of Social Services to offer subsidies to families to cover or partially cover the cost of tuition. This will broaden the availability of ATC within the community and supports ATC's mission of serving a diverse group of children.

Longwood's Speech, Hearing, and Learning Services (SHLS) has received some well-deserved community recognition. Dr. Kendall Lee, SHLS assistant director and local system manager for the Infant Toddler Connection of the Heartland (a SHLS program), and Dr. Christine Eubanks, SHLS audiologist, were recognized by the Farmville Lions Club with the Virginia Lions Hearing Foundation Elbyrne G. Gill Fellow for their outstanding commitment and dedication to the ideal rendering of humanitarian service. SHLS was also recognized as a Late Onset Hearing Loss Awareness Ambassador Champion for 2021 and received a grant from Centra to revise all forms to meet the health literacy level of the clientele and translate into Spanish.

College of Graduate and Professional Studies (CGPS)

Fall 2021 shows an overall increase of 28% in graduate enrollment (graduate programs and professional studies) as of August 27. Total graduate enrollment has now surpassed the long standing goal of 1000, a signal achievement for Dean Jeannine Perry and her staff.

Both the school and mental health tracks of the M.S. in Counselor Education program have seen growth in enrollment this year; the Health and Physical Education and Educational Leadership concentrations in the M.S. in Education program have experienced growth as well. The math education faculty are teaching out the concentration in Elementary & Middle School Math this year with their largest cohort of 19 mathematics teachers.

Professional Studies and the Special Education graduate faculty successfully launched a pilot Special Education Endorsement initiative this fall, enrolling twice the number of teachers expected. Work continues with the Virginia Department of Education for Longwood's participation in both the Career & Technical Education (CTE) and Career Switcher programs. These VDOE-based programs enable more professionals to qualify to enter the teaching

profession. A new website, www.longwoodce.org, houses all professional studies and continuing education opportunities.

The Digital Education Collaborative (DEC) continues to support essential instructional technology tools and training to ensure Longwood remains innovative. Identifying instructional technology that works well for all types of instruction and assisting faculty in the use of that technology will help Longwood keep pace with its peers. A renewed focus on faculty support is the primary DEC goal this year. One exciting project is the production of short, focused instructional videos in the MBA online program. The addition of a lightboard this semester will allow even greater flexibility for faculty creating instructional videos.

Cormier Honors College for Citizen Scholars (CHC)

The Cormier Honors College is welcoming its largest class ever of 145 first-year students. Their average GPA out of a 4.0 is a 4.07. This brings the CHC's total student count to 425. The average GPA in the Honors College is 3.66. The College also received a donation from Dr. Ray Gaskins that will cover full tuition for an honors first-year student for four years. Dr. Gaskins has accelerated his donation so that the first Gaskins scholar, Tess Peterson, will begin her studies this year.

The College is working to update its curriculum and to increase faculty development for tenure-track and tenured faculty who desire to teach Honors courses. The CHC revamped its course enhancement process, in which individual Honors students can enhance any course for Honors credit, to articulate how courses should be enhanced by using a "modes of inquiry" framework. The CHC also released its "Faculty Guide for Teaching in Honors" and hosted a faculty professional development seminar ("Learn to Cormier") that focused on honors pedagogy.

Greenwood Library

Greenwood Library has returned to a full slate of events and programming, both in-person and virtual, for the fall semester. First-year students enthusiastically participated in Greenwood Library's carnival theme during the Saturday night tailgate event at New Lancer Days. Over 400 students visited the library to play games including fishing, ring toss, free throws, corn hole, and mini golf. Through this activity students became acquainted with the librarians, as well as the library's services and building.

Other events include:

- Faculty Bookplate Ceremony (September 1): This event honors recently promoted and tenured faculty, who receive a bookplate in their honor in the book of their choice.
- Banned Books Week (Sept 27-Oct 1) and Banned Books Week Reading (Sept 30): In partnership with the Department of English and Modern Languages, previously banned books will be shared and discussed.

- Virginia Children’s Book Festival (October): Greenwood Library is an important partner to the VCBF, which will be held virtually again this year with a star-studded array of children’s authors throughout the month of October.
- Human Library (October 21): Individuals representing different religions, professions, genders, national or ethnic backgrounds become the “books.” Participants can check them out - meaning sit down in the library and have a conversation with the individuals about their experiences.
- Native American Heritage Month Panel (November 3): In collaboration with the Office of Multicultural Affairs, Greenwood Library is hosting a panel of representatives from multiple tribes of Virginia, moderated by a scholar who specializes in Native American history and culture.
- Southside Reads Reading Challenge (monthly through December): This popular program continues with monthly themes, contests, and both online and in-person book discussions. Over 50 people participated in various activities connected to each month’s theme. A survey of Southside Reads participants found that they are thinking more about their community and making connections, which was our main goal with the grant.

Greenwood Library continues its efforts to reduce students’ financial textbook burden by promoting financial assistance available through VIVA (Virtual Library of Virginia). These grants provide funding for faculty to reorganize courses around the use of low- or no-cost course materials. Librarians play active roles on the Longwood Faculty Course Materials Affordability Committee, which works with the Digital Education Collaborative (DEC), the Registrar, the Longwood Bookstore, and faculty to promote use of open educational resources.

Office of Accreditation & Compliance, Assessment & Institutional Research

Longwood’s decennial reaffirmation process has begun. One part of the process involves the compliance certification, which will document activities that demonstrate compliance with seventy-two standards that span all university operations. Led by Dr. David Shoenthal, Associate Provost/Associate Vice President for Academic Affairs, the compliance writing team includes nine faculty and staff from across the institution:

Russ Carmichael, Director of Planning and Real Estate Services
 Jen Fraley, Dean of Students
 Emily Heady, Assistant Vice President for Admissions and Retention
 John Miller, Associate Professor of English
 Melissa Rhoten, Professor of Chemistry
 Brent Roberts, Dean of the Greenwood Library
 Sarah Tanner-Anderson, Assistant Professor of Educational Leadership
 Linda Townsend, Director of Assessment.

The second part of the reaffirmation process involves the development of a quality enhancement plan (QEP). In 2021-22, a team of faculty and staff will be examining potential topics related to undergraduate student learning outcomes and student success. The team will also gather input and feedback from faculty and staff. The Office of Assessment and Institutional Research will

help to gather data to spur conversations about ideas. This effort is led by Dr. Pamela Tracy, director of the Center for Faculty Enrichment and professor of Communication Studies, assisted by:

Chris Labosier, Associate Professor of Environmental Science
Hua (Meg) Meng, Assistant Professor of Marketing
Alison King, Assistant Professor of Communication Sciences and Disorders
Mark Hamilton, Research & Digital Services Librarian
Waleed Ahmed, Assistant Director of Admissions and Retention
Jonathan Page, Director of Multicultural Affairs and Title VI Coordinator, and
an undergraduate student to be selected soon.

The final QEP topic will be chosen by the Reaffirmation Leadership Team, comprised of:

Taylor Reveley, President
Larissa Smith, Provost and Vice President for Academic Affairs and SACSCOC
Institutional Liaison
Louise Waller, Vice President of Administration and Finance
David Shoenthal, Associate Provost/Associate Vice President for Academic Affairs and
chair of the reaffirmation process
Pamela Tracy, chair of the QEP Topic Selection Committee
JoEllen Pederson, chair of Faculty Senate and Associate Professor of Sociology

The compliance certification and initial quality enhancement plan is due in early September 2023, with an on-site visit by peer evaluators in spring 2024.

Center for Faculty Enrichment (CAFE)

CAFE conducted its annual New Faculty Orientation on August 9 and 10. The orientation officially concluded with the President's reception for new faculty on August 17. As a means to develop camaraderie and enhance teaching practices, new faculty will participate in a cohort-building reading group focused on teaching and learning.

CAFE is focusing its activities this fall on helping faculty to continue to navigate teaching during a pandemic. CAFE and the Digital Education Collaborative (DEC) facilitated "Teaching during a Pandemic," a discussion among faculty about the lessons learned over the past academic year. Looking back at their pedagogical approaches during the pandemic, faculty discussed the challenges, successes, and strategies moving forward.

Dr. Pam Tracy, professor of communication studies and director of CAFE, and Dr. Emily Heady, assistant vice president for admissions and retention, presented a workshop for faculty and staff, entitled "What a Year! Teaching our 2021 New Students." After a year (or more) of remote, blended, sometimes synchronous, sometimes asynchronous learning, this year's new student cohort arrived on campus having had unique high school experiences. These experiences included both learning gaps and gains. More specifically, the workshop focused on the impact of

COVID on their learning and preparation for college as well as how COVID affected socio-cultural groups differently. Over 40 faculty and staff attended via Zoom.

CAFE also continues to be a leader of faculty development activities statewide. This summer, Dr. Pam Tracy and Dr. Adam Franssen, associate professor of biology and assistant director of CAFE, both facilitated state-wide faculty learning communities (FLC), in coordination with the Virginia Educational Development Network, these FLCs focused on designing assignments for success equity for all students using the tenets and practices of the Transparency in Learning and Teaching (TILT) method. These FLCs will continue throughout this academic year; in the next phase, faculty will conduct research measuring student achievement and the new assignment design.

Center for Global Engagement (CGE)

With utmost care and enthusiasm, Lancers have returned to study abroad, signaling a slow recovery from the pandemic cancellations. While numbers are small due to limited destinations with acceptable travel advisory levels, the CGE is thrilled to support two female business students as they begin their semesters at exchange partner Sogang University, in Seoul, South Korea. The CGE, in consultation with the Provost/VPAA, is monitoring travel advisory levels for the locations of faculty-led, short-term study abroad courses proposed for intersession. Decisions about whether these courses will run in December 2021/January 2022 will be made by mid-semester.

New recruitment initiatives for fall 2022 include the use of the U.S. Dept. of Commerce Services for International Recruitment, specifically their matching service. The CGE will also be evaluating target markets, examining opportunities to develop new partnerships, and developing summer “English for Special Purposes” programs.

The CGE is contributing to innovative curriculum developments around campus, including an Honors College academic pathway focused on global perspectives and co-coordinating the international studies minor. With these opportunities the CGE is working even more concretely on helping students develop the career skills and intercultural competency that employers are seeking in the 21st century.

In response to increasing inquiries, a hybrid MBA option for International Students has been launched as a pilot program. International students who wish to obtain a graduate degree while physically present in the United States are restricted by the federal government from enrolling in fully online programs. Creating this hybrid cohort provides a sought-after option for international undergraduate alumni and increases the number of international students on campus, which contributes to the overall diversity of campus as well.

Hull Springs

Construction on the new 3,000 square foot research lab is almost finished and the date for the dedication event has been set for Wednesday, October 6, at 2:00 p.m. An invitation with more details will be issued mid-September.

Located on the former camp house site, the new facility will feature space for teaching and research, a processing area, and screened porch. Dr. Kathy Gee, associate professor of environmental science, supervised the installation of a rain harvesting system at the research lab. The water captured in the tank will be used for rinsing research equipment, oyster cages, irrigation needs, etc. In future construction, the possibility of installing rain harvesting systems to supply water for flushing toilets is being explored.

Broadband connections are being installed at the lab and at the main house, hopefully to be completed by early September. The IT department is waiting for delivery of back-ordered equipment to complete the project.

The grant-funded feasibility study for the commercial kitchen/dining facility will be completed by September 1. This will provide a support document to file with an application for American Rescue Plan Act (ARPA) funding from the US Economic Development Administration (EDA). The EDA was allocated \$3 billion in supplemental funding to assist communities nationwide to build in a more resilient way and to avoid the kinds of economic impacts experienced during the coronavirus pandemic. Hull Springs is working in partnership with the Northern Neck Planning District Commission to apply for up to \$5 million (the maximum allowed per project of this type) to complete the new planned construction. This project application will include a request for funding to build a camp/meeting space, dining facility, outdoor teaching pavilions at both the new site and next to the main house, and infrastructure improvements, including electrical, water, sewer, and road. There is an 80/20 match requirement, and the grants are competitive. Any work done in parallel can be counted toward the match, including in-kind donations.

Longwood Center for Visual Arts (LCVA)

The LCVA was one of 126 museums nationwide recently awarded a prestigious Institute of Museum and Library Services (IMLS) Museums for America grant, which will provide \$250,000 in matching funds to support the installation of a state-of-the-art high density mobile art storage system at the LCVA. This comprehensive renovation project allows for optimal preservation and access to the museum's nearly 5,000 object collection while simultaneously doubling the usable space within its existing footprint. The LCVA collection continues to grow with notable acquisitions including 36 drawings by local artist and activist Edwilda Allen, which were gifted to the LCVA by Carley York '10.

The museum's exhibition season is very active, and features a slate of community-centered programs, as well as the conclusion of its tour of *Rural Avant-Garde* in Asheville, NC.

Current and Upcoming Exhibition:

- *The House We Build* on view August 28, 2021 – January 2, 2022: This exhibition is a dialogue between two children—Indigo and Zoe—and their father, James Williams II. Their conversations are depicted through the artwork of Indigo, Zoe, and James, and explore themes of friendship, childhood, fatherhood, race, and family.
- *Future Planets* on view August 28, 2021 – January 2, 2022: Curated by James Williams II, this exhibition provides emerging artists, ranging from age 3 to 15 years old, with a space to showcase their limitless imagination and creativity. Exhibiting alongside them are their renowned artistic parents. This exhibition features drawing, paintings, sculptures, videos, and installations created both individually and collaboratively by 36 artists.
- *People of the Tides: The Art of Michaela Goade* on view October 8, 2021 – January 24, 2022: Spanning decades of artistic development, *People of the Tides: The Art of Michaela Goade* is a testament to the artist's commitment to her heritage, craft, and the subjects she illustrates. Her art work preserves stories and traditions of contemporary Indigenous nations as well as highlights the themes and lessons learned from the land, in particular Southeast Alaska, her ancestral Tlingit home. Michaela Goade is a 2021 Caldecott Medalist and #1 New York Times bestselling illustrator. She is of Tlingit descent and is tribally enrolled with the Central Council of the Tlingit and Haida Indian Tribes of Alaska. This exhibition is offered in partnership with the Virginia Children's Book Festival.

The LCVA Winter Gala returns on Saturday, February 12, 2022, in Blackwell Ballroom.

Moton Museum

The Moton Museum staff supported the start of the academic year for Prince Edward County Public Schools, Longwood University, and Hampden-Sydney College (HSC). Museum staff hosted a new faculty lunch and tour for Prince Edward School colleagues, welcomed 75 first-year students from the Wilson Center for Leadership in the Public Interest at HSC, and gave tours to 150 students from the Cormier Honors College during their Honors Leadership Retreat. Cainan Townsend '15 M'20, associate director of the Moton Museum and director of education and outreach, is teaching a Civitae CTZN 110 honors section, and Cameron Patterson '10 M'17, executive director of the Moton Museum, is teaching in Project Success. Museum staff are also serving as academic coaches for the first-year coaching groups with the Office of Student Success and serving as academic advisors with the CLASP program.

On behalf of the Moton Museum, Longwood submitted a Community Project Funding Request (congressionally-directed spending) through the Office of Senator Mark Warner. The request seeks funding to support facilities upgrades to the Moton Museum, including replacement of the the HVAC system, renovations to the museum's secondary building, and enhancements to the security and exterior of the museum and visitor parking. The request has been submitted by Senator Warner through the Appropriations process.

The Moton Museum continues to make progress on components of the museum's Young Visitors Project initiative. This progress includes the successful launch of the Moton Teacher Institute in late June 2021 with 30 participants from across Virginia. A spot grant from the Virginia Law Foundation supported the launch of the K-12 Teacher-in-Residence Program. This funding joins recent support received from the Jessie Ball DuPont Fund. The online digital exhibit, motonschoolstory.org, was funded by a grant from the National Endowment for Humanities.

The Museum anticipates having close to 20,000 visitor engagements by the end of the calendar year. Onsite visitation returned over the summer as the museum welcomed business and community groups, family reunions, and K-12 groups. Key visits and programs included:

- the NEH Long Road from Brown Teacher Institute sponsored by colleagues from Old Dominion University and Virginia Commonwealth University,
- the Sorensen Institute for Political Leadership's High School Leaders Program,
- the Governor's Fellows Program joined by the Hon. Kelly Thomasson, Secretary of the Commonwealth, and the Hon. Traci DeShazor, Deputy Secretary of the Commonwealth & Director of African American Outreach, and
- the Virginia Center for Inclusive Communities for their Workplace Inclusion Program.

Additionally, three members of the Moton Museum staff and one member of the Student Engagement Team (Cameron Patterson, Executive Director; Cainan Townsend, Associate Director and Director of Education & Outreach; Leah Brown, Assistant Director for Education; and Quincy Goodine, Assistant Director for Multicultural Affairs) were named inaugural GROW Ambassadors for the Virginia Center for Inclusive Communities. They have joined a talented cohort of leaders from across Virginia dedicated to promoting inclusive practices in their work environments and pledging to serve as champions for diversity, equity, and inclusion.

Moton staff members Leah Brown, assistant director for education, and Sherré Atkins, guest services coordinator, recently attended the Governor's Reception for Women's Equality Day. This was the administration's culminating event, celebrating continued progress towards equality and women's rights. Prior to the reception Moton staff gave remarks in front of the Civil Rights Memorial regarding the life and legacy of Barbara Rose Johns to participants who toured Capitol Square.

Office of Research and Sponsored Programs (ORSP)

This has been a summer of successful grant awards for Longwood. In addition to the \$1.5 million NSF S-STEM award and the \$250,000 IMLS grant to LCVA mentioned above, Longwood also received funding from the Substance Abuse and Mental Health Services Administration's Campus Suicide Prevention Program. Led by Dr. Maureen Walls-McKay, dean of wellness and director of Counseling and Psychological Services (CAPS), the project will support the hiring of a trauma counselor to complement the expertise in CAPS. As the academic year unfolds, the project team will implement new services that will provide all students with access to high-

quality, digital mental health and wellness resources and 24/7 access to counseling through a partnership with a national organization.

The Office of Research and Sponsored Programs has facilitated the submission of numerous proposals to federal and state agencies, private foundations, and professional organizations. Recent submissions include:

- NSF Engineering Research Initiative to study biological toxicity in rainwater harvesting systems;
- U.S. Department of Education Personnel Development to Improve Services and Results for Children with Disabilities to support interprofessional education for graduate students; and
- NSF Research Experiences for Teachers Sites in Biological Sciences to support on-campus research project by cohorts of local middle and high school teachers.

This year Longwood has contracted with Hanover Research to provide grant prospecting and proposal development support.

Office of Student Research (OSR)

The OSR is looking forward to incorporating a virtual aspect in the planning for the Fall Student Showcase on November 17. A hybrid event will allow for students to present in-person but will also allow people outside of the university to view and comment on the presentations. The virtual presentations can also be used to show prospective students the diverse research opportunities Longwood offers.

In the 2021-2022 year, the OSR will focus on increasing participation in the Longwood Senior Thesis program (formerly called the Senior Honors Research program) and encouraging student submissions to *Incite*, Longwood's undergraduate research publication. The OSR will also continue to offer Student Research and Travel grants to support student research projects and presentation of research at conferences.

In fall 2021, the OSR is going to develop an Undergraduate Research Apprentice Program that will encourage undergraduate students to become involved in independent research and inquiry projects early during their time at Longwood (during their first, second, or third year). This program will provide undergraduates an opportunity to become involved in faculty-mentored research projects before their senior year and will also provide professional development training to help students develop research skills. The OSR aims to run a small pilot of the Undergraduate Research Apprentice Program in spring 2022.



Administration & Finance

Louise Waller, Vice President

Highlights

- **Wheeler Mall Steam Distribution System Replacement complete**
- **Lancer Card Improvements**
- **Combined Human Resources and Budget Administration.**
- **Planned grant funding for the SEED Innovation Center**

Overview

Administration and Finance has continued to support the University in a broad range of capacities over the course of a busy summer in preparation for the start of the academic year, and as students have returned to campus for Fall 2021. Most visibly, this involves continued development of a wide range of construction and maintenance projects in support of our academic mission and residential college experience. The status of various projects in the pipeline is described in further detail below. Meanwhile, the completion of the Wheeler Mall steam tunnel project and Moss and Johns renovations has brought about new landscaping improvement opportunities that will be a focus this fall. The division also continues to provide support for the business and financial processes of the University, working constantly to provide stronger and more efficient support service.

Capital Design and Construction

Highlights and Significant Projects

- Two construction projects reached the Substantial Completion milestone
 - Wheeler Mall Steam Distribution System Replacement
 - Replace Major Heating Ventilation and Air Conditioning Components in Multiple Buildings

- Facilities Annex Building Renovation and Expansion

The Virginia budget bill for the 2020-2022 biennium appropriated design and construction funds for the renovation and expansion of the existing Facilities Annex Building (a former retail building located approximately three blocks from campus). The new building will replace the Bristow Building, the current location of the facilities operations and management organizations, and will provide space for:

- Offices for the departments of Facilities, Environmental Health and Safety, Capital Design and Construction, and Space Planning and Real Estate Services
- Maintenance and repair shops
- General and specialized storage
- State vehicle maintenance and parking
- Specialized support and repair equipment

- Wygol Hall Replacement Building

The Virginia FY 2020 budget bill authorized Longwood to expend non-general funds for pre-planning and detailed planning for a replacement of Wygol Hall – Longwood’s music instruction and performance building. Wygol Hall was completed in 1971 and has not been renovated since. Longwood’s campus master plan – *Place Matters* – recommended constructing a new music venue on the site of the Bristow Building. The new building’s 60,720 gross square feet will include:

- State-of-the-art teaching spaces and facilities
- Flexible rehearsal and performance spaces
- A 500 seat concert hall that will also support academic, student, and community events

- Heating, Ventilation, and Air Conditioning (HVAC) System Controls and Equipment Replacement – COVID-19 Response

Longwood applied for a \$3.8 million FY 2022 capital appropriation to replace HVAC controls and major equipment in multiple campus buildings. The necessity for this work emerged as a result of COVID-19 mitigation demands for increased system reliability and more precise control of air flow, temperature, and humidity in campus buildings. The FY 2022 funds are available, and design will start as soon as possible.

- Joan Perry Brock Center (a Longwood Real Estate Foundation project)

The largest gift in Longwood’s history – \$15 million from Joan Brock (’64) – will enable Longwood to construct a new campus events center. Construction commenced in May 2021, and completion is anticipated in Summer 2023. The new structure will be constructed on the site of the Willett tennis courts (which have been replaced), and will feature:

- 3,000 seats
- Flexible space for university, community, and regional events and sports competition

- Andy Taylor Center – Relocation to Lankford Hall (a Longwood Real Estate Foundation project)

The Andy Taylor Center for Early Childhood Development will be relocated from its current off-campus location to the ground floor of Lankford Hall. This on-campus location will allow for

opportunities and synergy with existing campus resources and programming, such as the library. The new facility will provide three dedicated classrooms, infant and toddler rooms, an art/music room, and a multipurpose classroom /conference room. The renovation project commenced in May 2021, and is anticipated to be complete in late 2021.

- Hull Springs Farm Academic and Lodging Facility (a Longwood Real Estate Foundation project)

The first phase of this project includes a teaching/research laboratory, a faculty cabin, two student cabins, and outdoor teaching and gathering spaces. The student cabins will accommodate 24 students. Construction commenced in September 2020, and the certificate of occupancy was issued on July 21, 2021.

The table and map on the following pages provide project status and locations.

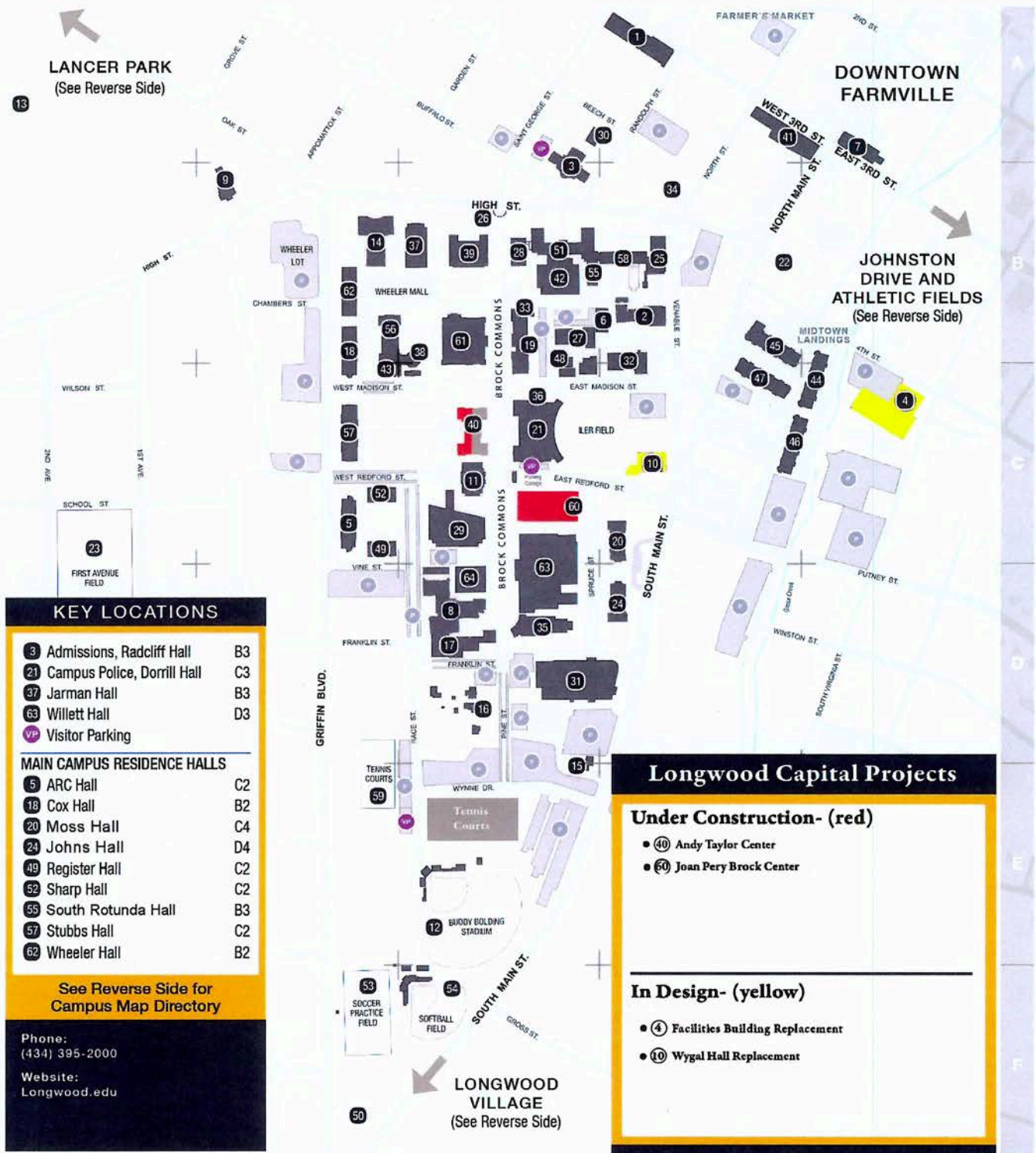
Projects In Design									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Authorized Design Phase	Current Design Phase	Milestones
Facilities Annex Renovation and Expansion	19,209 GSF	24,624 GSF	\$20,210,500	\$20,210,500	\$0	\$1,412,759	Construction	Working Drawings	Submission of Working Drawings to the Division of Engineering and Buildings (DEB) is expected later in 2021. Funds for furniture and equipment must be appropriated in a future budget bill.
Wygal Hall Replacement	60,720 GSF	0 GSF	\$2,896,000	\$0	\$2,896,000	\$2,716,789	Detailed Planning	Preliminary Drawings	Development of Preliminary Drawings started in February 2021. Submission to DEB is anticipated in late September 2021. Construction funds must be appropriated in a future budget bill.

Projects Under Construction									
Description	New Construction	Renovation	Total Appropriation	General Funds	Non-General Funds	Total Expenditures and Encumbrances	Construction Contract Amount	% Constructed	Construction Start Date / Completion Date
Hull Springs Farm Academic and Lodging Facility (LUREF project)	5,500 GSF	0 GSF	\$1,213,000	\$0	\$1,213,000	\$1,155,412	\$1,006,461	99%	The certificate of occupancy was issued on July 21. A few punch list items must be corrected.
Joan Perry Brock Center (LUREF project)	72,300 GSF	0 GSF	\$44,700,000	\$0	\$44,700,000	\$41,824,086	\$37,644,724	10%	Construction commenced in May 2021 and is anticipated to be complete in Summer 2023.
Andy Taylor Center Relocation (LUREF project)	0 GSF	7,500 GSF	\$1,406,000	\$0	\$1,406,000	\$460,968	\$1,145,392	50%	Construction commenced in May 2021 and is anticipated to be complete in late 2021.



Campus Construction Projects

08/12/21



KEY LOCATIONS

- | | |
|------------------------------------|----|
| 3 Admissions, Radcliff Hall | B3 |
| 21 Campus Police, Dorrill Hall | C3 |
| 37 Jarman Hall | B3 |
| 63 Willett Hall | D3 |
| VP Visitor Parking | |
| MAIN CAMPUS RESIDENCE HALLS | |
| 5 ARC Hall | C2 |
| 18 Cox Hall | B2 |
| 20 Moss Hall | C4 |
| 24 Johns Hall | D4 |
| 49 Register Hall | C2 |
| 52 Sharp Hall | C2 |
| 55 South Rotunda Hall | B3 |
| 57 Stubbs Hall | C2 |
| 62 Wheeler Hall | B2 |

See Reverse Side for Campus Map Directory

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Website:
Longwood.edu

Longwood Capital Projects

Under Construction- (red)

- 40 Andy Taylor Center
- 60 Joan Pery Brock Center

In Design- (yellow)

- 4 Facilities Building Replacement
- 10 Wygal Hall Replacement

Landscape and Grounds

- Sport Turf crew replaced baseball Halo with sod at baseball stadium in July which was a substantial cost savings to the athletic field maintenance budget.
- Budd Group housekeeping performed major cleaning of academic and residential buildings at all locations, reset classrooms for fall semester from previous social distancing COVID configuration.
- Landscape and Grounds crew are working with Longwood Life Program to setup training and intern work for five (5) students for fall semester starting September 1st.
- Supervisor Colin Haislip trained 20 student staff from Upchurch on operation and starting fire pits for fall semester for the enjoyment of our students.

Lancer Card

- The Card Center implemented an electronic picture identification process for students to order their Lancer ID through a portal in Atrium. Students upload their valid driver's license and the picture of choice for the Lancer ID, the system confirms identity then sends the information to the card printer. The ID is waiting for the student at the card center when they arrive on campus saving the student time from waiting in long lines.

Space Planning, Real Estate, Printing and Postal Services

- Staff recently completed work in Wheeler Hall in conjunction with Cormier Honors College and the Real Estate Foundation. The coordinated effort brought new life to the Wheeler lounge and classroom space creating an inviting, living/learning atmosphere that we would like to carry across other spaces on campus.
- Beginning August 1st, the University's Printing Services department began accepting jobs from outside customers to address a critical shortage need for professional printing in the Farmville area. Many businesses within the surrounding area have contacted Longwood's Printing Services to meet their business' print needs. In addition, faculty and staff members have submitted personal print jobs such as Christmas cards or wedding invitations. Recently, the University Printing Services completed projects for Faces Food Pantry, Simplicity Animal Hospital, Southside Bee Keepers, Cavalier Hose and Fitting, Barnes & Noble, Aramark, Yak Attack, and Charlotte County Dixie Youth. Job requests have ranged from hundreds of yard signs to stickers, magnets, banners, lamination, pamphlets, event and fundraising tickets, letterhead, business cards, and prints. Printing Services is willing and able to fill the void in Farmville for professional printing, and anticipates an increase in requests for the services they provide while expanding its reach within the community.
- The University Post Office has processed 2,777 packages on campus and 441 packages at Lancer Park from August 1st to August 30th. To help with the increase in mail and package demand on and off campus, a part-time postal clerk was hired. The clerk started employment on August 10th.

Human Resources, Payroll, and Budget Administration

- Lisa Mooney was promoted to Associate Vice President of Human Resources, Payroll and Budget Administration.
- Budget Administration and HR were combined in order to more efficiently manage our human assets, as they are the largest expense in the budget.
- Preparing to go-live with the new Cardinal Software mandated by the State, which will manage payroll. Anticipated to go live in September.
- Supporting the initiative to reimagine the work study programs into something that supports retention and provides valuable life skills that complement their academic curriculum.

Office of Community and Economic Development & Small Business Development Center

- Go Virginia Region 3 approved the grant application for entrepreneurship and innovation support programs across on March 16, 2021.
- Longwood OCED and SOVA Innovation Hub designed the educational pipeline and Region 3 approved it in March 2020. Courses are underway in partnership with Longwood and Hampden Sydney faculty. Educational programs in innovation and entrepreneurship span the entire community including youth, collegiate, adult and community.
- Cumberland County and PE County Public Schools are participating in a pilot to introduce entrepreneurship and innovation into existing curriculums and into after school opportunities.
- In a period of challenge and transition nationally, the office has provided continued support as the University, community and region have navigated the challenges of Covid-19, continuing forward momentum on a broad range of projects and supporting operations.

Longwood University
Financial Overview
As of July 31, 2021

FY2021-22 Budget Dashboard YTD

E&G	BOV Budget	FY Forecast	YTD Actual	Percent	PY Percent
<i>Revenues</i>					
Tuition	35,521,562	34,659,013	3,617,596	10.44%	6.13%
Fees	1,100,000	1,100,000	358,886	32.63%	36.59%
General Fund	35,600,305	35,600,305	5,469,917	15.36%	17.29%
Federal Workstudy	50,000	50,000	0	0.00%	0.00%
Other	374,000	397,295	78,133	19.67%	11.41%
<i>Total Revenues</i>	<u>72,645,867</u>	<u>71,806,613</u>	<u>9,524,531</u>	<u>13.26%</u>	<u>11.68%</u>
<i>Expenditures</i>					
Instruction	37,067,554	37,067,083	2,941,746	7.94%	11.91%
Public Service	583,302	606,328	45,573	7.52%	13.46%
Academic Support	7,200,003	7,200,743	805,570	11.19%	10.67%
Student Services	4,764,822	4,765,159	308,419	6.47%	10.70%
Institutional Support	12,666,301	12,665,964	1,028,393	8.12%	13.11%
Facilities Operations	7,670,846	7,670,846	501,461	6.54%	19.34%
Scholarships	3,693,039	3,693,039	(1,050)	-0.03%	0.00%
Salary Savings	(1,000,000)	(1,250,000)	(161,808)	0.00%	0.00%
<i>Total Expenditures</i>	<u>72,645,867</u>	<u>72,419,162</u>	<u>5,468,304</u>	<u>7.55%</u>	<u>11.95%</u>
TOTAL	0	(612,549)	4,056,227		

AUXILIARY

<i>Revenues</i>					
Housing	24,336,592	23,047,715	1,012,018	4.16%	1.18%
Dining	7,518,784	6,953,444	178,111	2.37%	2.01%
Comprehensive Fee/Other	28,526,563	27,857,010	2,314,552	8.11%	7.12%
Federal Workstudy	154,300	154,300	0	0.00%	0.00%
<i>Total Revenues</i>	<u>60,536,239</u>	<u>58,012,469</u>	<u>3,504,682</u>	<u>6.04%</u>	<u>4.12%</u>

<i>Expenditures</i>					
Housing	24,369,329	24,427,000	1,260,479	5.16%	18.75%
Dining	8,233,331	7,667,991	168,510	2.20%	0.71%
Athletics	9,542,746	9,551,946	585,064	6.13%	5.30%
Other Services	19,040,833	19,031,633	1,482,626	7.79%	13.36%
Salary Savings	(650,000)	(650,000)	(52,461)	0.00%	0.00%
<i>Total Expenditures</i>	<u>60,536,239</u>	<u>60,028,570</u>	<u>3,444,219</u>	<u>5.74%</u>	<u>12.70%</u>
TOTAL	0	(2,016,101)	60,463		

Cash & Investment Assets

Longwood University 12,261,297
All Longwood Foundations 164,711,351 Based on 6/30/21

Working Paper prepared by management to estimate year end results



Institutional Advancement

Courtney Hodges, Vice President

Highlights

- **Legacy Challenge inspires \$800,000 in new planned giving commitments since July 1**
- **New Fountain Society launched in August**
- **In-person and virtual events scheduled for Fall**

Development

Leadership Giving:

Legacy Challenge & Planned Giving: To date, we have three new planned giving commitments since July 1 – totaling \$350,000 as well as another four verbal commitments awaiting completed paperwork – totaling over \$800,000. We have a continued commitment to more planned giving marketing and discussions as we see it as an important opportunity. The Legacy Challenge and its focus on inspiring planned gifts will continue to be a focus in FY22.

Joan Perry Brock Center: Gift Officers continue their fundraising efforts to raise an additional \$2M for the interior of the Joan Perry Brock Center. To date, \$1.6M has been raised towards the goal.

Annual Giving:

The Fountain Society was launched in late August. The Fountain Society offers the University a chance to recognize and celebrate those who include Longwood in their recurring giving. Monthly giving is the easiest way to have an impact, and it provides a constant flow or support without pause, to the areas that need it most. Much like the water that flows from Longwood's iconic fountains, monthly giving is sustaining and aids in the everyday development of citizen leaders. Members of the Fountain Society choose to make monthly gifts in excess of \$5, and membership is calculated based on Longwood's fiscal year, which runs from July 1 to June 30. Within the first week of launch, we gained twenty-nine (29) new members and three (3) upgrades for faculty and staff. Twenty-two (22) of the new gifts are in support of the Longwood Fund.

Our fall mail campaign will drop September 15 drawing attention to the Longwood Fund. A direct mail card will be sent to approximately 7,000 alumni, parents, and friends. It will be followed up with two emails on September 23 and October 7.

Digital Engagement Center: The DEC will start calling September 1 with emphasis on check-in calls for May 2021 graduates in the first few weeks. Follow-up phone calls will be made to the 7,000 alumni, parents and friends that received the direct mail piece to answer questions and solicit gifts via the phone.

Stewardship: Stewardship for the coming fiscal year will include our new Digital Engagement Ambassador program. The program customized and personal stewardship opportunities for our new and returning donors. Students, serving on our Digital Engagement Ambassador team, will reach donors with the right message at the right time, in a way they want to interact. Through calling, text, video, and email, our team will maximize the power of mobile engagement to build positive connections with donors no matter where they are.

Athletics: Family and Friends Letter Campaign is in the works for our fall sport teams. This campaign is designed to expand our donor base by soliciting those with the greatest affinity to our student-athletes.

The athletics development team will be hosting its first virtual event of the year, “Leading the Charge: Building a Foundation for Athletics Philanthropy” on Tuesday, August 31. As of August 26, we have thirty-eight (38) registrants. This is the first of several virtual events to be hosted by the athletics development team. Invitees include athletics donors and former student-athletes.

We are also working in conjunction with athletics leadership to develop a comprehensive fundraising education guide for coaches as well as one-page, sport specific fundraising pieces.

Love Your Longwood Day: Mark your calendars for March 24, 2022.

Development Events:

Virtual Series: Scheduling has begun for our continued virtual events. Programming for the fall will focus on the following areas: Health Sciences, Longwood Basketball, Student Campus Experience, and the Cormier Honors College. Stay tuned for virtual series dates.

Upcoming In-Person Events: We are also excited to welcome guests back to campus for the following in-person events:

- October 21st Family of Scholarship Picnic for donors and student recipients
- October 22nd Construction Celebration of the Joan Perry Brock Center
- November 18th Scholarship Dinner

Government Relations

The General Assembly convened for a Special Session on August 2, 2021, to approve a budget bill appropriating Virginia's share of federal American Rescue Plan Act of 2021 (ARPA) funds and to elect judges. The budget bill adopted by the General Assembly and signed by the Governor on August 10 includes \$100 million in one-time ARPA funds for need-based financial aid for low- and moderate-income students attending public institutions of higher education in Virginia. SCHEV will develop a formula to allocate the funds. The budget also includes Name, Image, and Likeness (NIL) provisions that establish a framework governing how student-athletes in Virginia receive compensation for use of their name, image, and likeness in accordance with recent NCAA rule changes. President Reveley will begin meeting (both virtually and in-person) with legislators, state officials and key staff this fall, as Governor Northam's Administration begins developing its final state budget.

Community Relations

Jen Cox, Longwood's Director of Local and Community Relations, has joined the Office of Community and Economic Development, effectively merging the two offices. Jen will continue to be Longwood's voice and representative to Farmville Town Council and the Prince Edward Board of Supervisors as well as local community organizations. She will continue to serve a key role in planning and organizing community events on campus. She will also continue to assist the Assessment Team.

As a team member with the Office of Community and Economic Development, Jen will:

- Assist with current GO Virginia Entrepreneurship and Innovation Grants by connecting campus leadership and faculty with projects throughout Region 3
- Assist with the development of Project SEED Innovation Hub as a connector to local officials throughout the region and assisting in organizing interest meetings
- Assist with coordinating stakeholder meetings for the Small Business Development Center
- Participate and contribute to workgroups for the GO Virginia Region 3 Entrepreneurship and Innovation Investment Strategy
 - Youth Entrepreneurship Programming - Connecting with School Systems and assisting with special events, such as the Chamber of Commerce's Youth Summit
 - Collegiate Entrepreneurship - Working with our partner, SOVA Innovation Hub to organize and promote a regional collegiate business plan competition
 - Training and Capital Workgroup - Assisting with research and development of strategies for lender engagement and expansion of capital opportunities for businesses.

The opportunity to merge these functions leverages, extends and unifies campus/community connections locally and regionally.

LONGWOOD UNIVERSITY

Fundraising Report

As of June 30, 2021

TOTAL PHILANTHROPIC DOLLARS

\$5.98M

Fiscal Year	Total Raised
2012	\$5.52M
2013	\$9.43M
2014	\$2.82M
2015	\$7.94M
2016	\$4.18M
2017	\$11.18M
2018	\$12.41M
2019	\$17.61M
2020	\$4.00M
2021	\$5.98M

TOTAL ANNUAL GIVING DOLLARS

\$984,626

Fiscal Year	Unrestricted	Annual Giving
2012	\$288,100	\$778,968
2013	\$318,446	\$731,074
2014	\$296,679	\$774,104
2015	\$328,829	\$900,834
2016	\$342,404	\$1,050,269
2017	\$308,899	\$1,461,543
2018	\$289,295	\$1,794,449
2019	\$202,062	\$991,547
2020	\$191,351	\$787,942
2021	\$193,796	\$984,626

ALUMNI PARTICIPATION

7.10%

Fiscal Year	Total Alumni Donors	# of Undergraduate Alumni of Record	Alumni Participation
2015	2,976	27,197	10.94%
2016	3,126	27,894	11.21%
2017	2,890	28,691	10.07%
2018	2,813	29,522	9.53%
2019	2,303	30,286	7.60%
2020	1,773	31,074	6%
2021	2,257	31,803	7.10%

TOTAL DONORS

3,928

Fiscal Year	Total Donors
2012	3,804
2013	3,897
2014	3,547
2015	3,996
2016	5,216
2017	4,453
2018	5,165
2019	4,041
2020	2,618
2021	3,928

FUNDRAISING OVERVIEW

Fundraising Report

As of June 30, 2021



LOVE YOUR
LONGWOOD DAY

Year	Donor Goal	Total Donors	Total Dollars
2016	500	533	\$65,000
2017	1,839	1,405	\$126,000
2018	1,790	2,976	\$268,000
2019	2,500	2,700	\$325,000
2020	2,020	Cancelled due to Covid-19	
2021	1,839	1,863	Over \$390,000

FUNDRAISING INITIATIVES



Year	Goal	Donors	Dollars
2020	500 Donors	432	\$28,258

LONGWOOD UNIVERSITY
Family SCHOLARSHIP PROGRAM

MATCHING CHALLENGE

Family	College	Match \$	# of Scholarships	Scholarships Secured	Total Dollars Raised
Janie & Ron Evans	CEHS	\$375,000	25	25	\$750,000
Tammy & Mike Jones	Arts & Sciences	\$375,000	25	25	\$750,000
Lancer Student Invest. Fund	CBE	\$375,000	25	25	\$750,000
Brock/Ramsey	Athletics	\$225,000	15	15	\$450,000
Totals		\$1,350,000	90	90	\$2,700,000



Intercollegiate Athletics
Michelle Meadows, Director of Athletics

Highlights

- Fall Season Season Outlook
- Men's and Women's Basketball Season Preview
- Carrie Reaver becomes only third Division I Academic All-American
- Longwood Athletics in the current COVID & NIL landscape

Women's Soccer's All-Conference Talent Has Group Eyeing Another Big South Run

In nine seasons as a member of the Big South Conference, Longwood women's soccer has been a consistent presence near the top of the league standings, and with a fourth-place preseason prediction in the Big South Coaches Poll, league coaches expect more of the same. With a 49-25-15 record since joining the Big South in 2012, Longwood women's soccer has been among the university's most consistently high-achieving programs in the Division I era. Last year head coach **Todd Dyer's** Lancers finished fourth in the Big South to reach the Big South semifinals, and this year's team brings back a wealth of experience from that squad. Leading the group is the fifth-year midfield duo of **Madison Hommey** and **Madison Lockamy**, both of whom returned for a fifth season and are enrolled in Longwood graduate programs, as well as All-Big South senior defender **Kylie Cahill**. Also returning are the All-Big South frontline duo of **Alex Dinger** and **Kiersten Yuhas**, two-year starter **Danielle Toone** and returning sophomore starter **Alayna Palamar**.

Veteran-Laden Field Hockey Team Aiming to Dethrone Mid-American Conference

Powerhouses

With an experienced class of seven seniors and nearly its entire starting lineup returning for the fall, Longwood field hockey has its sights set on surpassing its longstanding reputation as the No. 3 team in the Mid-American Conference. Headlined by three-time all-conference defender **Luna Lopez** and fifth-year midfielder **Cammy Toddy** and under the leadership of 14th-year head coach Iain Byers, the Lancers are primed to dethrone perennial conference championship contenders Miami and Kent State. Longwood has made headway in that mission over the past two seasons, beating conference powerhouse Kent State in back-to-back years for the first time in school history. Five-time reigning champion Miami (Ohio) and Kent State were selected as the No. 1 and No. 2 teams in the conference's preseason poll, respectively, with Longwood following at No. 3.

Men's Soccer Blends Experience with New Talent for 2021

Longwood men's soccer enters the 2021 season with a battle-tested squad that returns 21 players who saw time on the pitch in the abbreviated spring season, including all but one starter. A stable group of senior leaders lead the way for a team that battled through injuries and tight contests in the spring, with **Ander Etxaniz**, **Josh Fordyce**, **Justin Gates** and **Jacob Reimers** back for a fifth season. Spring 2021 points leader and rising senior **Markus Gronli** also returns to lead an offense that sees all seven goal-scorers from a season ago back on the roster. Five total players on the team have played at least 2,500 minutes in their Longwood career: Etxaniz, Gronli and Reimers, and defenders **Dan Ahrens** and **Jonas Kalchner**. In addition, head coach **Jon Atkinson**, entering his 17th season at the helm, has added 14 newcomers to his squad, with a trio of transfers and 11 freshmen making up the cohort.

Cross Country Returners Aiming to Follow Lead of Record-Setting Graduate

Following a 2021 spring season that ended with All-Big South senior **Casey Williams** breaking the program's all-time women's 5K record at the Big South Championship, Longwood cross country enters head coach **Brooke Craig**'s second season with new benchmarks to chase. Both the men's and women's teams boast some of their largest rosters to date, with a combined 24 runners making up this year's squad. Headlining the women's team is junior **Grace Puleo**, who assumes the mantle of the team's frontrunner after her running mate Williams' graduation this past May. Meanwhile, the men return their top trio of **Shahmique Cromwell**, **Zachary Lam** and **Sam Sager**, who finished as the team's top three in every race last season. The Longwood faithful will have a unique opportunity to see the squad in action this fall when the team hosts the Lancer Pink Open on Oct. 8 at the Longwood Cross Country Course on Johnston Drive.

Fall Season – Upcoming Events

The external arm of athletics looks forward to hosting a myriad of events to re-engage fans with the teams, student-athletes, and the coaches they love. With game day promotions in men's and women's soccer and field hockey, Lancer faithful have a full slate of featured contests to enjoy. From the first-ever Rivalry Week to a Salute to Heroes on the 20-year anniversary of 9/11, and the SAAC the Pack promotion as men's soccer faces ACC foe NC State, athletics is celebrating having community back in the stands.

On October 21, the department will tip off the highly-anticipated men's and women's basketball seasons with the annual Lancer Madness, which includes a Farmville-wide meet and greet with the Longwood basketball teams. Contests, games, and lots of personality will be on tap for an evening of excitement for all ages. The timing is perfect to set the stage for a history-making event in mid-November as the men's basketball team hosts a multi-team event that welcomes American University, Western Carolina University, and the University of Maryland Baltimore County (UMBC) to Farmville.

“On The Rise,” Men's Basketball's 2021-22 Roster Overflowing with Talent

Longwood men's basketball head coach **Griff Aldrich** has led the program to a number of firsts, milestones and historic achievements since taking over in March of 2018, and the roster he and his staff have assembled for year four may be the team's best yet. Anchored by a talented crop of returners and bolstered by a number of high-profile transfers from Wake Forest, James Madison, N.C. Central and College of Charleston, the Lancers are primed to continue living up to their

tagline of “On the Rise.” Last season’s Lancers ended the season on a tear, winning nine of their final 12 games, reaching the Big South semifinals, and receiving an invitation to the College Basketball Invitational postseason tournament for the second time in the past three years. Their 10 Big South wins were a school record, and they bring back the core of that team in the form of senior guard **DeShaun Wade**, Big South All-Freshman Team point guard **Justin Hill** and senior forward **Zac Watson**. The reinforcements Aldrich and his staff have brought in have created plenty of buzz in the Big South and beyond, with James Madison transfer and former Virginia High School Player of the Year **Michael Christmas**, Virginia Tech and Wake Forest transfer **Isaiah Wilkins**, graduate transfer and four-year N.C. Central starting point guard **Jordan Perkins**, and Houston native and College of Charleston transfer **DA Houston** all on board for 2021-22. Aldrich will put that group to the test early with a season opener on Nov. 9 that pits them against Big Ten member Iowa before returning to Farmville for five consecutive home games, including the program’s first multi-team event of the Division I era in Willett Hall from Nov. 19-21.

Women’s Basketball Primed for Big Follow-Up to Breakthrough 2020-21 Season

The 2020-21 season was a breakthrough in nearly every way for Longwood women’s basketball, with head coach **Rebecca Tillett** guiding the team to records for Big South wins (12) and Big South finish (No. 3), a trip to the Big South semifinals, and the program’s first-ever invitation to a Division I postseason tournament in the Women’s Basketball Invitational. That breakout was three years in the making for the program under Tillett, who took over in April of 2018 and has since won more games overall and in the Big South every season. Heading into year four in 2021-22, Longwood women’s basketball returns some of the Big South’s best players in reigning Big South Defensive Player of the Year **Akila Smith**, two-time All-Big South first team guard and two-time conference scoring leader **Kyla McMakin**, and All-Big South point guard and reigning Big South assists leader **Tra’Dayja Smith**. Tillett and her staff have also added a six-member signing class for 2021-22 that includes players from Virginia, North Carolina and Brazil. The Lancers will first put that group on display against a daunting non-conference schedule that includes games against Big Ten members Maryland and Iowa State and a home game against Commonwealth rival Richmond.

Willett Hall Gets Dynamic Upgrades

As the men’s and women’s basketball programs continue to elevate their presence in Division I, Willett Hall received some dynamic upgrades to match over the summer thanks to alumni, donor and University support. The Willett Hall student entrance across from the Moss & Johns Halls entrance has received a significant makeover that provides floor-to-ceiling wall graphics highlighting men’s and women’s basketball players and Longwood’s vaunted student section. That walk-up to Willett also includes a major overhaul to the entrance of the Longwood men’s basketball locker room, which now boasts a custom-designed wood-panel alcove with high-end Longwood branding. Additionally, fans will be treated to a newly designed and refinished Jerome Kersey Court floor featuring an enlarged L-Horse logo laid over a stained rendering of the Commonwealth of Virginia and fresh Longwood marks on both baselines.

Basketball Season Tickets on Sale, Reserved Seating Sold Out Already

With Willett Hall re-opening to spectators following a fanless 2020-21 season, season ticket sales and renewals opened for both men’s and women’s basketball in July – the earliest season

tickets have ever gone on sale. Almost immediately, season ticket holders let their passion for Lancer hoops speak for itself as reserved season tickets in Willett Hall sold out by the first week of August. General admission season tickets are still on sale but have been purchased at a steady rate since launch as well. Additional ticketing packages and single-game tickets will be available closer to season tipoff in November.

Superfan App REVISITED

With a heavy commitment to bridge the technology gap with fast-moving fans and keeping students and community well-informed of athletics events, Longwood athletics is preparing to roll out the HorsePower Fan app in September. Through the collegiate athletics industry leader in fan app engagement, SuperFanU focuses on creating platforms that engage fans, generate excitement, and facilitate new revenue opportunities. The highly customized and branded application offers communication in real-time to provide immediate details and information about all athletics events. It also serves as a direct point of contact with fans via notification settings. The HorsePower Fan app offers sponsor integration, allowing an additional element in the benefits family of rewards for current and future corporate partners.

Reaver Adds More Major Awards to Decorated Longwood Career

Longwood women's soccer alumna **Carrie Reaver**, who graduated this past May as the Longwood University co-valedictorian and a recipient of the Sally Barksdale Hargrett Prize for Academic Excellence, continues to receive national recognition. A double major in biology and Spanish, and a minor in chemistry and neurosciences, Reaver made history over the summer when she was named an Academic All-American and the 2021 Big South Scholar-Athlete of the Year. Those honors made her only the third Longwood student-athlete of the Division I era to be named an Academic All-American – joining former women's soccer player **Kelsey McDonald '15** and women's lacrosse player **Dana Joss '20** – and the first Lancer to earn the Big South's top scholar-athlete recognition. A native of Thurmont, Md., Reaver is currently an associate researcher at the Mount Sinai Brain Institute in New York City and is bound for medical school in 2022.

New Hires Bolster Longwood's Mission of Inspiring Personal Growth Through Sport

Following a number of competitive job searches, Longwood has added several coaches and staff members to key positions in the athletics department. The highest-profile of those are new head baseball coach **Chad Oxendine** and new director of tennis **Adam Jackson**, both of whom boast championship-level success at their previous schools. Oxendine, who also served as an assistant coach at Longwood from 2015-17, was most recently at Coastal Carolina where he helped lead the Chanticleers to back-to-back Sun Belt championships and NCAA Regional appearances. Meanwhile, Jackson was the architect of Division II powerhouse Tusculum where he guided both the men's and women's tennis teams to conference titles and NCAA Tournament appearances during his tenure from 2016-21.

Beyond their on-field success, both of those new head coaches emerged as the top candidates for their respective positions based on similar coaching philosophies that engender personal growth through sport – a key tenet of Longwood athletics' mission and overarching function of the department's role within Longwood University as a whole.

Women's Basketball Assistant Ka'lia Johnson Named VanDerveer Fellow

Longwood University was selected as one of 10 national recipients of the prestigious Tara VanDerveer Fund for the Advancement of Women in Coaching, which awards one female coach a stipend and mentorship opportunities to assist with living expenses and professional development. Women's basketball coach **Ka'lia Johnson**, a 2015 graduate of Duke University now entering her third year on head coach Rebecca Tillett's staff, is the recipient of the award, for which Longwood was chosen from a competitive selection process.

Tillett applied for the program with the assistance of Longwood alumna and associate athletics director for administrative services Laura Snead. Presented by the Women's Sports Foundation, the VanDerveer Fellowship was first awarded in 2019 to address the lack of women in coaching positions in all levels of sport.

Lancers Bolster Fight against COVID-19 with Vaccinations

After an unprecedented and successful spring semester of competition, the Lancers continue to excel in mitigation strategies to prevent the spread of COVID-19. Congruent with institutional policy, indoor masking is being displayed by all athletic department members during non-training activities. Changing guidance from the NCAA has now lifted testing requirements for all vaccinated "Tier One" personnel (student-athletes, coaches, and essential staff) and has now shifted focus on regular surveillance testing for those not fully vaccinated. Currently, 77 percent of all Tier One personnel are fully vaccinated as numbers continue trending linearly. Higher vaccination numbers will continue to allow Longwood teams to have a full competitive season with limited disruptions due to COVID-19.

Name, Image, & Likeness Takes Center Stage

July 1 began a monumental change in NCAA policy towards the ability for student-athletes to benefit off of their name, image, and likeness (NIL). In consultation from University Counsel, **Andrew O'Brien**, Deputy Athletics Director, **Rick Canter**, and Director of Compliance and Student Services, **Dana Slater**, an institutional policy was formed that ensures commitment to providing the highest standard of compliance and enforcement surrounding state and NCAA legislation. As Longwood University fully embraces this seismic shift nationally, the implementation of the newly formed NIL policy will aid in providing insight and clarity to safeguard the eligibility of our student-athletes and to provide the best outcomes going forward.



Strategic Operations
Victoria Kondon, Vice President and CIO

Highlights

- **Dr. Emily Heady promoted to lead newly consolidated admissions and retention unit**
- **Summer bridge program launched to help freshmen transition, especially after the challenges Covid brought to learning**
- **Refreshed logo launches with campus signage replacement project**

Enrollment Management and Student Success (EMSS)

Undergraduate Admissions and Student Retention Consolidated Under One Leader

Under the leadership of Dr. Emily Heady, we have aligned Student Success and Admissions to operate as one unit, providing an enhanced and seamless experience for incoming students. All the traditional offerings (peer mentors, tutoring, etc.) are still in place, and we are now able to work much more closely across offices to support incoming students from the time they deposit—and, in some cases, even earlier. Three staff members have joint appointments in the two offices to assure that our students and their families receive consistent support throughout the admissions and enrollment process.

Fall 2022 Admissions Cycle Update

For fall 2022, we are responding to some recent trends we have seen: (1) a much higher number of rising high-school juniors coming to visit us and (2) the expectation among both students and their families that visit experiences will be tailored to suit their needs.

First, we are adding more types of visit experiences so that prospective students can visit Longwood several times over an 18-month period before choosing to make our campus their home. This allows us to ensure that students and families have a uniquely focused visit based on where they are in the recruitment cycle. We are adding broader and deeper content at each step to help our new families explore and strengthen their relationships with Longwood.

Second, we are adding a full slate of major/career-focused “immersion days” to provide students (and their families) an opportunity to immerse themselves in the life of a particular career interest area (for example, a day highlighting all majors leading to careers in the health professions). Participants spend the day visiting classes, eating lunch with current students and exploring labs and other facilities. We know that nothing sells Longwood better than time on campus, so we are eager to see what kinds of students these special programs attract. As a bonus, we are hoping that, by spending time exploring different majors, students will land in the right place more quickly.

Faculty-Staff Ambassadors Program Update

Last year we piloted the Faculty-Staff Ambassadors program to facilitate deeper connections with students during the recruitment process. Despite the challenges Covid presented, 69% of applicants who interacted with a Faculty-Staff Ambassador chose to make Longwood their home. Based on that tremendous success, we are expanding the reach of this program in coming years to help incoming students feel more at home on campus from the time they apply, which is important to both the recruitment and long-term success of our students.

New Summer Program Addresses Covid's Impact on Freshmen's Transition

Summer bridge programs are nationally recognized as the best practice to promote student success, with the greatest impact occurring among the most vulnerable populations. These programs support the academic, cultural and social capital that is key to managing first-semester transitions. Given the impact of the pandemic on high-school students' academic experiences, regardless of the students' previous achievement or identified risk level, it is necessary to envision an experience that is applicable to all students and takes Covid constraints into account.

Our response is an innovative program, 5 Things Every Lancer Needs to Know, that addresses the three pillars of student success: academic preparation, engagement on campus beyond joining student organizations and the student's motivation for going to college. The program was offered online with a combination of self-paced engagement and interactive panels that incorporate students' voices as well as those of some faculty and staff. The program was offered in August, when students are gearing up to begin college and then arriving on campus. It culminated during New Lancer Days (<http://www.longwood.edu/newstudent/new-lancer-days/>) with the focus on the transition period during the first three weeks of classes. Among the topics covered were how to read a syllabus and understand assignment requirements, classroom expectations and how to respond to new challenges (maybe a student's first C or the need to read more than in high school, for example).

Fresh Approach to Supporting Undeclared Students

During the upcoming year, the advising group in the Registrar's Office is focusing on strategies to improve the academic success of the undeclared population. This includes increased

engagement with incoming undeclared students during the summer to strengthen their connection to Longwood. We know that when students have a stronger connection to Longwood they are more likely to persist. The team is focused on engaging with these students during the summer to establish a strong relationship prior to the students' arrival on campus. Leveraging these relationships in the fall, the advising team will provide proactive advising strategies to support the undeclared students' successful academic transition during their first semester as well as assist them in identifying and connecting with a best-fit major. In addition, we spent this summer developing a unique program for undeclared students, in partnership with Admissions and Student Success, that can be used to attract undeclared students entering in fall 2022 and beyond.

New Process To Help Students Graduate On Time

The Registrar's Office is creating an easy and seamless graduation application process for students. The goal is to increase the number of students applying early. Early applications allow us to help students identify opportunities to complete degrees in a more timely manner, thus improving our graduation rates.

Information Technology Services (ITS)

Infrastructure Projects

- The installation of wireless technology has been completed at Hull Springs Farm, with hardware classroom installation scheduled this fall, pending equipment delivery.
- New streamlined systems monitoring and logging has been installed for evaluation. This application will allow for more robust alert monitoring and more advanced insight into the university data access. The evaluation will conclude in November, and, if installed, the new technology will replace six separate systems, leading to more efficient monitoring.
- The project to convert all classrooms to HDMI technology, which began several years ago, has been completed thanks to the university's long-term commitment to the project, including providing the necessary funding.

Office of Alumni and Career Services (OACS)

Admissions Events Tailored to Families of Alumni

On July 30, the OACS team and Admissions hosted Legacy Day—a classic admissions event with an alumni twist. The event brought over 50 alumni and college-age family members back to campus, with nine prospective students receiving their admissions decisions on the spot. The next Legacy Day will be on November 12.

Welcoming the Classes of 2020 and 2021

With a return to in-person events, the OACS team was able to successfully host their annual Welcome to the City series in four areas over four nights. The team brought together established alumni and those from the Classes of 2020 and 2021 in Fairfax, D.C., Norfolk and Richmond to network and share in their experiences as Lancers. Over 160 alumni participated in this year's events, and the OACS team looks forward to hosting more celebrations in person moving forward.

Introducing Career Week

Fall 2021 will see the debut of Longwood Career Week, a series of events, workshops and opportunities designed to enhance student career development and re-engage alumni in direct student contact.

Career Week will offer students the opportunity to develop their resumes, LinkedIn profiles and networking skills through a series of workshops led by Career Services staff. Alumni will engage directly in this process by offering advice and insight during the workshops, but more importantly, by coming to campus for the in-person networking event and career fair set for the latter half of the week. Alumni who have volunteered to attend represent a wide and deep array of career fields, giving students multiple opportunities to develop contacts in their areas of interest. The week will be capped off by a diverse career fair with a separate meet-and-greet event designed to connect faculty and staff with current corporate hiring managers. An alumni celebration showcasing the most recent campus improvements and additions will conclude the week.

University Analytics

Fall is heavy reporting season for University Analytics, with about 10 reports/surveys due at about the same time to federal and state agencies as well as private educational interest groups. Thanks to our work with automation, this is not the hectic time of year it has been in the past.

We are also in the process of drafting an RFP to review a newer, more robust data-analysis tool to accommodate requests from across campus for more complex dashboards and visualization.

University Marketing, Communications and Engagement

Longwood Opens Door On New Semester with Refreshed Logo

The Longwood community was greeted this August with a refreshed Rotunda Symbol and wordmark that adorn new building signs and will be phased in across campus over the next

several months. With the 20-year-old exterior signage across campus already scheduled to be replaced, it was the perfect opportunity for a logo refresh.

The beloved Rotunda Symbol is a contemporary yet classic mark, and the addition of the door in the refreshed mark represents Longwood’s open culture and welcoming atmosphere. The university’s wordmark—the stylized “Longwood University” in use across campus —has undergone a similar refresh. Together they create a contemporary, versatile logo.

The University Seal, which also features an image of the Rotunda, has not changed. Its classic silhouette will continue to adorn diplomas, Board of Visitors documents and other official uses.

Read more about the logo refresh:

<https://www.longwood.edu/alumni/articles/2021/refreshed-logo/>



Refreshed Rotunda Symbol

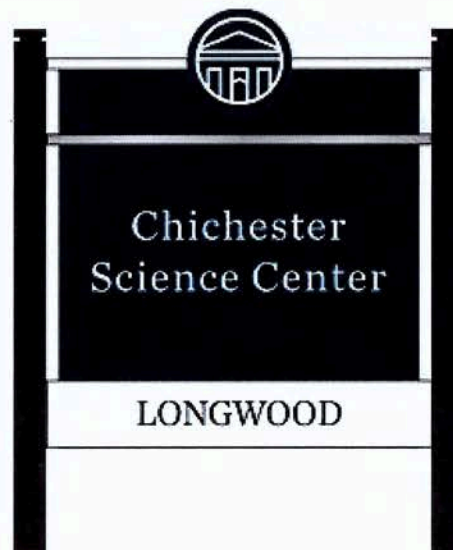
LONGWOOD
UNIVERSITY



Refreshed Logotype (Logo)

LONGWOOD
UNIVERSITY

Refreshed Wordmark



Campus Signage



Student Affairs

Tim Pierson, Vice President

Highlights

- **Students ready to engage in community**
- **Well-Being Initiative off & running**
- **Title VI Update**
- **Housing Enhancements**

The arrival of new and returning students enlivens the entire community. The past 18 months of COVID-19 restrictions certainly dampened the spirits of our students. There is cautious optimism that we are turning the corner and campus life will be less restrictive than last year. Our energies and efforts this year will focus on restoring the adjusted fullness of the Longwood experience.

The well-being of our Longwood community is essential, now more than ever after a challenging year stained with continued racial injustices and the global pandemic. These unprecedented times linger and call for amplified efforts to care for ourselves and for one another. This year will be about affirming well-being as an essential priority of life on our campus. Our students, who are finding their way through one of the most anxiety-producing times of their young lives, will learn from us as we strive for and model personal well-being.

Housed in the Office of Multicultural Affairs, the Title VI Coordinator has worked to establish an online presence with a dedicated web page with information and resources related to the Title VI policy and link to the Say Something reporting form. Collaboration with other offices has begun to identify investigators, create trainings, and establish a framework for mediated resolutions based on a model of restorative justice.

Results of the 2020-21 EBI Skyfactor ACUHO-I Residential Assessments were gathered based on responses from 63 student staff, 986 students living in residence halls on-campus, and 876 students living in Longwood-managed apartments. This information which included overall measures of learning, satisfaction, and program effectiveness has been used to drive current housing and marketing decisions, make continuous improvements to programs and services, and generally better meet the needs of our residential students.

Dean of Students Unit

Administration of the Student Handbook has been placed under the purview of the Dean of Students and was updated and published at the end July. In support of the University's COVID-19 management, the Dean of Students Office revised the protocols for students placed into isolation or quarantine for the upcoming 2021-2022 academic year based on public health guidance and revised university policy. Additionally, the Care Team assisted a small number of students over the summer with issues spanning family and personal emergencies, mental health and academic concerns.

Accessibility Resources

The incoming first year class of student have registered a documented disability with Accessibility Resources Office (ARO) at a record rate of 18%. The majority of those registered display significant learning difficulties combined with attention and mental health concerns. This is the largest year with significant learning needs documented from secondary school.

Intakes from all class years will continue to occur throughout the semester, with a projection of 13% of the entire student population being registered with ARO for the 2021-2022 academic year. The top four areas of disabilities include; attention deficit hyperactivity disorder combined and uncombined - 31%, emotional disabilities (mental health) - 21%, specific learning disabilities - 20%, and chronic health conditions - 17%.

Residential and Commuter Life

Residential and Commuter Life (RCL) has focused on reestablishing, expanding and redefining residential services to align with best practices within a well-being framework. Review of the EBI Skyfactor housing satisfaction survey results created concrete action steps implemented over summer 2021 to update the student staff training program, programming curriculum, and student response protocols to align with best practice and student needs. Student staff hiring patterns and responsibilities were modified to increase scheduling flexibility for front desk coverage and address the student staff wage increases with no additional cost to the university.

Renovations occurred to Wheeler Hall first floor which houses the Cormier Honors College, including installation of new technology, furniture, lighting, carpeting, and paint. This renovation will help to further promote the living-learning community for the Cormier Honors College first-year students. Implementation of phase one of a three-year apartment renovation schedule for Longwood Landings and Lancer Park were completed this summer. The phases of this renovation are essential to maintain competitive marketability for our apartment communities to provide quality residential living options.

Student Conduct and Integrity

While students overall exceeded expectations and adhered well to the new regimen of Covid regulations, Longwood's commitment to enforcing public health rules impacted the work of the Student Conduct and Integrity offices. Among all violations, failure to comply with Covid-related expectations accounted for two-thirds. The particular nature of cases related to improper social gatherings and masks violations had disproportionate impact on the University Disciplinary Board, which addressed 25 cases, compared to zero the year before. All 25 UDB cases were Covid-related and concerned violations at social gatherings. Administrative hearings, which tended to address more cases related to individuals rather than gatherings, rose from 122 to 170. The vast majority of cases were relatively minor and were addressed satisfactorily through the "agreed resolution" process, which generally applies to minor, first-time offenses. Honor and Conduct Board cases also increased from 70 the previous year to 104. Overall, the year was a highly unusual one that makes year-on-year comparisons difficult.

Qualitative data revealed a high satisfaction rate from students utilizing the Agreed Resolution process, and plans are underway to use this process more frequently when appropriate. The Office will also increase awareness of the proactive ethical research module to academic departments that showed an increase in violations of academic integrity violations.

Title IX / Drug & Alcohol Abuse Prevention Programs

The Title IX office has partnered with the Longwood University Sexual Assault Response Team to post informational materials containing on-campus and off-campus resources in a variety of campus locations, both in paper and electronic form.

Longwood continues its partnership with Vector Solutions, providing online education and prevention programming for Alcohol and Other Drug (AOD) and Sexual Misconduct. All incoming undergraduate students are required to complete the online modules; to date, 90% have completed the Sexual Misconduct module and 66% have completed the AOD module.

Student Engagement Unit

The Student Engagement staff is very excited to welcome students back to campus and a return to a vibrant campus life. Three primary goals will define focus in the year ahead with examples of efforts already in place.

Re-energizing student life and celebrating Longwood traditions

The University Center and Student Activities office coordinated the return of in-person, much loved traditions like First Friday Back and The G.A.M.E., and the Involvement Fair featuring 150+ student organizations and local community service agencies. Additional weekend events sponsored by Lancer Productions and a wide range of activities sponsored by clubs and organizations promise an exciting semester ahead.

Fraternity and Sorority Life is excited to welcome 516 Greek students back to campus for the fall semester. The Meet the Greeks event, with all 22 chapters present, is an important opportunity for new and returning students to meet the organizations, learn about the values of the Greek community, and explore the benefits of Going Greek.

The Student Government Association created the theme “Back and Better Together” and will be featuring the social media campaigns “Traditions Tuesdays” and “Throwback Thursdays” to introduce (and reintroduce) students to traditions and history at Longwood. Students will have access to student life enhancements purchased last year including a large, inflatable movie screen, lighting of the volleyball court at Stubbs Hall, and portable sound systems.

Engagement with the Farmville community will continue through communication and coordination with a wide range of Community Partners who have volunteer and service opportunities available in their organizations to enhance students’ experiences at Longwood and their view into and beyond Farmville.

Focusing on Student Well-Being

Efforts are being made to support students and student groups, particularly through the RISE peer mentor program and student affinity groups for underrepresented students, and leadership workshops with multicultural student organizations. Two specific educational programs early in the semester will take a proactive approach to focus on risk management. Student participation in the Step Up to Hazing module is an expectation for a number of organizations. Longwood Recovers will offer students a supportive and informal voluntary support group to assist students in, or considering, recovery from alcohol and/or other substance use issues. Encouraging self-care and planning for meaningful lives, including career development, will be integrated into work with students and student groups.

Supporting Diversity, Equity, and Inclusion efforts

Presentation of diversity workshops during student staff trainings and with offices on campus set a positive tone to start the academic year. Kick-off events will (re)introduce students and campus to the NH Scott Multicultural Center and the Clark House Intercultural Center. Construction is in the final stages for the National Pan-Hellenic (NPHC) Plots outside of the Clark Intercultural Center. This project will demonstrate the rich and meaningful history of NPHC chapters at Longwood. Attention to make programs inclusive and sensitive to the broad range of student backgrounds and experiences will continue to be a priority.

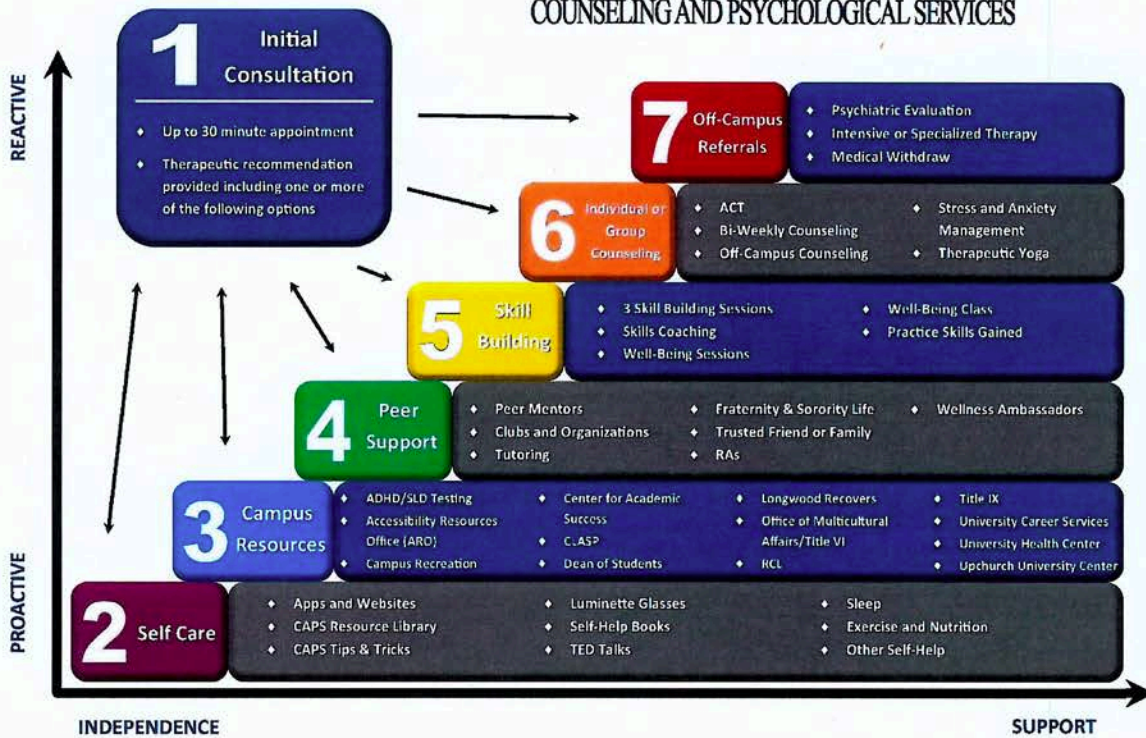
Well-Being Unit

Campus Recreation

Campus Recreation has targeted two primary areas: 1) contributing to the restoration of a vibrant campus experience through a “Return to Play” theme that includes (a) restoring a full intramural sports schedule, (b) ensuring that Campus Recreation facilities and fields are safer, more welcoming places; and 2) staff have been addressing racial equity by (a) completing the National Intramural-Recreational Sports Association (NIRSA) 21-Day Equity, Diversity and Inclusion Challenge, (b) educating their student staff, and (c) developing a Campus Recreation Inclusivity Statement.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) was awarded a 3-year Substance Abuse and Mental Health Services Administration (SAMHSA) grant in the amount of \$306,000, the title of which is *Well Lancers: Creating a Culture of Well-Being with Expanded Mental Health Services*. The project is designed to establish a network of mental health providers to enhance capacity to support students affected by trauma, increase accessibility to on-campus and virtual behavioral health services, and develop a coordinated response plan to better manage mental health crises. CAPS expanded the Stepped Care Model of mental health care and well-being on campus (see graphic on next page).



This model captures the shared responsibility of well-being and encourages faculty and staff to connect students with supportive friends and family and campus resources as well as to engage in discussions about the fundamental building blocks for student well-being and academic success (nutrition, exercise, sleep hygiene, social support, and gratitude). Consistent with the objectives of Well-Being and the Stepped Care Model, CAPS is providing additional skills-based treatment options to better manage clinical caseloads and to be more responsive to students' needs. In addition to the three existing Well-Being Sessions which provide skills for universal issues such as interpersonal effectiveness, emotion regulation, and distress tolerance; CAPS now provides brief skill-focused counseling (up to three-sessions) to work with students on continued skill acquisition and problem-solving to address their mental health needs.

The Campus Well-Being Council has developed goals including to (a) elevate well-being as a strategic priority and a foundational component of the Longwood University experience, (b) create highly visible partnerships that engage diverse members of the Longwood community in affirming well-being as an essential priority of life on our campus, (c) define and help members of the Longwood community understand well-being as an ongoing and individualized (nonprescriptive) process encompassing several areas of life, and (d) offer opportunities to

engage and reflect on issues of well-being such as social connectedness, stress management, gratitude, mental health, spirituality, resilience, happiness, mindfulness, growth mindset, inclusivity, self-compassion and life purpose.

Longwood University Police Department

The Longwood University Police Department continues to update emergency infrastructure including emergency beacons and speaker systems that integrate with newer fire alarms. This new system, Alertus, will provide better notifications in the event of an emergency on campus, pairing seamlessly with our current E2Campus system. Expansion of this system is a multi-year phased project.

