LONGWOOD
UNIVERSITY

BOARD OF VISITORS

MARCH 21-23, 2019

BOARD OF VISITORS
March 2019

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BOARD OF VISITORS
March 2019

Schedule of Events and Public Meeting Agenda
Lancaster Hall
Stallard Boardroom
(unless otherwise noted)

Thursday, March 21

12:30pm – 4:30pm	Executive Committee Meeting, *Longwood House*
6:30pm – 8:30pm	Cocktail Reception and Dinner, *Longwood House*

Friday, March 22

8:30am – 9:00am	Continental Breakfast
9:00am – 9:30am	Rector's Welcome and Consent Agenda
9:30am – 11:30am	President's Report and Discussion
11:30am – 12:00pm	Reports of Representatives to the Board
12:15pm – 1:00pm	Construction Tour, *Frazer Hall*
1:00pm – 2:00pm	Lunch with Music Students, *Soza Ballroom, Upchurch University Center*
2:30pm – 4:30pm	Executive Session
6:30pm – 8:30pm	Reception and Dinner, *Longwood Bed & Breakfast*

Saturday, March 23

8:30am – 9:00am	Continental Breakfast, *Powell Room, Maugans Alumni Center*
9:00am – 10:30am	Executive Session
11:00am – 11:30 am	Dedication for Portrait of President Patrick Finnegan, *The Rotunda*

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Overview Message from the President

copy follows in this tab, as distributed March 12, 2019

From: Reveley IV, Taylor
Sent: Tuesday, March 12, 2019 8:35 PM
To: BOV
Subject: Longwood BOV Meeting

Friends,

The air of volatility and tension in America, and sadly the Commonwealth, dominated the winter months. It will be nice to see a touch of spring, and it will be wonderful to be together next week.

Higher education has been a focus and scene of the harsh discontent across the country, no doubt. It has all affected Longwood too, but in keeping with the spirit of the place we've continued to make great progress, on matters practical and bold.

We'll take a tour of Frazer Hall next week, as construction advances. We'll get to spend time too over lunch on Friday with some of our music students, who are excited about the prospect of a new home for music education. In general, we'll also take time to reflect on the 2015 campus master plan and the projects it envisioned --- completed, underway, or on the horizon.

On the Saturday of the meeting, we'll consider outstanding faculty for promotion and tenure, as we do each spring. And to close our time together on Saturday, we'll gather in the Rotunda to dedicate Longwood's official portrait of President Patrick Finnegan, my predecessor in the succession since 1839.

Most broadly when we are together next week, it will be an important moment to keep thinking strategically about the future, an over-worn phrase about something that is crucially important, especially in turbulent times.

Kay will be distributing your briefing materials later this week, both electronically and by overnight delivery.

Thank you, as always --- and see you soon,
Taylor

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LONGWOOD UNIVERSITY
BOARD OF VISITORS
November 30, 2018
Minutes

*** * * * * DRAFT * * ***

Call to Order
The Longwood University Board of Visitors met on Friday, November 30, 2018 in the Stallard Boardroom. The meeting was called to order at 9:09 a.m. by Rector Marianne Radcliff.

Members present:

Mrs. Marianne Radcliff
Mrs. Eileen Anderson
Mrs. Katharine Bond
Mr. Michael Evans
Mr. Steven Gould
Mr. Eric Hansen
Ms. Pia Trigiani
Mrs. Colleen McCrink Margiloff
Mrs. Ricshawn Adkins Roane
Mrs. Nadine Marsh-Carter
Mrs. Polly Raible
Mr. Larry Palmer

Also present:

President W. Taylor Reveley IV
Dr. Larissa Smith Fergeson, Provost and Vice President for Academic Affairs
Ms. Louise Waller, Interim Vice President for Administration and Finance
Ms. Victoria Kindon, Vice President for Strategic Operations
Ms. Courtney Hodges, Vice President for Institutional Advancement
Dr. Tim Pierson, Vice President for Student Affairs
Ms. Michelle Meadows, Interim Director of Athletics
Mrs. Kay Stokes, Executive Assistant
Mr. Mike Lewandowski, Longwood University Foundation
Mr. Bill Walsh, Longwood University Real Estate Foundation
Dr. Jennifer Apperson, Faculty Representative
Mr. Josh Darst, Student Representative
Mrs. Tammy Jones, Alumni Board
Ms. Lindsey Moran, Staff Representative
Mr. Cameron O'Brion, University Counsel

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

The rector welcomed those in attendance. She said she was looking forward to the holiday events planned for the evening. The rector asked for a motion to approve the Consent Agenda, including the revised minutes of the previous meeting. Mr. Evans so moved, Mrs. Bond seconded and the motion was approved unanimously.

President's Welcome

President Reveley welcomed everyone and encouraged members to spend time walking around campus, which is even more exquisite during the holidays. He remarked that the university had to navigate through many events of the semester, including the hurricanes.

Dr. Fergeson thanked Dean of the Library Brent Roberts and the staff of the Greenwood Library for providing shelter to students during the hurricane. She said that the first Research Showcase this fall was a huge success, with presentations from more than 400 students. She also provided an update on Civitae, which she said will give Longwood students the soft skills they need to be effective in the workplace. She said that faculty are busy developing Perspectives-level courses, some of which were rolled out this fall, while others will debut in the spring. Higher education publications – including the *Chronicle of Higher Education* – have taken note of Civitae. The *Chronicle* interviewed Longwood faculty for an article about reforming general education. Dr. Fergeson said that next year faculty will begin thinking about Symposium-level courses. Dr. Fergeson thanked the board for its support of Civitae. President Reveley added that the Civitae Core Curriculum can truly be called distinctive and comes at a time in which it is truly needed nationally.

Dr. Fergeson gave several examples of initiatives that align with the state's workforce and economic development priorities, including a recent summit on building a regional workforce that was attended by representatives from higher education, public education, and the business community. She announced that Longwood is one of five institutions to receive a grant from the Provosts' Initiative for a pilot model for workforce development called "Teachers and Technologists for Tomorrow." Dr. Fergeson also mentioned a recent Early Childhood Pathways meeting held at Longwood that continued an important conversation among two- and four-year colleges. Dr. Sara Miller will begin working on the next phase of Longwood's Early Childhood Development Initiative, which is the development of a new degree program that combines special education and early childhood education.

Dr. Fergeson noted that she is very proud of Longwood's nursing program, which for the third straight year achieved a 100% passage rate on the NCLEX exam. Mrs. Margiloff asked a question about the possibility of beginning a Nurse Practitioner program. Cook-Cole College of Arts and Sciences Dean Roger Byrne replied that the nursing faculty has discussed where they would like to take the nursing program, and that may include a master's degree in nursing. Dean Byrne discussed some of the challenges and opportunities associated with expanded nursing and other allied health programs. Dr. Fergeson mentioned degree production funding that was included in the state's budget in FY20 that will help to enhance Longwood's nursing program.

Ms. Waller described the impact of Hurricane Michael on the Longwood campus. She said that Longwood always responds really well in a crisis situation, and she praised staff for their good work during and after the hurricane. She noted that Longwood is developing a comprehensive landscape plan that involves replacing trees lost to the hurricane. Ms. Waller provided an update on campus construction projects. The rainy fall has been a challenge, but work on the Admissions Office and New Academic Building projects are proceeding. Construction on the Admissions Office is scheduled for completion in early fall 2019, and the New Academic Building is scheduled to be completed in spring 2020. She noted that capital project requests, including a planning request for the Wygal Hall replacement project, were submitted to the state this fall.

Ms. Waller provided a financial overview, indicating the materials in the Board's briefing book provide a management view of the FY18-19 budget. She then gave an overview of proposed housing and dining rates for FY19-20. She said the proposed rates are in line with peer institutions, and she noted that the housing rates are very important to the Real Estate Foundation. President Reveley commented on the importance of approving the housing and dining rates in December, so that families have ample time to plan. Mrs. Roane asked a question about occupancy rates next year. Ms. Waller replied that she expects the occupancy rate to possibly be a bit higher next year. The Board briefly discussed the advantages of living in Longwood-managed housing. A motion was made by Mr. Evans and seconded by Ms. Trigiani to approve the housing and dining rates for 2019-20. The board approved the motion unanimously.

Ms. Hodges said that Institutional Advancement is beginning to focus on fiscal year goals, as we approach the largest annual giving solicitation time period. She noted two potential trends that the Development team is watching. One involves changes in tax law that may encourage individuals to bundle gifts every two years, which could impact individuals who make significant gifts. The other involves how Day of Giving may change behavior. She said that Day of Giving reminds donors to give, while the disadvantage is that it occurs near the end of the fiscal year. She said that Development is looking for ways to engage new donors through a new affinity giving initiative. One affinity program focuses on Women in Philanthropy and another focuses on the Performing Arts. Ms. Hodges also provided an update on the newly renamed "University Events and Ceremonies" department.

Ms. Meadows thanked the Board for placing their trust in her as she transitions into her new role. She reviewed the fall athletics season, which included 27 athletics and academic honors for fall programs. She said that 2018 marked the 25th anniversary season of women's soccer, led by program founder Todd Dyer. More than 70 women's soccer alumnae returned to campus to celebrate the program and Mr. Dyer, culminating in the creation of an endowed scholarship in honor of Mr. Dyer, which has raised $18,000 to date. Ms. Meadows said she was very excited about the start of the basketball season. She noted the men's team is off to the best start of the Division I era, while the women's team recently secured its first win. She announced that Longwood achieved an NCAA graduation success rate of 90%, which exceeds the national average and puts Longwood in a tie for second place in the Big South conference. She noted that

for the second year in a row, a Longwood student athlete – Paige Robertson, a member of the women's soccer team – was a Rhodes Scholar nominee.

Ms. Kindon provided an update on Admissions and Financial Aid. She mentioned that some institutions are rolling out tuition-free programs for low and middle-income students. Longwood has 1,2036 students from families making $80,000 per year or less. She said her team looked at the students who were offered merit scholarships last year. They found that of the 2,200 students who were offered a scholarship, 584 matriculated, and 550 of those who matriculated filed FAFSA and had need. She said that this shows that while the aid was merit-based, it also went to students who had need. Strategic Operations is continuing to look at a variety of ways to allocate aid. Longwood doesn't have enough cash to guarantee aid over four years, but does put packages out early; merit letters will go out in December this year. Mrs. Roane said she was pleased that Longwood is able to direct aid to students who need it. She said she would love to hear more about the students whose families make less than $80,000. Ms. Kindon stressed the importance of campus visits. Data shows that Longwood's yield rate is 40% if students have visited Longwood. This year Longwood is expanding a weekend visit program to 150 students. Ms. Kindon also commented on the importance of differentiation and remarked that her team is looking at innovative ways to promote unique Longwood programs like Civitae and the Brock Experiences.

Dr. Pierson remarked on the incredible impact of the new Upchurch University Center. He said that students have responded very positively to Upchurch. He said that the fall semester was intense and challenging as a result of events throughout the country and on campus. He noted that the message President Reveley sent to campus following a meeting with student leaders really brought students together. He said that Jonathan Page, Director of Citizen Leadership and Social Justice Education, has been providing diversity and inclusion events for the community, which is part of the growth and healing process. He said that the fliers that were left on campus this semester were disturbing and upsetting, and the university continues to take steps to ensure that all students know that they matter and that they belong at Longwood. He also mentioned the number of students in need of mental health services. Mrs. Raible asked Dr. Pierson to bring back more information about how Longwood is responding to the mental health needs of students. She indicated that information about the strategies Longwood is putting in place would be helpful to the board. Mr. Gould asked if there are ongoing conversations between public education and higher education about student mental health needs and services. College of Education and Human Services Dean Paul Chapman responded that that the issue has been discussed at meetings between Longwood faculty and regional superintendents. He noted that Longwood recently received SCHEV approval for a Counselor Education graduate degree.

Reports from Representatives of the Board

Mr. Lewandowski reported that the Longwood University Foundation will be bringing on two new directors. He noted the presence of executive director Patti Rosenberg, who has been working closely with Ms. Waller and the Fahrenheit consultants. He said that he would like to take the foundation board to Hull Springs Farm, so that everyone can appreciate the benefits of Hull Springs. He said that the foundation is in the fortunate position to have plenty of reserves; in

case there is a sustained downturn the foundation will be able to continue paying for scholarships. The foundation is looking at ways it can measure progress.

Mr. Walsh reported on the aggressive schedule for the renovation of Frazer Residence Hall. He remarked on the good work of Tom Frisbie-Fulton in campus planning and construction. Mr. Walsh provided an update on the Longwood University Real Estate Foundation's complex refinancing transaction, which is moving forward and is expected to close in December. He said that the projected reduction in the interest rate is nearly a percentage point, which will result in millions in additional funding for working capital. He praised the work of the team involved in the refinancing. Mr. Walsh also commented on the Hull Springs Farm business plan draft, which was produced by The Riverlink Group Partners and identifies opportunities and potential at Hull Springs.

Dr. Apperson discussed faculty collaborations across academic units. She provided several examples of faculty working together to develop new courses, including some that involve international travel.

Josh Darst said that the opening of the first Longwood University affiliated campus food pantry was a success. He provided information to interested members of the board about how they could provide items for the pantry and other monetary donations. He noted that the Student Government Association held a Unity Vigil and has planned a town hall following events on campus and across the country. He said that the SGA is planning a Longwood Student Lobby Day in January before the start of the second semester.

Ms. Jones provided an update on activities of the Alumni Board. She said that Sabrina Brown spoke to the Board and received positive feedback regarding Longwood University Magazine. The Alumni Awards Dinner will be held on March 15, 2019, and the second ring ceremony will be held on March 16th. She said that the Alumni Board looks forward to welcoming new graduates into the Longwood community at the May 10th "New Alumni Welcoming Celebration." She remarked on the Longwood alumni in attendance at the recent Longwood-University of Richmond men's basketball game.

Ms. Moran gave a brief report on Staff Advisory Committee activities during the fall semester.

The meeting adjourned at approximately 12:20 p.m. Board members took a tour of Alexander Stoddart's Joan of Arc statue, followed by lunch in Brock Hall with Brock Experience students and faculty.

Executive Session

Returning to Stallard at approximately 2 p.m., the rector asked for a motion pursuant to Virginia Code 2.2-3711(A)(1) and (9) that the Board convene in closed session to discuss matters pertaining to personnel and philanthropy. Ms. Trigiani so moved, Mr. Evans seconded, and the motion was approved unanimously. A motion was offered by Mr. Evans to return to open session. Ms. Trigiani so moved, Mr. Gould seconded and the motion was approved unanimously.

In compliance with the provisions of the Freedom of Information Act, the Board returned to open session. Ms. Trigiani 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. Mr. Evans seconded, and all members in attendance voted by roll call to certify: Mrs. Anderson, Mrs. Bond, Mr. Evans, Mr. Gould, Mr. Hansen, Mrs. Margiloff, Mrs. Marsh-Carter, Mr. Palmer, Mrs. Radcliff, Mrs. Raible, Mrs. Roane and Ms. Trigiani.

Mrs. Bond and Mrs. Margiloff then made planned departures from the meeting.

The rector then asked for a motion pursuant to Virginia Code 2.2-3711(A)(1) and (9) that the Board convene in closed session to discuss matters pertaining to personnel and philanthropy. Ms. Trigiani so moved, Mr. Evans seconded, and the motion was approved unanimously. A motion was offered by Mr. Evans to return to open session. Ms. Trigiani so moved, Mr. Gould seconded and the motion was approved unanimously.

In compliance with the provisions of the Freedom of Information Act, the Board returned to open session. Ms. Trigiani 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. Mr. Evans seconded, and all members in attendance voted by roll call to certify: Mrs. Anderson, Mr. Evans, Mr. Gould, Mr. Hansen, Mrs. Marsh-Carter, Mr. Palmer, Mrs. Radcliff, Mrs. Raible, Mrs. Roane and Ms. Trigiani.

There being no further business the meeting was adjourned. On Friday evening, Board members attended a pre-concert reception in Soza Ballroom, Upchurch University Center, before attending the Holiday Dinner and Concert in Dorrill Dining Hall.

Saturday, December 1, 2018

The Longwood University Board of Visitors reconvened at 9 a.m. on Saturday, December 1, 2018 in French Hall.

Members present:

Mrs. Marianne Radcliff
Mrs. Eileen Anderson
Mrs. Katharine Bond (by phone)
Mr. Michael Evans
Mr. Steven Gould
Mr. Eric Hansen
Ms. Pia Trigiani
Mrs. Nadine Marsh-Carter
Mr. Larry Palmer

Also present:

President W. Taylor Reveley IV
Dr. Larissa Smith Fergeson, Provost and Vice President for Academic Affairs
Ms. Louise Waller, Interim Vice President for Administration and Finance
Ms. Courtney Hodges, Vice President for Institutional Advancement
Ms. Sherry Swinson, Hull Springs Farm Executive Director
Dr. Roger Byrne
Mr. Jared Tackett
Dr. Dina Leech

The board engaged in a discussion with Sherry Swinson, Hull Springs Farm Executive Director, along with others present about future planning for Hull Springs Farm.

There being no further business, the meeting was adjourned at approximately 11 a.m.

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

This section includes standard edits, updates, and amendments to policies and procedures, including:

- Updates to the Anti-Hazing Policy to improve clarity and follow best practices, following feedback from students and staff.
- Clarifications to the policy governing student privacy for distance education students.
- Updates and clarifications to the "Substantive Change Reporting Policy" that concerns communication of policy changes with the university's accreditor.
- A new policy concerning "Open Educational Resources" (freely available teaching, learning and research resources) as required under Code of Virginia.
- Approval of course fees and summer-term meal plans for 2019-2020.
- Change from a Bachelor of Arts (BA)/Bachelor of Science (BS) degree designation to only a Bachelor of Science (BS) degree designation in the Social Work program.

BOV Consent Agenda Item – Approval of Anti-Hazing Policy Update

Rationale:

Feedback from students and staff strongly indicated that the Anti-Hazing Policy section of the Student Handbook was disjointed and difficult to read, outdated and not reflective of current best practices. In an effort to be very clear and transparent about our policies, the policy was reorganized; updates were made to reflect changes in the criminal code for Virginia, changes to Office names and locations, procedures by the University, and reporting resources available to students.

Anti-Hazing Policy

Longwood University is committed to the belief that abusive behavior, harassment and assault does not build character, does not build leadership skills, and does not foster group loyalty or unity.

1. Definition of Hazing

Hazing is defined as any action taken, situation created or facilitated, whether on or off Longwood property, by individual students, recognized student organizations or athletic teams, intended to produce mental or physical discomfort, harassment, embarrassment, intimidation, ridicule or endangerment of life. Hazing is an abuse of power and relationships, and its purpose is to demean others. Willingness to participate in any hazing activity does not excuse the behaviors or absolve those involved from responsibility. Additionally, for the purposes of this policy, hazing includes observation of hazing activities by individuals in a position to intervene but who failed to intervene.

Hazing is a criminal offense under Virginia Code: § 18.2-56, which states:

> Hazing unlawful; civil and criminal liability; duty of school, etc., officials; penalty.
> It shall be unlawful to haze so as to cause bodily injury, any student at any school, college, or university.
>
> Any person found guilty thereof shall be guilty of a Class 1 misdemeanor.
>
> Any person receiving bodily injury by hazing shall have a right to sue, civilly, the person or persons guilty thereof, whether adults or infants.
>
> The president or other presiding official of any school, college or university receiving appropriations from the state treasury shall, upon satisfactory proof of the guilt of any student hazing another student, sanction and discipline such student in accordance with the institution's policies and procedures. The institution's policies and procedures shall provide for expulsions or other appropriate discipline based on the facts and circumstances of each case and shall be consistent with the model policies established by the Department of Education or the State Council of Higher Education for Virginia, as applicable. The president or other presiding official of any school, college or university receiving appropriations from the state treasury shall report hazing which causes bodily injury to the attorney for the Commonwealth of the county or city in which such school, college or university is, who shall take such action as he deems appropriate.

For the purposes of this section, "hazing" means to recklessly or intentionally endanger the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, association, fraternity, sorority, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

2. How to ~~r~~Report ~~h~~Hazing ~~incidents:~~

Any ~~student~~person who believes ~~he or she is~~they are a victim of hazing is encouraged to report the incident. Any person having knowledge of any activity or conduct that is concerning or may constitute hazing is also encouraged to report the incident or behaviors.

Hazing may be reported ~~to: 434-395-XXXX~~via:

Say Something online reporting webpage:
http://www.longwood.edu/studentconduct/say-something/,

Longwood University Police Department, Dorrill Hall, Lower Level, 434-395-2091
http://www.longwood.edu/police/forms/report-a-crime/

Office of Student Conduct and Integrity, Lancaster Hall, G-08A, 434-395-2490
http://www.longwood.edu/studentconduct/say-something/, to any Student Affairs staff member, or anonymously at http://www.longwood.edu/studentconduct/forms/anonymous-report-form/

Athletics Department Sports Medicine Office, Willett Hall, 116, 434-395-2557

Student reporters of misconduct will not be charged with alcohol offenses or minor violations of the Student Code of Conduct Standards and Regulations disclosed during the reporting process. Minor violations are defined as those that have a minimum sanction of letter of admonition. Please see the Code of Conduct Standards and Regulations within the Student Handbook for more information.

Please note the Commonwealth of Virginia Statute that speaks to the safe reporting of overdoses, specifically defined as a life-threatening condition resulting from alcohol, controlled substances, or any combination of such substances. Virginia Code: § 18.2-251.03. Safe reporting of overdoses.
https://law.lis.virginia.gov/vacode/title18.2/chapter7/section18.2-251.03/

~~Director and Assistant Director for Fraternity and Sorority Life 2119/2118~~
~~Associate Dean and Assistant Director of Student Conduct and Integrity 2490~~
~~Director, Department of Public Safety 2091~~
~~Director and Assistant Directors, Department of Athletics 2057~~
~~Hazing Hotline 2222~~

~~Hazing may also be reported to any Student Affairs or Athletic Staff member.~~

3. Enforcement

Individual students and recognized student organizations who participate in hazing are subject to the Longwood University disciplinary process, criminal charges filed by Longwood University and/or

injured parties. NCAA athletic teams and affiliated groups who participate in hazing will be referred to the Director of Athletics, who will take appropriate action and assign sanctions. The Longwood University disciplinary process will proceed for individual students and recognized student organizations if hazing is suspected or confirmed. If students are found responsible for hazing, the students will be assigned appropriate sanctions as outlined in the Student Handbook. If a recognized student organization is found responsible for hazing, the recognized student organization will be assigned appropriate sanctions that may include, but are not limited to, educational assignment, loss of privileges, or loss of recognition status as outlined in the Student Handbook.

Recognized student organizations, NCAA athletic teams, or governance groups may develop additional policies and procedures that are more specific in order to prevent incidents of hazing within their memberships.

To the extent possible, the University will address behaviors defined herein on the part of any member of the Longwood community by non-members, including contractors, alumni, visitors, and any others who are identified as non-employees or non-students of the University.

4. New Member Development Requirements

~~**Goals and Suggested Activities**~~
~~Student organizations, clubs, Fraternities/Sororities, athletic teams, etc. are based on one or more common principles: Group Companionship, Scholarship/Academics, Leadership, Athletic Competition, Community Service, and Social Activities.~~

~~Any new member programs or activities for student organizations, clubs, Fraternities/Sororities, athletic teams, etc. are based on one or more common principles should reflect these elements and have a balance of activities that will enhance and further develop the newest members. An even distribution of these components should be interwoven throughout the program. For example, Fraternities/Sororities might incorporate 25% companionship, 25% scholarship, 25% leadership and 25% social activities. An athletic club or team might incorporate 50% athletic competition, 25% group companionship, and 25% scholarship.~~

~~**Requirements**~~

All new member activities and/or programs must 1) include both current and new members; 2) have a constructive purpose related to the group's goals; 3) follow University, and national organization/NCAA policies; and~~; 4) be designed to develop one or more of the common principles listed above; and 4~~5) be completed ~~by the tenth week of classes~~within the first twelve weeks of the semester the new member process has begun, and may not last longer than six weeks.

All recognized student organization leadership must electronically sign a statement on the Recognized Student Organization Re-Registration Form each semester indicating they have read and understood the Student Handbook and the policies and procedures contained within. Recognized student organizations with a New Member Process will be required to ensure and provide proof that all new members receive a copy of the Anti-Hazing Policy within two weeks of the start of the New Member Process. At the discretion of the University, failure to follow this procedure may result in penalties to the recognized student organization that may include, but are not limited to, loss of

Longwood University recognition, privileges, or permission to conduct recruitment or new member activities.

All recognized student organizations that have a New Member Process must submit copies of the program and activities to the University Center and Student Activities Office and/or Office of Fraternity and Sorority Life prior to recruitment for approval. Upon the completion of recruitment, an evaluation report must also be filed with the appropriate Office. At the discretion of the University, failure to follow this procedure may result in penalties to the recognized student organization that may include, but are not limited to, loss of Longwood University recognition, privileges, or permission to conduct recruitment or new member activities.

~~1. New Member Development~~

~~**Goals and Suggested Activities**~~

~~Student organizations, clubs, Fraternities/Sororities, athletic teams, etc. are based on one or more common principles: Group Companionship, Scholarship/Academics, Leadership, Athletic Competition, Community Service, and Social Activities.~~

~~Any new member programs or activities for student organizations, clubs, Fraternities/Sororities, athletic teams, etc. are based on one or more common principles should reflect these elements and have a balance of activities that will enhance and further develop the newest members. An even distribution of these components should be interwoven throughout the program. For example, Fraternities/Sororities might incorporate 25% companionship, 25% scholarship, 25% leadership and 25% social activities. An athletic club or team might incorporate 50% athletic competition, 25% group companionship, and 25% scholarship.~~

~~**Requirements**~~

~~All new member activities must 1) include both current and new members; 2) have a constructive purpose related to the group's goals; 3) follow University, and national organization/NCAA policies; 4) be designed to develop one or more of the common principles listed above; and 5) be completed by the tenth week of classes.~~

Student Athletes and NCAA athletic teams and affiliated groups will follow the procedure outlined in the Longwood University Student-Athlete Handbook.

~~2. Definition of Hazing~~

~~Longwood University is committed to the belief that abusive behavior, harassment and assault does not build character, does not build leadership skills, and does not foster group loyalty or unity. Hazing is an abuse of power and relationships, and its purpose is to demean others.~~

~~Hazing is defined as any action taken or situation created intentionally, whether on or off Longwood property, by either fraternity/sorority organizations, student clubs/organizations, athletic teams, individual students or student groups, to produce mental or physical discomfort, endangerment of life, embarrassment, harassment, intimidation, or ridicule. Willingness to engage in any hazing activity does not render the Anti-Hazing Policy unenforceable.~~

~~Examples include, but are not limited to, the following:~~

- ~~Personal servitude.~~
- ~~A "boot camp" mentality.~~
- ~~Sleep deprivation.~~
- ~~Altering physical appearance, i.e., head or eyebrow shaving, branding, etc.~~
- ~~Forced or required consumption of liquids, solids, or combinations, i.e., alcohol, massive quantities of water, spicy or unusual foods, or non-food items.~~
- ~~Paddling in any form.~~
- ~~Coerced physical activity that causes fatigue.~~
- ~~Exposure to inclement weather.~~
- ~~Confinement in any room or compartment.~~
- ~~Acts of vandalism or acts that aid and abet vandalism or the destruction of property.~~
- ~~Physical or psychological shock.~~
- ~~Publicly wearing apparel and/or partaking in stunts not normally considered to be in good taste.~~
- ~~Participating in degrading or humiliating games and activities.~~
- ~~Misuse, theft or destruction of property.~~
- ~~Engaging in behavior that is in violation of Longwood University regulations or state and federal laws.~~

~~3. Enforcement~~

~~I. Hazing is a violation of Conduct Code #3 (Hazing or otherwise mistreating so as to cause bodily injury); and/or Conduct Code #12 (Violating any aspect of the Anti-Hazing Policy up to but not including acts that induce bodily injury).~~

~~According to the Code of Virginia 18.2-56, "It shall be unlawful to haze so as to cause bodily injury, any student at any school, college, or university."~~

~~Individuals and/or groups who haze are subject to Campus Disciplinary charges, criminal charges filed by Longwood University and/or injured parties, and civil liability from injured parties.~~

~~a. The organization President, Executive Officers, Captain, and/or person(s) "in charge" will be held individually accountable for ensuring full compliance with the policy.~~
~~b. If an act of hazing is alleged, then the President, Executive Officers, Captain, person(s) "in charge," and student(s) involved may be charged with a violation of the Hazing Policy.~~
~~c. If hazing is confirmed, then the student(s) will be assigned sanctions as outlined in the Student Handbook. The organization or group may also be assigned sanctions that may include but are not limited to educational assignment, loss of privileges, or loss of recognition status.~~

~~Student organizations or governance groups may develop additional policies and procedures that are more specific in order to prevent incidents of hazing within their memberships.~~

~~H. All student organization presidents shall sign a statement on the Club/Organization Registration Form each year indicating they have read and understand the Anti-Hazing Policy. For some organizations, new member statements are due upon acceptance into the club, organization or new member program, but no later than the third week of classes. At the discretion of the University, failure to follow this procedure may result in penalties to the organization that may include but are~~

~~not limited to loss of Longwood University recognition, privileges, or permission to conduct recruitment/initiation activities.~~

~~Student Athletes will follow the procedure outlined in the Longwood University Student Athlete Handbook.~~

~~4. III. All student organizations that have an initiation/new member education process must submit copies of the program and activities to the University Center and Student Activities prior to recruitment for approval. Upon the completion of recruitment, an evaluation report must also be filed with the Office. At the discretion of the University, failure to follow this procedure may result in penalties to the organization that may include but are not limited to loss of Longwood University recognition, privileges, or permission to conduct recruitment/initiation activities.How to report hazing incidents:~~

~~Any student who believes he or she is a victim of hazing is encouraged to report the incident.~~

~~Hazing may be reported to: 434-395-XXXX~~

~~Director and Assistant Director for Fraternity and Sorority Life~~	~~2119/2118~~
~~Associate Dean and Assistant Director of Student Conduct and Integrity~~	~~2490~~
~~Director, Department of Public Safety~~	~~2091~~
~~Director and Assistant Directors, Department of Athletics~~	~~2057~~
~~Hazing Hotline~~	~~2222~~

~~Hazing may also be reported to any Student Affairs or Athletic Staff member.~~

Policy Title: Distance Education Student Privacy

Policy Number: 1016

Policy Owner: Administration and Finance

Purpose: Longwood University recognizes the importance of protecting student privacy, including those in distance education courses. Consistent with a federal requirement enforced through standard 10.6 (b) of the Principles of Accreditation of ~~compliance with Federal Requirement 4.8.2, a requirement which is enforced through the reaffirmation process conducted by~~ the Southern Association of Colleges and Schools Commission on Colleges, ~~. Federal Requirement 4.8.2~~ states that universities that offer distance or correspondence education must have a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

The purpose of this policy is to formalize the application of current privacy policies to distance education students.

Applicability: This policy applies to all units of the university that have contact with distance education students and/or access to distance education students' personal information.

Policy:

1. All state and federal laws and regulations and Longwood University policies concerning the privacy of student records shall apply with equal force and effect to distance education student records. See Policy 1007: Student Records and Annual Notification.
2. Each student enrolled in a distance education course is assigned a LancerNet ID and password and must use this to register for and access distance education courses. For security purposes, Longwood University has established minimum password requirements. See Minimum Password Standards.
3. Student information is stored in the Banner ERP system, access is granted to authorized personnel and this access is reviewed annually. See Policy 6134: Data Classification ~~and Policy 6135: Security Roles and Responsibilities.~~ and Policy 6135 Security Roles and Responsibilities.
4. All websites that collect personally identifiable information from distance education students must be secured encrypted websites. See Policy 6116: Internet Privacy Policy.

Field Code Changed

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Field Code Changed

I. GENERAL POLICY STATEMENTS

F. SUBSTANTIVE CHANGE REPORTING POLICY

I. PURPOSE

Longwood University recognizes the importance of compliance with the *Substantive Change for SACSCOC Accredited Institutions of the Commission on Colleges* policy statement of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC~~, 2011~~), which requires the University to report all substantive changes accurately and in a timely manner to ~~the Commission on Colleges (COC)~~SACSCOC. This policy exists specifically to establish, clarify and communicate the requirement that all University changes deemed to be "substantive" must be approved by the President and Board of Visitors, with subsequent notification to and/or approval by ~~the COC for~~ the University's regional accrediting body, ~~the Southern Association of Colleges and Schools (SACS)~~SACSCOC.

SACSCOC accredits the University and its programs and services, wherever they are located or however they are delivered. ~~The~~ SACSCOC is recognized by the United States Department of Education as an agency whose accreditation enables its member institutions to seek eligibility to participate in federally funded programs. SACSCOC requires accredited institutions to follow ~~the~~ its substantive change procedures ~~of the COC~~. In order to retain accreditation, the University is required to comply with SACS ~~and~~ COC procedures concerning substantive changes.

While the purpose of this policy is to document the approval and transmittal process to SACSCOC, new, revised or discontinued degrees and establishment of distance learning sites may also require reporting and prior approval from the State Council of Higher Education for Virginia (SCHEV). The requirements of both agencies must be met; compliance with one does not constitute compliance with the other. This policy is primarily designed to address academic programs and curricular issues, although other defined substantive changes are also covered.

II. DEFINITIONS

A. Branch Campus: A location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if
   1. The location is permanent in nature.
   2. The location offers courses in educational programs leading to a degree, certificate, or other recognized educational credential.
   3. The location has its own faculty and administrative or supervisory organization and has its own budgetary and hiring authority. Source: SACSCOC.

B. Degree Completion Program: A program typically designed for a non-traditional undergraduate population such as working adults who have completed some college-level course work but have not achieved a baccalaureate degree. Students in such programs may transfer in credit from courses taken previously and may receive

credit for experiential learning. Courses in degree completion programs are often offered in an accelerated format or meet during evening and weekend hours, or may be offered via distance learning technologies. Source: SACSCOC.

C. Distance Education: A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program. Source: SACSCOC.

D. Dual Degree: Separate program completion credentials each of which bears only the name, seal, and signature of the institution awarding the degree to the student. Source: SACSCOC.

E. Educational Program: A coherent course of study leading to the awarding of a credential *(i.e.*, a degree, diploma or certificate). Source: SACSCOC.

F. Geographically Separate: An instructional site or branch campus that is located physically apart from the main campus of the institution. Source: SACSCOC.

G. Joint Degree: A single program completion credential bearing the names, seals, and signatures of each of the two or more institutions awarding the degree to the student. Source: SACSCOC.

H. Level: SACSCOC's taxonomy categorizes institutions by the highest degree offered. Longwood University is designated as a Level III institution because it offers the master's degree as the highest degree.

I. Merger/Consolidation: SACSCOC defines a consolidation as the combination or transfer of the assets of at least two distinct institutions (corporations) to that of a newly-formed institution (corporation), and defines a merger as the acquisition by one institution of another institution's assets. For the purposes of accreditation, consolidations and mergers are considered substantive changes requiring review by the Commission on Colleges. (Examples include: a senior college acquiring a junior college, a degree-granting institution acquiring a non-degree-granting institution, two junior or senior colleges consolidating to form a new institution, or an institution accredited by the Commission on Colleges merging with a non-accredited institution). Source: SACSCOC.

J. Notification: A letter from an institution's chief executive officer or his/her designated representative to SACSCOC President to summarize a proposed change, provide the intended implementation date, and list the complete physical address, if

the change involves the initiation of an off-campus site or branch campus. Source: SACSCOC.

K. Procedure One: SACSCOC procedure associated with a substantive change that requires SACSCOC notification and approval prior to implementation. Changes under Procedure One require notification, a prospectus or application, and may involve an on-site visit. Source: SACSCOC.

L. Procedure Two: SACSCOC procedure associated with a substantive change that requires SACSCOC notification prior to implementation. Source: SACSCOC.

M. Procedure Three: SACSCOC procedure associated with ~~approval of a consolidation/merger~~closing a program, instructional site, branch campus, or institution. Source: SACSCOC

N. Significant Departure: A program that is not closely related to previously approved programs at the institution or site or for the mode of delivery in question. To determine whether a new program is a significant departure, it is helpful to consider the following questions:
   1. What previously approved programs does the institution offer that are closely related to the new program and how are they related?
   2. Will significant additional equipment or facilities be needed?
   3. Will significant additional financial resources be needed?
   4. Will a significant number of new courses be required?
   5. Will a significant number of new faculty members be required?
   6. Will significant additional library/learning resources be needed?
   7. Will the CIP code change?

   Source: SACSCOC, SCHEV.

O. Substantive Change: A significant modification or expansion of the nature and scope of an accredited institution. According to SACSCOC, substantive change includes:
   1. Any change in the established mission or objectives of the institution.
   2. Any change in legal status, form of control, or ownership of the institution.
   3. The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated.
   4. The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
   5. A change from clock hours to credit hours.
   6. A substantial increase in the number of clock or credit hours awarded for successful completion of a program.
   7. The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
   8. The establishment of a branch campus.
   9. Closing a program, off-campus site, branch campus or institution.

10. Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution.
11. Acquiring another institution or a program or location of another institution.
12. Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution.
13. Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs.

Source: SACSCOC.

P. Teach-Out: The process by which the University provides instructional and academic support services to students enrolled at a site that has been closed and/or in a program that has been discontinued. The teach-out process often extends well beyond the closing of a site or program to allow time for enrolled students to complete their programs in a reasonable amount of time.

Q. Teach-Out Agreement: A written agreement between institutions that provides for the equitable treatment of students and a reasonable opportunity for students to complete their program of study if an institution, or an institutional location that provides 50 percent or more of at least one program offered, ceases to operate before all enrolled students have completed their program of study. Such a teach-out agreement requires SACSCOC approval in advance of implementation. Source: SACSCOC.

III. APPLICABILITY

This policy applies to all University officers who can initiate, review, approve, and allocate resources to any changes, including those to academic and non-academic programs and activities that may be considered a substantive change according to SACSCOC *Policy for Substantive Changes for Accredited Institutions*. Within academic areas, such changes can originate with individuals or groups of faculty members, Department committees, Department Chairs, Deans and Associate Deans, the Provost and Vice President for Academic Affairs, Faculty Senate, or any other area reporting to the Provost and Vice President for Academic Affairs.

In those areas outside of Academic Affairs, potential substantive changes may arise in individual units, among supervisors in each area, executive management teams within Vice Presidential areas, or with the Vice Presidents or Cabinet. Further, the need for a potential substantive change may come to the attention of the President or those in his/her direct reporting line.

Each individual hereby designated is required to be familiar and comply with this policy.

IV. POLICY

As the University pursues structural and programmatic changes, all of those changes

deemed to be "substantive" changes require approval by the President, Board of Visitors and the SACSCOC.
The University will follow the substantive change procedures of SACSCOC, and inform the SACSCOC of such changes and proposed changes in accord with those procedures. Regardless of the origination point, all substantive changes must be tracked and reported under this policy.

V. ENFORCEMENT

A. Responsibility

1. **SACSCOC Accreditation Liaison**: The Provost and Vice President for Academic Affairs serves as the SACSCOC Accreditation Liaison. In the years between accreditation reviews, the liaison is responsible for ensuring the timely submission of annual institutional profiles and other reports as requested by the Commission. The liaison is responsible for the accuracy of all information submitted to the Commission and for ensuring ongoing compliance with Commission standards, policies, and procedures beyond reaffirmation. During the Reaffirmation Cycle, the liaison serves on the SACSCOC Reaffirmation Leadership Team and oversees all staffing aspects of the Reaffirmation process. The liaison is responsible for internal and external monitoring of substantive change progress, and responsible for reporting final change status.

2. **Vice Presidents:** The vice presidents are responsible for their respective areas bringing forward any potential substantive changes under this policy.

3. **President:** The president, with the SACSCOC Accreditation Liaison, is responsible for the accuracy of all information submitted to ~~the~~ SACSCOC and for ensuring ongoing compliance with SACSCOC standards, policies, and procedures beyond reaffirmation. The president is responsible for oversight and final reporting of substantive changes to SACSCOC.

B. Sanctions: If Longwood University fails to follow SACSCOC procedures for notification and approval of substantive changes, its total accreditation may be placed in jeopardy. For that reason, the sanction for failure to follow this University policy must be sufficient to avoid such failure. If an academic program, unit or officer initiates a substantive change without following the procedures outlined in this policy, the President or Provost and Vice President for Academic Affairs may direct the immediate cancellation or cessation of that change, with due regard for the educational welfare of students, when it is discovered. In areas outside of Academic Affairs, the same sanction may be applied by the President or relevant Vice President.

VI. PROCEDURE

~~NOTE:~~ Procedures do not require approval of the Board of Visitors.

Policy Title: Open Educational Resources

Policy Number: 2114

Definitions: Open Educational Resources (OER) are freely and publicly available teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.[1]

Policy Owner: Academic Affairs.

Purpose: In pursuance of Virginia Code § 23.1-1308, Longwood University has developed this policy. The Code of Virginia states: *The governing board of each public institution of higher education shall implement guidelines for the adoption and use of low-cost and no-cost open educational resources in courses offered at such institution. Such guidelines may include provisions for low-cost commercially published materials.*

Longwood University encourages the creation, use, adaptation, sharing and ongoing maintenance of OER materials in accordance with established curriculum standards for educational purposes. The goals of this policy are to provide students with high quality learning materials that are openly licensed to augment and/or replace costly textbooks and course materials, to create sustainable academic resources for students, faculty, and staff, and to provide opportunities for professional growth of faculty and staff.

This policy provides guidance to faculty in achieving the following outcomes through the utilization of Open Educational Resources (OER) at Longwood University improve student success through increased access and affordability, and improve teaching efficiency and effectiveness through the ability to focus, analyze, augment, and evolve course materials directly aligned to course learning outcomes. Faculty will be supported in their participation with OER to achieve both of the stated outcomes.

Policy Statement: Longwood University will provide training, support, and encourage recognition of OER use, adaptation, and creation as a meaningful scholarly and professional endeavor.

Procedures: As subject matter experts, faculty are responsible for selecting, adapting or creating OER in alignment with course learning outcomes.

The institution's intellectual property (IP) and copyright policies, (FPPM) governs rights and requirements for works created during the course of employment, including ownership, open licensing, and public release.

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[1] Hewlett Foundation. Open Education Resources, Web. 28 January 2019. http://www.hewlett.org/programs/education/open-educational-resources

Faculty or staff who create original content that is incorporated into an OER course or create OER of other types or formats are encouraged to use the least restrictive license possible, such as a Creative Commons Attribution License (CC-BY) (or equivalent for software.)

Academic Affairs oversees the policy and is responsible for compliance. As members of the Academic Affairs team, a Greenwood Library representative and a DEC representative shall be responsible for developing and maintaining procedures and providing training that are consistent with this policy and that comply with applicable regulations, policies, and procedures of the institution, and the laws and regulations of the Commonwealth of Virginia.

Administration and management efforts shall include advocating for the creation of OER to be recognized as a meaningful scholarly and professional endeavor.

Faculty, staff, and students using, adapting, and creating OER are responsible for obtaining permission for incorporating student created works into OER or an OER course.

Date:

Longwood University
Course Fees
2020

	2018-2019	2019-2020
EDUC-265 Practicum Flat Fee	100	0
COUN-699 Comp Exam Flat Fee	35	0
HPEP-564 Adapted Physical Education Course Flat Fee	125	0
HPEP-484 Flat Fee	100	0
KINS-298 Acute Care of Injuries and Illnesses Flat Fee	60	0
ACCT-540 MBA Fee Per Credit	210	0
ACCT-595 MBA Fee Per Credit	210	0
ACCT-640 MBA Fee Per Credit	210	0
ACCT-685 MBA Fee Per Credit	210	0
ACCT-693 MBA Fee Per Credit	210	0
ACCT-695 MBA Fee Per Credit	210	0
ECON-507 MBA Fee Per Credit	210	0
ECON-509 MBA Fee Per Credit	210	0
ECON-595 MBA Fee Per Credit	210	0
ECON-610 MBA Fee Per Credit	210	0
ECON-695 MBA Fee Per Credit	210	0
FINA-550 MBA Fee Per Credit	210	0
FINA-554 MBA Fee Per Credit	210	0
FINA-555 MBA Fee Per Credit	210	0
FINA-556 MBA Fee Per Credit	210	0
FINA-557 MBA Fee Per Credit	210	0
FINA-595 MBA Fee Per Credit	210	0
FINA-693 MBA Fee Per Credit	210	0
FINA-695 MBA Fee Per Credit	210	0
FINA-697 MBA Fee Per Credit	210	0
ISCS-570 MBA Fee Per Credit	210	0
ISCS-595 MBA Fee Per Credit	210	0
ISCS-695 MBA Fee Per Credit	210	0
MANG-564 MBA Fee Per Credit	210	0
MANG 575 MBA Fee Per Credit	210	0
MANG-595 MBA Fee Per Credit	210	0
MANG-662 MBA Fee Per Credit	210	0
MANG-663 MBA Fee Per Credit	210	0
MANG-664 MBA Fee Per Credit	210	0
MANG-687 MBA Fee Per Credit	210	0
MANG-693 MBA Fee Per Credit	210	0
MANG-695 MBA Fee Per Credit	210	0
MANG-697 MBA Fee Per Credit	210	0

Longwood University
Course Fees
2020 Continued

	2018-2019	2019-2020
MARK-588 MBA Fee Per Credit	210	0
MARK-595 MBA Fee Per Credit	210	0
MARK-681 MBA Fee Per Credit	210	0
MARK-683 MBA Fee Per Credit	210	0
MARK-685 MBA Fee Per Credit	210	0
MARK-687 MBA Fee Per Credit	210	0
MARK-693 MBA Fee Per Credit	210	0
MARK-695 MBA Fee Per Credit	210	0
MARK-697 MBA Fee Per Credit	210	0
KINS-482 Directed Teaching name change to HPEP-482 Flat Fee	0	300
EDUC-361 Practicum Flat Fee	100	66
EDUC-461 Practicum Flat Fee	45	100
SPED-580 Internship in Autism Spectrum Disorders Flat Fee	300	100
SLIB-689 Supervised Experience in School Libraries Per Credit	300	60
MUSC-385 Applied Music Flat Fee	0	285
MUSC-383 Applied Music Flat Fee	0	285
EDUC-607 Graduate Residency II Per Credit	0	100
EDUC-608 Graduate Residency II Per Credit	0	100
EDUC-609 Graduate Residency II Per Credit	0	100
SPED-507 Graduate Residency I Per Credit	0	100
SPED-508 Graduate Residency I Per Credit	0	100
SPED-509 Graduate Residency I Per Credit	0	100
ART-357 The World of Art and Math Flat fee	0	70
MATH-357 The World of Art and Math Flat Fee	0	70
ART-395 Special Topics Flat fee	0	70
ART-348 Past/Present/Future Flat Fee	0	50
ART-349 Social Justice in Print Media Flat Fee	0	70
ART-295 Special Topics in Visual Arts	0	70
GAND-422 Flat Fee	0	60
CHEM-325 Thermodynamics Laboratory Flat Fee	0	30
BIOL-473 Comparative Biomechanics Flat Fee	0	30
GAND-490 Directed or Independent Study Flat Fee	0	40

Longwood University
Proposed Summer School Fees
FY20 Summer Terms

Board

Weekly Rates:

14 Meals	$116
19 Meals +$50 LancerCash	$200

Longwood University

Graduate Rates 2019-2020

The comprehensive fee for Graduate Hybrid On-Campus classes will be reduced to the amount charged for Off Campus and On Line classes. Hybrid classes meet in person (on campus) less than 70% of the instructional time.

Longwood University

Professional Studies Rates 2019-2020

Regional Program Cohorts

Graduate students will pay tuition at $50 per credit hour less than the rates approved by the Board of Visitors for off-campus in-state and out-of-state graduates.

Professional Studies Courses

Students will pay tuition as follows. No comprehensive fee will be charged.

Fall 2019 / Spring 2020 / Summer 2020 Terms 202050 & 202060

In-State Undergraduate	$280 per credit hour
Out-of-State Undergraduate	$355 per credit hour
In-State Graduate	$280 per credit hour
Out-of-State Graduate	$355 per credit hour

Approved:

Louise Waller
Interim Vice President for Administration & Finance

2/28/19
Date

Larissa Fergeson
Provost and Vice President for Academic Affairs

2/27/19
Date

Jeannine Perry
Dean, College of Graduate & Professional Studies

2/21/19
Date

BOARD OF VISITORS

ACADEMIC AFFAIRS

ACTION ITEM

CURRICULUM

Approval of a Change in Degree Designation:

Change from a Bachelor of Arts (BA)/Bachelor of Science (BS) degree designation to only a Bachelor of Science (BS) degree designation in the Social Work program

ACTION REQUESTED: On behalf of the President, I move that the Board of Visitors approve the change from a Bachelor of Arts (BA)/Bachelor of Science (BS) degree designation to solely a Bachelor of Science (BS) degree designation in the Social Work program.

RATIONALE: After analyzing the number of majors who chose to enroll in the degree designation of BA in Social Work, faculty from those programs determined that maintaining solely the BS degree designation was sufficient and in line with student demand. The Committee on Educational Policy (EPC) and Faculty Senate have approved these proposals.

BACKGROUND: Currently there are seven students enrolled in the BA degree designation of Social Work. Because earning the BA degree involves courses outside of the Social Work major, no student currently in the program will have increased difficulty in fulfilling the BA requirement. Offering solely a BS degree designation aligns more closely with discipline expectations for graduate work and with degree designations offered by the Social Work programs of our SCHEV peer institutions.

5

Academic Affairs

Larissa Smith Fergeson, Provost & Vice President

Highlights

- **Moton Community Banquet attracts over 500 guests to hear Cynthia Hudson.**
- **Faculty hiring season is in full swing.**
- **NEA Big Read: Heart of Virginia, focusing on the book *Burning Bright* by Ron Rash, arrives in April.**

Brock Experiences

Fellows continue to plan the Brock Experiences for summer 2019 and fall 2020. Fellows have selected faculty and staff team members to aid in course development. The newest courses, Colorado River and Boston, are developing well in their first year. The Colorado River team, led by Michael Mergen, participated in a Water Education Foundation travel institute that focused on the Colorado River watershed from Nevada to California. Dr. Shawn Smith, Brock fellow for the Boston course, has also just returned from a second scouting trip to the city. Both the Yellowstone and Chesapeake Bay courses have successfully been approved as Civitae courses, and they will still count toward the legacy General Education requirements as well.

Students continue to submit applications at a rate ahead of last year. In 2018, there were 35 total applications; as of February 22, 2019, applications totaled 42 for Brock courses other than the Yellowstone course, which as a more established program, recruits students separately.

Dr. Melanie Marks, professor of economics, has been selected as the Brock Fellow for fall 2019 – spring 2021. She will take students to Puerto Rico to study the physical and economic effects of Hurricane Maria and the efficacy and equity of post-hurricane recovery efforts.

Civitae Core Curriculum

The Fall 2018 first-year cohort is progressing through Civitae as expected. The Civitae curriculum is designed so that most students complete Foundations-level courses (first-year and pillar) during their first two years. All students in the 2018 cohort are in the process of completing their First-Year required courses (CTZN 110 and ENGL 165). Additionally, approximately 70% of students will only have one or two remaining pillar courses to complete at

the end of this semester. They are also making good progress in assuring that upper-class students who are still under the General Education requirements can complete them. For example, of the 2,755 students in legacy General Education (as of Spring 2019), fewer than 20% still need to complete a course from Goals 2 through 9.

The Civitae committee has been busy vetting Perspectives-level course proposals for inclusion in the 2019-2020 academic catalog. As of March 1, the committee has approved 45 courses. Most of the courses have been fully approved but some are still working their way through the approval process. They anticipate all listed courses being approved by mid-April. The committee will continue to focus on Perspective-level course development for the remainder of the spring semester and into the summer. The committee will continue to review and approve Perspectives-level course proposals into fall 2019.

The committee is also in the initial stages of the roll-out of the Symposium-level courses. They will solicit faculty input on the first theme for Symposium in April. The committee will use that input to determine the theme, which it will debut at the opening faculty meeting in August 2019. At that point, faculty will be invited to develop proposals for pilot sections that will run in fall 2020.

Statewide Provosts' Initiative

The "Teachers and Technologists for Tomorrow" (T3) grant project, sponsored by the Provosts of Virginia Tech and the University of Virginia, has had two meetings this spring. At the first meeting we brought together coalition partners to discuss the strengths and weaknesses of the educational pipeline for teacher preparation and for technologists, from the K-12 system to the community colleges to the four-year degree granting institutions. At the February meeting, attendees heard from Jeremy Satterfield '02, the manager of TechSpark Virginia at Microsoft, who discussed workforce needs for technologists.

Cook-Cole College of Arts and Sciences

The College is piloting an enhancement to the six-year academic program review for programs that do not undergo external disciplinary accreditation. This pilot is being facilitated by Assistant Dean Sarai Blincoe. Program faculty are asked to identify colleagues in similar institutions who work within the program discipline. These colleagues are then selected by the College and asked to act as "peer consultants," essentially an outside set of eyes and ears, who will examine the program's self-study and visit Longwood to interview faculty, students, and administrators. After the visit they write a report of their findings along with a set of recommendations that are discussed at the department level and again at the dean level. We hope this peer consultant program will provide an opportunity for faculty to gain insights from experts in the field who are at once removed from Longwood, but also very familiar with similar programs at their home institutions. Thus far, each program up for regular review in the College – Computer Science, History, Chemistry, and Art – has opted to include the peer consultant in their process. We are awaiting the reviews from the consultants, but the initial response from program faculty has been very positive, and they enjoy having the opportunity to discuss curriculum, student research and other aspects of their programs with external colleagues.

Prospective students and their parents often ask department representatives at open houses, "what are your recent graduates doing?" Using social media, graduate assistant Diana Wassenberg, under the supervision of Associate Dean Wade Edwards, has attempted to discover what each graduate from Cook-Cole over the past six years (classes of 2013-2018) is currently doing...that's almost 4,000 graduates! Using each class year's list of Cook-Cole graduates, Diana reviewed each one's public social media presence on LinkedIn and Facebook, and, if possible, recorded what type of employment or graduate program the former student was engaged in. She was able to glean useful information on about 50% of our graduates. This information has been passed on to department chairs and to the alumni affairs office. We are at the early stages of reviewing the information, but we know of at least one department, Psychology, that is using this data to answer, with confidence, that question from students and parents, "What are your graduates doing?"

This is the height of the hiring season at Longwood, and Cook-Cole is searching for approximately a dozen new tenure track hires. As has been the pattern for the past two years, we have been successful, thus far, in landing our first choice candidate in every search for which we have made an offer of employment. This speaks volumes about the positive reputation of Longwood and Cook-Cole, the skill of search committees identifying good candidates, and particularly the positive experience candidates have when they visit the campus, from faculty and from students, and maybe even administrators. Good faculty are the key to the long-term success of programs and attracting and retaining good candidates is a necessary step in that process.

The College did mentor two PRISM students to submit applications for the Goldwater fellowship last month. These are students with significant research experiences in the STEM fields who are planning to earn a PhD in the sciences or math. This is part of a more concerted effort to identify and mentor outstanding students who are strong candidates for national scholarships, such as the Rhodes and Truman awards.

College of Business and Economics

The College of Business and Economics (CBE) recently completed two searches. Hannan Naeeni recently accepted a tenure-track position as Assistant Professor of Supply Chain Management. Mr. Naeeni is a Ph.D. candidate at the University of Houston. His research interest in sustainability and supply chain management has interesting potential to assist the CBE in refining its role in educating citizen leaders.

The CBE also recently redesigned an existing position that will hold the title of Director of Student Development and Special Initiatives. Patti Carey accepted this position and will begin her duties this summer. Duties include teaching and coordinating sections of MANG 291 Business Communication and MANG 391 Professional Skills Development, developing and managing a student mentorship program in cooperation with the Alumni Advisory Board, and overseeing event planning in the CBE. Patti Carey formerly served the CBE as Director of the McGaughy Internship and Professional Development Center.

The CBE is in contract negotiations with Academic Partnerships to form a strategic alliance, the purpose of which is to increase enrollment in the Master of Business Administration (MBA). Academic Partnerships works on a revenue share model, so no upfront costs are borne by the CBE and/or Longwood University. For its part, the CBE is making changes to the MBA program that will make it more attractive to the young professional target market. Changes to admissions requirements include: elimination of a minor in business administration as a prerequisite, automatic admission (pending verification of transcripts) for students with a cumulative 2.7 GPA and a GMAT score of 400 or higher, waiver of the GMAT for students with an undergraduate cumulative GPA of 3.2 or higher, and probationary acceptance for students who do not meet automatic admissions requirements. Changes to the curriculum include: a reduction in the total number of credits from 36 to 31, elimination of the field experience/consulting course, elimination of one elective, and increase the capstone course from 3 credits to 4 credits (this incorporates essential content from the eliminated field experience/consulting course). The CBE also proposes to eliminate the $210/credit course fee.

Dr. Frank Bacon continues to be a champion of undergraduate student research in the CBE. Two of his students, Jordan Boulton and Leshek Farthing, published papers with Dr. Bacon at the American Society of Business and Behavioral Sciences 26th Annual Conference. Boulton's paper, "The Brexit Announcement: A Test of Market Efficiency," was awarded Best Paper of the Investment Track, and Farthing's paper, "The 2012 Olympics and its Effect on Sponsor Companies' Stock Prices," was awarded Best Paper of the Corporate Finance track. Dr. Bacon is to be lauded for his efforts in fostering high-quality student research.

The CBE representative team, comprised of faculty, staff and a student representative, recently held a second retreat in the process of developing a new mission, vision and set of values for the CBE. The team drafted a new mission and set of values. These will be finalized at a third and final retreat where the team will complete the development of a new vision as well. This effort is in response to comments in the most recent AACSB re-accreditation report.

College of Education and Human Services

The programs in CEHS engage in a number of outreach activities with area school systems and within the local and Longwood communities. This report highlights some of those activities.

Department of Education and Counseling

In the Department of Education and Counseling (newly approved name of the department), faculty are involved in Virginia Department of Education School Improvement Grants for Buckingham and Prince Edward County Schools. Faculty also provide professional development in reading and literacy, school librarianship, and educational leadership to Region 8 school systems. On campus, faculty organize the Lancer for a Day program, which brings elementary students to campus, and the Longwood LIFE program, which is a two-year, non-degree post-secondary certificate program for individuals with intellectual disabilities. Students within the age range of 18-25 gain the skills for independent living in a college community setting with age-appropriate peers.

Counseling faculty have organized Longwood Recovers for students in recovery. Counseling faculty member Dr. Quentin Alexander, working with Dr. Erica Brown-Meredith of the Social Work Program, have created CLASP – Collaborative Lancer Academic Success Program – for first generation, low socio-economic status, minority students. The mentoring, tutoring, and academic coaching has enabled students to improve their GPAs.

Department of Health, Athletic Training, Recreation and Kinesiology
The HARK Department serves Region 8 by busing in elementary school students with disabilities to receive adapted physical education lessons. They incorporate local home-schooled students into various teacher preparation courses so Longwood students gain experience working with children. Therapeutic Recreation works with students with disabilities in a weekly pool program here on campus. Students are bused in from Cumberland, Prince Edward, and Charlotte counties. Outreach for health promotion occurs locally and in the surrounding region to address various health issues, such as poor diet, physical inactivity, and toxin consumption (tobacco, illicit drugs, alcohol, etc.). Both undergraduate and graduate students help facilitate these programs.

Communication Sciences and Disorders (CSD)/ Speech, Hearing, and Learning Services (SHLS)
The CSD program hosts American Speech-Language-Hearing Association webinars for Southside speech-language pathologists and their school colleagues. Through a collaborative grant with VCU's Occupational and Physical Therapy programs, called "Interdisciplinary Training for Inclusive Practices," four speech-language pathology graduate students are receiving $16,000 in funding in exchange for working for three years in schools or early intervention.

CSD/SHLS offers hearing and voice screenings for the Longwood Department of Music. In collaboration with the Farmville Lions, CSD/SHLS has distributed musicians' ear plugs to high school bands in Prince Edward and Cumberland public schools, Fuqua School, and to Longwood's band. Now in its eighth year, hearing conservation programs have been offered to elementary school students in Prince Edward, Cumberland and Fuqua. SHLS offers auditory processing disorder testing for students from Hampden-Sydney College and Longwood, referred by Disability Support Services.

Speech-Language Pathology Program
Now in its fourteenth year, this program provides prerequisite classes to persons before they apply to or enter graduate school in speech-language pathology. In 2018-19, 229 total students are enrolled. Of these, 44 are in-state, 175 out-of-state, and 10 international. The highest enrollment from out-of-state are from New York, California and Texas. The international students are from Canada (seven of them), Macau, Malaysia, and the Netherlands.

College of Graduate and Professional Studies

The College of Graduate & Professional Studies is implementing its first CRM (Customer Relations Management) tool this semester. This will allow for efficient, increased marketing and customer service as graduate and professional programs and initiatives continue to grow. We are reaching the end of our first full year in partnership with Letterpress Communications, a

Farmville-based marketing firm working with us to implement solid marketing plans, develop high quality materials, truly understand who our students are, and ultimately grow all of our programs and initiatives. A reorganization of the roles within the college and the recent addition of a marketing specialist ensure we can implement all we are learning and fully support our current programs, students and faculty as well as prepare for future growth.

Longwood @ New College Institute (NCI)

Enrollment remains steady in the Liberal Studies Elementary Education (LSEE) and Social Work 2+2 undergraduate programs at NCI. These enrollments are made possible by the strong partnership with Patrick Henry Community College that enables students to transition smoothly into Longwood's programs. Longwood also has site-based program coordinators for each major who help to advise, mentor, and teach students. Even more important than enrollment numbers is the post-graduate success of our students. In Social Work, all 14 of last year's 2018 graduating class have jobs in the field (one is part-time because she had twins recently) and all eight of the 2019 soon-to-be-graduating class have been offered jobs. This year's graduating class includes a 67- year-old who plans to continue his senior internship work with STEP and work in reentry after graduation. The same success rate can be seen in our teacher graduates and just recently, one of them (who is also a proud grandmother) was named Teacher of the Year in her building. Our NCI students and graduates represent a richly diverse population in gender, race, and age. The 18 students in the junior class in the LSEE major range in age from 19 and homeschooled to 53 and a paraprofessional. Four are minority students, and two students are men, one of whom is a single father of a two-year-old.

Cormier Honors College for Citizen Scholars

Recruiting

The spring semester brings with it extra excitement in the Cormier Honors College because of the major recruiting event, Honors Preview. Over the last several years, attendance at the event has grown, and this year was no exception (see Table 1). Nearly 25 percent of current Honors students volunteered for all or part of the Preview program. The event is supported by many campus partners, including faculty from across the disciplines, the Office of Financial Aid, Residential and Commuter Life, the Center for Academic Support, and the Office of Admissions. Feedback from participating families was very positive.

Prospective students applying to the Cormier Honors College:

- Class of 2023: 119 applicants (as of 4 March)
- Class of 2022: 164 applicants (as of 2 March)
- Class of 2021: 149 applicants (as of late Feb/early March)

Table 1. Participation in Honors Preview, 2015-2019

Year	Prospective students	Overnights	Parents, guardians, and guests	Total participants
Class of 2023 (2/2019)	90	25*	200	290
Class of 2022 (2/2018)	91	30*	161	252
Class of 2021 (2/2017)	80	52	122	202
Class of 2020 (2/2016)	73	24	133	206
Class of 2019 (2/2015)	61	17	104	165

*Capped for logistical reasons.

Outreach

An emphasis in the Honors College this year is increased outreach to parents, alumni, current students, and, of course, prospective students. A new monthly newsletter, *The Cormier Times*, was distributed to all Honors alumni in January and February. The Honors College Facebook page has been very active, due to the efforts of the CHC's Coordinator for Recruiting and Outreach, Kevin Napier '18.

- 3,748 = total organic reach of five posts in the second half of February
- First in engagement = ranking of the Cormier Honors College page among five other Virginia Honors colleges (VA Tech, VCU, JMU, and Radford) for the week this report was prepared (i.e., late Feb/early Mar)
- Third in page likes = ranking of the Cormier Honors College among those same five programs (behind VA Tech and VCU)

Greenwood Library

Greenwood Library is deeply involved in providing research and logistical support for Brock Experiences. Two library staff will be participating as members of Brock Experience teams this summer. Jennifer Beach will provide research support for the Boston Brock Experience (under the direction of Dr. Shawn Smith) and Dean Brent Roberts will assist students with research and also drive over 1,300 miles on the Colorado River Experience under the direction of Professor Mike Mergen. In related training, librarians Vicki Palmer and Sarah Reynolds will attend a National Collegiate Honors Council Place as Text Faculty Institute in Cooperstown, New York. These experiences not only provide students with excellent research guidance and help, but also connect Greenwood Library staff with faculty and students in building a community of citizen leaders.

Greenwood Library continues to play a vital role in the Civitae curriculum. As Library representative on the Civitae Committee, Jennifer Beach is exploring new methods of assessing information literacy. This spring she will attend the national LOEX Conference, the premier national conference on information literacy.

In February, Greenwood Library co-sponsored a Black Writers Celebration reading event with the Department of English and Modern Languages. In the Library Atrium, students, faculty, and staff read passages from the works of favorite African American authors.

Greenwood Library hosted an Open Textbook workshop, attended by 30 faculty members. The workshop outlined for participants the heavy cost of textbooks and identified options for implementing Open Educational Resources (OER) in their classes. Through its partnership with the Virtual Library of Virginia (VIVA), the Library is promoting faculty grants for reviewing open textbooks and for incorporating OER. The workshop was co-sponsored by CAFE and the Digital Education Collaborative (DEC).

With the Department of English and Modern Languages and the Center for Global Engagement, Greenwood Library will host an International Film Festival in March. Designed to support modern language curriculum, the festival will include films in Spanish, German, French, as well as a Bollywood film in English.

Finally, the long-anticipated NEA Big Read: Heart of Virginia, focusing on the book *Burning Bright* by Ron Rash, arrives in April. The book was selected by a steering committee comprised of many community partners because of its unflinching look at Appalachian history, culture, and social challenges. Programming begins on Saturday, April 6, and concludes at the Heart of Virginia Festival on May 4. Along with many book distributions and reading group discussions, key NEA Big Read events include the following:

Kickoff Event: April 6, 11:00 a.m. - 1:00 p.m. Location: Farmville Community Marketplace.
Poetry Contest: April 8-19. Location: Barbara Rose Johns Farmville-Prince Edward Community Library.
Film Screening: *World Made Straight*, April 12, 7:30 p.m. Location: Hampden-Sydney Brown Student Center.
Film Screening: *Serena*, May 2, 7:00 p.m. Location: Longwood University, Bedford 111.
Author Keynote: April 23, 7:00 p.m. Reception following. Location: Jarman Auditorium.
Staged Reading By Waterworks: April 24, 7:00 p.m. Location: Prince Edward County High School Auditorium.
Opioid Epidemic Panel Discussion: April 30, 6:30 p.m. Location: Longwood University, Hull 132.

Office of Accreditation & Compliance, Assessment & Institutional Research

Work continues on both the Fifth-Year Interim Report for SACSCOC and the QEP Impact Report. Both are due in early 2020. Site visits to our two new off-site locations since reaffirmation (NCI in Martinsville and the Region Ten Community Services Board in

Charlottesville) are anticipated, and the relevant program coordinators and directors have been alerted. Initial data has been gathered for the Fifth-Year Interim Report, and the team is working on early drafts of half of the standards.

Dr. Linda Townsend, Director of Assessment, is implementing a plan to work directly with all program coordinators to manage our transition to tk20/Watermark assessment management system. This plan intersects with the required reporting in the Fifth-Year Interim Report of the assessment of student learning outcomes for each educational program.

SCHEV staff has officially approved the removal of the BA degree designation in Economics, Biology, Chemistry, Liberal Studies, and Mathematics. The Board approved these removals of degree designation in June 2018. The former concentration related to Counselor Education within the Master of Science in Education is now a standalone Master of Science in Counselor Education, with official approval from SCHEV and acknowledgement from SACSCOC. An associated change was made to the academic department name: as of February 1, the Department of Education and Special Education is now the Department of Education and Counseling.

After initial consultation with University Analytics, Institutional Research staff are creating a program to determine how many students need a particular general education goal or a particular Civitae course. The program is intended to provide a better predictive tool about course demand and to transition more effectively between the legacy General Education program and Civitae.

Center for Faculty Enrichment (CAFE)

Focusing on teaching and learning, Fridays@CAFE is a series of ninety-minute pedagogy development workshops. Sessions topics include writing- and speaking-infused Civitae courses, rubric design, diversity and inclusion, transparent assignment design, information literacy, teaching international students, and active learning techniques. A list of this semester's schedule is located at http://blogs.longwood.edu/longwoodcafe/.

CAFE has facilitated twelve Dynamic Learning Dialogues (DLDs) this year. The DLD is an early to mid-semester evaluation technique. Instructors are provided with rich qualitative feedback from their students regarding the learning environment in a course. CAFE encourages the professors to use the data for focused reflections, ultimately to enhance classroom interactions, student learning, and teaching strategies.

Finishing up its tenth year, the Monday Blackwell Talks are a research seminar series for Longwood faculty. Each semester CAFE hosts six talks. The Talks provide a forum for faculty to present developing research and innovative ideas to colleagues who then ask questions and provide suggestions and additional ideas. The series is hosted by CAFE and supported by all of the Colleges and the Greenwood Library. Go to http://blogs.longwood.edu/longwoodcafe/blackwell-talks-2/ for a list of this semester's Blackwell Talks.

Center for Global Engagement (CGE)

Having successfully navigated the move from Stevens to Lankford, the CGE staff are busy with recruitment and enrollment activities for both inbound and outbound students. International student applications for fall 2019 are up 50 percent and study abroad enrollment continues to increase and diversify.

Recently the CGE funded participation in the Greater DC-Virginia Lessons from Abroad Conference at Marymount University for Lancers who studied abroad. Accompanying staff presented sessions about internationally-focused careers. Junior Mitchell Cook, who studied anthropology and biology this fall at the University of Derby in England, was thrilled to participate, noting that he "attended because [he] was having a difficult time with reverse culture shock after [his] time abroad." Hailing from Rural Retreat, VA, Cook is one of the 26 percent of Lancers studying abroad this academic year who come from rural areas. His first plane ride was en route to the United Kingdom for his term abroad. Senior Samara Gall, who spent last spring at Sogang University in Seoul, went to "gain a possible insight on how to continue with my study abroad experience and how to incorporate it in applying for graduate school and … job opportunities." Gall currently is applying to the Global Korea Scholarship to fund graduate school in South Korea. Junior nursing majors Molly Mancini and Shannon Lyons, who both took a healthcare course and Medical Spanish in Costa Rica last summer, were pleased to learn about opportunities in the medical field through the State Department directly from a Foreign Service recruiter. Seniors Taylor Bauer and Nathaniel Teague, who studied last spring in Buenos Aires, Argentina, and Kyoto, Japan, respectively, appreciated the chance to discuss ways to stay connected to and build upon their time abroad.

News should be arriving soon about pending Gilman Scholarship applicants and a recently named Fulbright semi-finalist who studied abroad in Germany. The CGE proudly supports Lancers as they dream about, apply to, embark upon, and return from academic experiences around the world.

Increasingly, the CGE is focused on faculty development. Offering support for transnational research and teaching collaboration, and including faculty in partnership development has already yielded a number of exciting outcomes. As a result of his recent visit to our Dutch partner, HAN University of Applied Sciences, Dr. Tim Coffey has supported new study abroad opportunities for HARK students. For fall 2019, our two universities will exchange students studying in HARK majors. Additionally, the CGE is supporting the Longwood HARK major's application for a Gilman Scholarship.

Office of Student Research (OSR)

Table 3. Participation in OSR Initiatives

	2018-19	2017-18	2016-17
Collegiate Undergraduate Research and Inquiry Opportunities (CURIO)	11 faculty-student teams	17 faculty-student teams	13 faculty-student teams
Spring Faculty Development Workshop	25 participants	20 participants	
Student Funding	**Spring 2019 Round 1**	**Fall 2018 Round 2**	**Fall 2018 Round 1**
	11 projects funded	5 projects funded	4 projects funded

The Office of Student Research (OSR) continues to offer faculty and student professional development opportunities. Collegiate Undergraduate Research and Inquiry Opportunities (CURIO), the spring research program, has fewer participants compared to previous years, but perhaps this is because students also participate in OSR's fall research program. The participation in the Spring Faculty Development Workshop and funding for student-initiated projects increased. Moreover, students are starting to take advantage of more than one OSR-sponsored opportunity. One student from the CITE program, the fall research program, is now participating in CURIO, and another CITE student was awarded student funding for a project. OSR continues to support other student-research initiatives on campus, printing 27 posters for students for the Fall Showcase and approving three departmental grants for research activities at the department level. OSR also published and distributed the second issue of *work-in-progress*, OSR's newsletter that shares student research accomplishments to faculty and administrators.

Hull Springs

Westmoreland County Public Schools (WCPS) have committed to a fourth year for the Longwood University Camp for Environmental Exploration (LUCEE). Camp dates are set for July 15-26, and again will be project-based learning culminating with a capstone project presented to invited guests the final day.

Hull Springs will partner with Blue Sky Fund, a youth development non-profit that provides transformational experiences for urban youth through outdoor education. The Richmond-based non-profit supports academic success by providing school field trips focused on environmental sciences and encouraging leadership qualities and character-building through outdoor adventure programming. Plans are underway to host campers at Hull Springs during one of their summer excursions.

For the new facilities proposed at Hull Springs, Phase 1 will include major technology improvements, construction of the research lab, one faculty cabin, a student residential unit, and

an outdoor teaching space and showers. These enhancements should afford students/faculty amenities necessary for extended stays and adequate space for research.

A meeting was held on February 19 with representatives from RES, the wetlands mitigation bank (WMB) consultant, and representatives from the Longwood Foundation and Academic Affairs to review the status of stream and wetland credits at Hull Springs. To date, 8.11 wetland credits have been sold, with 18.21 available. Another 5.84 credits are due to be released by the US Army Corps of Engineers in May. The current market rate is between $60-100k per wetland credit. All total, there will be 49.61 credits generated during the life of this WMB. A total of 5,820 stream credits were created during restoration work at Hull Springs, with 4,886 sold at an average of $350-500 per credit. Sale of stream credits has generated $2,017,006 to date. Expenses for the WMB include design/build costs, monitoring reports through Year 2026, maintenance of the bank, and the handling of credit sales (at a 5% rate of gross sales), totaling close to $2M.

The Hull Springs Leadership Team has set a goal of 100 donors for the Longwood Annual Day of Giving on March 27. It was decided to concentrate more on the number of donors, rather than set an amount for the challenge.

Longwood Center for Visual Arts (LCVA)

LCVA continues to see strong growth in its community outreach programs, particularly Art after Dark (AAD) and the Cabin Film Series, both of which achieved record participation for a single program this winter: 135 for an AAD painting workshop with artist Morgan Everhart; 70 for a screening and discussion of *A Quiet Place* at the Longwood Cabin - in pouring rain. Museum educators are also piloting an Art after Dark inspired program that is adapted to senior citizens. They are presently working with residents of two area assisted living/senior care facilities to further develop the program.

Table 2. Participation in LCVA Programming and Exhibitions since July 1, 2018

Total Onsite Participation	11164
Total Offsite Participation	1593
Total Combined Participation	12757

The spring season is anchored by long-established annual exhibition series (Youth Art Month; Point of Departure; Visiting Artists) that have enthusiastic supporters that have traditionally provided the highest exhibition opening participation numbers. Home school student participation in Youth Art Month has increased significantly over past years, a trend we anticipate will continue as LCVA staff continues to refine its focused marketing of education programs to these families. The Community Achievement in the Arts Awards return in the spring, as well, and honor those who have made significant contributions to the cultural landscape of Southside Virginia. This summer, LCVA will host an exhibition showcasing alumni art, which will open during Alumni weekend.

The museum's *Rural Avant-Garde* traveling exhibition, which traveled to the Gregg Museum at North Carolina State University (Raleigh) this past fall, is currently on view at Maryland Institute College of Art in Baltimore. An excerpt from the exhibition (the works of John Cage) will travel to the Bob Rauschenberg Gallery at Florida Southwestern State College late spring/early summer, before the exhibition is reunited at the LCVA to conclude the tour.

Youth Art Month Exhibition
Title: Start With Art, Learn for Life: The Annual Area Youth Art Month Exhibition
Dates of Exhibition: March 10 - April 7
Opening Reception: Sunday, March 10, 2:00 p.m. – 4:00 p.m.
Location: LCVA

Senior Exhibition
Title: Point of Departure: Longwood University Department of Theatre, Art, & Graphic and Animation Design 2019 Senior Exhibition
Dates of Exhibition: April 13 - May 15
Opening Reception: Saturday, April 13, 5:00 p.m. – 8:00 p.m.
Location: LCVA

Community Achievement in the Arts Awards
Title: Community Achievement in the Arts
Reception Date: Friday, April 26, 5:00 p.m. – 8:00 p.m.
Location: LCVA

Alumni Art Exhibition
Title: Longwood Alumni Art Exhibition 2019
Date: June 1 - August 4
Opening Reception Date: Saturday, June 1, 5:00 p.m. – 8:00 p.m.
Location: LCVA

Moton Museum

The Moton Museum engaged with over 12,000 individuals to close out the 2018 calendar year. This strong number was due to our group visitation efforts and an increase in public program offerings. During 2018 the museum received 80 group visits from K-12 schools, colleges, and community groups. We received visits from residents of 23 states and the District of Columbia. We also had international visits from individuals from Canada, Germany, the Netherlands, and the United Kingdom.

Cainan Townsend, director of education and public programs, has increased the Museum's engagement with Region 8 schools by traveling to schools to deliver programs to students and teachers. So far this year staff have delivered professional development programs for schools in Prince Edward County, Charlotte County, and Henrico County. K-12 students have visited the museum from Prince Edward, Nottoway, and Charlotte.

Managing Director Cam Patterson had the opportunity to present with Dr. Evan Long, assistant professor of education, at the National Council for Social Studies Conference in Chicago in December about pedagogy to teach the Moton story.

The past few weeks at the museum have featured some strong public programming offerings with our Moton Jazz Concert, collaboration with Illyria Theatre Company to show the stage play *Loving* by Peter Manos, and our first annual C.G. Gordon Moss Leadership Workshop that we co-sponsored with the Longwood Student Government Association. The Loving collaboration with Illyria Theatre Company featured after show talk-back sessions, a community art project with Red Door 104, a concert of love songs, and a children's book reading. The playwright Peter Manos also announced his plans to commission a stage play about the Moton student strike and the Prince Edward school closings. The C.G. Gordon Moss Leadership Retreat presented a unique opportunity to engage students in the civil rights history of Prince Edward County and how individuals can use the lessons of Prince Edward students to improve their own communities.

On March 2, the Moton Museum held its 8th Annual Moton Community Banquet. This year's event featured over 500 people in attendance at the Longwood Health & Fitness Center. Our keynote speaker was the Hon. Cynthia E. Hudson, Chief Deputy Attorney General for the Commonwealth of Virginia. Moton Museum Trustee and State Senator Jennifer McClellan attended and presented Senate Joint Resolution 358 commemorating the 60th anniversary of the public school closures in Prince Edward County. We continue to be grateful to so many within our local community including Longwood University for the continued support.

The Moton Museum has been working closely with the Oliver White Hill Sr. Foundation to place an Oliver W. Hill Sr. historical marker on the museum property. Mr. Hill's legacy is forever linked to the Prince Edward community, and it is an appropriate way to recognize the contributions of this legal giant. A dedication and reception are planned for Saturday, March 30 at 12 noon at the Moton Museum.

The Museum will also commemorate the 60th Anniversary of the Public School Closings with some signature programming that begins in April. On April 27, the Museum will dedicate the newest addition to the Moton permanent exhibition with a Digital Wall of Names, sponsored by the Moton-Prince Edward Alumni Association. This wall will serve as a memorial and include the names of all individuals locked out of school when schools closed in 1959.

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Administration & Finance

Louise Waller, Interim Vice President

Highlights

- **Design and Construction Updates**
- **Landscaping plans for Brock Commons and Upchurch underway**
- **Budget and Human Resources Updates**

Design and Construction Projects

Highlights

Admissions Building

Construction commenced in May 2018, and is expected to be completed in early fall 2019.

New Academic Building

Construction commenced in July 2018, and is expected to be completed in spring 2020.

Curry and Frazer Residence Halls Renovations

The renovation of Frazer Residence Hall is on schedule, with the exterior envelope and interior wall and ceiling framing approximately 90% completed. Interior work continues on the room finishes and installation of the mechanical, electrical, and plumbing systems. Curry Hall demolition work will begin in May 2019, and overlap with Frazer Hall's completion and occupancy in August. The overall project, including landscaping and improvements to Spruce Street, will complete in fall 2020. The project is tracking within its budget.

Renovate and Expand the Facilities Annex Building

The Virginia budget bill for the 2018-2020 biennium authorized Longwood to expend non-general funds for preliminary planning, detailed planning, and construction drawings 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. It will contain offices for the departments of Facilities Operations, Business Operations, Fleet Services, Environmental Health and Safety, Capital Design and Construction, and Space and Real Estate Services. It will also provide space for maintenance and repair shops, storage, state vehicle maintenance and parking, and specialized facilities support equipment. A contract was issued to RRMM Architects of Roanoke, Virginia, to provide architectural and engineering services, and design work commenced in January 2019.

New Music Education Building

In its just-concluded session, the General Assembly authorized the development of detailed architectural planning for a Wygal Hall replacement, built almost 50 years ago and where more than 600 students are now taught annually. The critical step toward construction follows a 2017 feasibility study that assessed the needs for the space. Detailed architectural work will begin in the coming months.

Replace the Wheeler Mall Steam Distribution System

Affiliated Engineers Incorporated completed an engineering study of the steam distribution system on Longwood's campus in 2015. This study recommended a series of construction projects to correct physical deficiencies in various portions of the system. The highest priority project was to replace the entire tunnel and piping system in the Wheeler Mall area. The 2016 General Assembly session appropriated design and construction funds for this project.

Longwood awarded a design contract to Dewberry Engineers Incorporated of Richmond, Virginia, and design commenced in September 2017. Construction drawings are currently being reviewed by the Virginia Division of Engineering and Buildings, and construction is estimated to commence in early summer 2019.

Academic Space Improvement Plan

Longwood University has partnered with Ayers Saint Gross (ASG), a nationally recognized space analytics, planning, and higher education design firm to develop a vision and plan for improving our campus academic spaces. The Academic Space Improvement Plan will provide a framework for improving instructional space design, furnishings and equipment, physical condition, and utilization.

The ASG team has completed the academic space needs assessment, and is preparing for the next phase of the project – planning scenarios. A work session will be held on campus in March.

Facilities Management

- Completed successful DEQ stack testing for Boiler #8, our newest addition to the steam plant. Boiler #8 is now operational and we are continuing to work with the Project Manager to complete all punch list items to bring the project to successful completion.
- Working with the Emergency Management team and the Risk Management team to prepare our submission for FEMA and DRM due to damages sustained during Hurricane Michael.
- Radio frequency hazard procedures and signage for WMLU tower temporary location on Curry Residence Hall have been completed and posted.
- Door hardware design standards finalized with language addressing shelter-in-place vs emergency-egress requirements.
- As part of the migration of LU police dispatch, set up all fire alarms with 3rd party monitoring (Emergency 24). This is required by the state to meet fire code.

Landscape and Grounds/Sports Fields/Office of Sustainability

Landscape and Grounds/Sports Fields:

- The biggest impact this winter was the continued cleanup from Hurricane Michael, which also required chipping large amounts of tree material that was stockpiled from an earlier cleanup. This chipped material will be used to mulch campus areas, reducing the need purchase as much mulch as in past years.
- The Department handled the early 12" December snow fall in the same professional and efficient manner as years past, clearing and opening the campus for operations in a timely manner. Incidentally, we had just finished a two-day snow training program that takes place every year.
- The Athletics Turf Sports crew, working with Landscape and Grounds personnel, are off to a good start with spring sports field preparations for Softball, Baseball, Lacrosse, Tennis, Cross Country and Golf.
- The Director is working with Capital Planning and landscape architects from Site Works to develop plans for landscaping Brock Commons and the Upchurch Center.
- We are working with campus partners on a "Longwood Day of Giving" tree planting fund to help plant trees on campus.

Office of Sustainability:

- Eco Rep students were successful in obtaining a Parents Council Grant for additional water bottle filling station in Chichester.
- The office is preparing for an Arbor Day tree planting campus event on March 30th.

- Sherry Swinson, Director of Hull Spring Farm, is also working as Sustainability Coordinator.

Housekeeping Contract Administration:

- The Budd Group was awarded the contract for University Housekeeping Services, effective March 1st.
- Founded in 1963, The Budd Group is a family-owned and operated facilities service company, headquartered in Winston Salem, North Carolina, with established regional offices in seven southeastern cities. One of their many strengths is the commitment to their employees, which they demonstrate through enhanced pay, benefits and strong training programs. The Budd Group currently provides housekeeping services to universities such as Virginia Tech, Wake Forest, High Point and Presbyterian College.
- All current housekeeping staff that elected to participate in the application process with The Budd Group were offered and accepted positions. Budd Group has increased pay and offered benefits to staff. Additional employees and managers will be hired.
- As part of the contract transition, the University has provided a baseline Housekeeping Survey to all Campus Area Coordinators. It was also offered to all faculty and staff. This survey was returned February 22nd. The responses were compiled and made available to the University contract administrator and The Budd Group.
- During the next month, Bill Irish, University Contract Administrator, David Love, and The Budd Group transition team are reaching out to Area Coordinators and key University partners to discuss the new program and any past concerns. During the next several months, there will be follow-on meetings to monitor progress.

Budget Office

The budget office has been working on updating position changes and monitoring the impact of decisions made by General Assembly on FY20 budget development. Working with Chip Bowman of Fahrenheit Group a new multi-year budgeting model is being developed. A re-examination of procedures is occurring to ensure that current practices are making the best utilization of resources. We have begun testing budget load procedures with the new version of Banner.

Materiel Management

- Current Request for Proposals
    - Strategic Partnership for Marketing the MBA Program (final contract phase)
- Current Invitations for Bids
    - Front End Loader for the Heating Plant (evaluating bids)

- Small Purchase Charge Card Automated Reconciliation using Bank of America WORKS will be fully deployed campus wide by March 29, 2019.

Accounts Payable

- Continued involvement in the DocFinity implementation, which is an enterprise content management solution that will not only permit electronic storage of documents but also the electronic submission of forms such as the Request for Travel Authorization form.
- The migration of many of the Longwood University Foundation's accounts to the University's local funds has taken place. This creates ease of access to funds and transparency for departments. Accounts payable is working closely with departments to ensure the transition continues to work well for the end users. The next step will be migrate departments to a new credit card process.

Financial Reporting

- FY 2018 Financial Statements audit by the Auditor of Public Accounts is in progress and staff are responding to requests and questions.

Human Resources

Benefits:

Employee Events on campus

- Virginia Credit Union Investment Basics Seminar.
- VALIC Retirement Planning Sessions.
- TIAA Retirement Planning Sessions.
- Coordinated the Service Awards for 125 employees and 17 retirements; recognized with certificates or gifts and lapel pins.

Parental Leave:

Parental Leave is used by Classified; Administrative and Professional Faculty and Instructional Faculty (exception: Mothers who are IF follow FPPM policy).

Since November 1st, we have 11 employees who have benefited from the Parental leave and we have tracked 1,435.4 hours. We continue to counsel employees with upcoming due dates on the usage of the leave. Currently, we have nine employees with upcoming due dates.

Wellness Committee: Participate in the Wellness Committee meeting each month. The committee is made up of Faculty and Staff across campus. Human Resources is currently working on developing a site on Solomon to house wellness information and resources for employees. Others members of the committee are developing methods of providing information to employees of the benefits of making healthy choices.

HRIS and Student Employment:

- Transitioning our electronic personnel files from Vitdocs to Docfinity.
- Working on 7 active immigration cases.

Classification and Compensation:

- We are live with DocFinity and able to scan document. We will be testing our first electronic form soon.
- Completed 18 classification/compensation reviews during this period.

Employment:

- 29 Recruitment Requests received (15 Instructional Faculty).
- 10 positions filled.
- Updated and reorganized New Hire Orientation by adding new presentations and resources; to include, Civility in the Workplace Training, EDR Training and a Lancer Card presentation.

Payroll:

- Cardinal Payroll Project is still on hold by the Department of Accounts.
- W-2's distributed.

2019 Service Awards Banquet

Longwood celebrated by recognizing 17 retirees and 123 current faculty and staff who have a combined total of 2016 years of service to the Commonwealth of Virginia.

Office of Community and Economic Development

Small Business Development Center

The Small Business Development Center focuses on connecting university resources to support the development of new and existing small businesses in the region. The Center serves 26 localities in Southern Virginia through several full and part time office locations – Farmville (Lead Office), Petersburg (Crater SBDC, in partnership with Crater PDC), South Boston (In partnership with The Southern Virginia Higher Education Center), Danville (In partnership with DCC), and Martinsville (In partnership with Patrick Henry Community College).

The SBDC works with interns from the College of Business and Economics to assist in consulting services.

SBDC accomplished the following activities and related successes region wide in calendar year 2018:

- **363 Entrepreneurs Consulted**
- **55 seminars for a total of 368 attendees**
- **$6.8 million in new capital for business development**
- **91 jobs created or retained as a result of consulting services**

Other Research and Business Support Activities

- Staff, students and faculty are collaborating on research to support a feasibility study for a potential inland port in Southern Virginia. An inland port facilitates the transfer of shipping containers from rail to truck and vice versa. Thus far, the team has performed initial research on import/export volume in select geographical areas with the goal of identifying key anchor companies who would use and support the port. A proposal has been submitted to Buckingham Branch Railroad, the lead industry contact, to fund further work in surveying identified companies and documenting demand. Faculty partners include Professors Rick Monroe and Jim Haug in the College of Business.

- Community Innovation Workgroups, facilitated by Community and Economic Development:
    - OCED/SBDC Staff are collaborating with Tim O'Keefe to extend and connect work done with a Virginia Provost's Initiative team on entrepreneurial eco-systems. The goal is to develop an online regional community guide to entrepreneurial resources.
    - OCED and CGPS are facilitating on-going collaborations in trades and technology pathways following the October 4th Career Pathways Summit with Jim Fong. This group is coordinating closely with the Provost's initiative with Teachers and Technologists for Tomorrow (T3).

Lancer Card Office

- Worked with LUPD to coordinate and train Farmville Dispatch in alarm monitoring in Lenel and CS Access.
- Assumed management responsibility of key boxes on campus and successfully have the key box working for the Locksmith shop.
- Set up Admissions with a P2PE mobile credit card reader.
- Working with Coca Cola to add credit card readers to select vending machines.
- Working with VPs and Materiel Management on the Dining Contract renewal/RFP.
- Changed office name to Card and Campus Services to encompass all of the services we provide aside from printing cards.

Longwood University
Financial Overview
As of January 31, 2019

FY2018-19 Budget Dashboard YTD

E&G	BOV Budget	FY Estimate	YTD Actual	Percent of FY Estimate	PY Percent
Revenues					
Tuition	40,664,501	39,499,817	30,096,985	76.20%	76.26%
Fees	1,342,711	1,390,057	1,338,387	96.28%	101.83%
General Fund	28,473,616	28,421,924	17,328,403	60.97%	60.03%
Federal Workstudy	50,000	50,000	0	0.00%	118.49%
Other	157,500	267,234	267,234	100.00%	0.00%
Total Revenues	70,688,328	69,629,032	49,031,009	70.42%	70.45%
Expenditures					
Instruction	37,249,231	36,368,964	22,505,597	61.88%	62.37%
Public Service	549,783	567,323	350,743	61.82%	51.75%
Academic Support	7,534,056	7,788,999	3,871,946	49.71%	51.29%
Student Services	4,882,142	4,738,119	2,853,157	60.22%	63.17%
Institutional Support	12,002,656	12,160,797	7,251,210	59.63%	56.13%
Facilities Operations	7,023,258	6,562,731	4,359,875	66.43%	51.93%
Scholarships	1,947,202	1,926,402	3,203,480	166.29%	96.71%
Salary Savings	(500,000)	(900,000)	(567,973)	63.11%	131.97%
Total Expenditures	70,688,328	69,213,335	43,828,035	63.32%	59.79%
TOTAL	0	415,697	5,202,975		
AUXILIARY					
Revenues					
Housing	22,407,752	20,201,706	19,581,889	96.93%	94.02%
Dining	8,522,301	7,783,891	7,133,115	91.64%	103.50%
Comprehensive Fee/Other	26,796,607	26,080,489	24,555,090	94.15%	88.35%
Federal Workstudy	154,300	154,300	0	0.00%	0.00%
Total Revenues	57,880,960	54,220,386	51,270,094	94.56%	92.49%
Expenditures					
Housing	22,480,052	21,299,660	11,852,665	55.65%	53.22%
Dining	8,592,301	7,774,659	7,209,860	92.74%	92.01%
Athletics	8,480,492	8,849,708	7,494,228	84.68%	76.07%
Other Services	17,361,483	16,820,586	13,538,027	80.48%	84.38%
Salary Savings	0	(100,000)	(73,080)	0.00%	0.00%
Total Expenditures	56,914,328	54,644,613	40,021,699	73.24%	71.44%
TOTAL	966,632	(424,227)	11,248,394		

Cash & Investment Assets		
Longwood University Auxiliary & Local	$15,271,948	
Longwood University Foundation	$82,892,003	(As of 12/2018)
Longwood University Real Estate Foundation	$43,635,472	

Internal working paper prepared by management to estimate year end results

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Intercollegiate Athletics

Michelle Meadows, Interim Director of Athletics

Highlights

- **Student-Athletes Continue to Raise the Bar Academically**
- **Successful first year in a new era of Longwood Basketball**
- **ESPNU to television softball game against USC-Upstate**

Student-Athlete Development

Longwood Student-Athletes Continue to Raise the Bar

Longwood student-athletes posted the athletic department's highest semester academic performance of the past decade during the fall 2018 semester with a 3.14 grade point average (GPA). This collective GPA included more than 200 student-athletes, 22 of whom made the President's List (4.00 GPA), with another 56 making the Dean's List (3.50-3.99 GPA). Ten of Longwood's 14 sports achieved team GPAs above 3.00, including women's cross country, which led all teams with a 3.57, and men's tennis, which led all men's teams with a 3.49. Women's basketball, men's cross country, women's cross country, field hockey and softball all recorded team high GPA's for the past decade, while tremendous improvements (+.30 GPA points) were achieved in men's basketball, men's golf, and men's tennis.

Additional LifeSkills Initiatives Launched

Lancer StrongHER was successfully launched in the fall 2018 semester. The program brings together female student-athletes and staff to discuss various topics, including but not limited to: adapting to college athletics, performance and self-worth, stress/anxiety, appropriate dress attire and what image it portrays (both socially and professionally), mentorship, relationships, vulnerability, and many other relevant issues for our female student-athletes.

In light of the program's interest and response, a male version, Lancer StrongMAN, is being implemented this spring semester for male student-athletes. That program will address varying topics such as masculinity and sport, peer pressure, and how to manage stress and anxiety.

These programs are part of the department's comprehensive student-athlete development program that aims to equip student-athletes in various phases and transitions throughout their experience including:

- **Lancer Legacy** – a series to provide skills and tools for new student-athletes (freshmen and transfers) to acclimate to academic and athletic life at the Division I level and within Longwood University
- **Lancer Launch** – a series geared towards juniors and seniors to prepare them for successful integration into the professional arena after matriculation from Longwood
- **Lancer Leadership** – a program for selected student-athletes to hone and develop leadership skills within their teams

Winter Sports Performance

Men's Basketball
The first season under head coach Griff Aldrich has been called both internally and externally one of the most dramatic turnarounds in all NCAA basketball this season. In year one, Aldrich has led the program to eight more wins than the Lancers had one year ago, which is the largest win improvement of any of the 55 new head coaches at the Division I level in 2018-19. The season saw Longwood finish 15-16 during the regular season, racking up the second most victories since the program made the jump to the Division I level 15 years ago, trailing only the 17 wins the 2008-09 team had as a Division I Independent. The season has included numerous quality and signature wins for Aldrich, including against mid-major non-conference peers The Citadel, Fairfield, Stetson, Richmond and others, as well as Big South rivals Winthrop and UNC Asheville, and a season sweep over a High Point team led by Hall of Fame coach Tubby Smith.

Women's Basketball
The first season under head coach Rebecca Tillett has not seen the dramatic, improbable shift in the win column that the Longwood men have enjoyed, but the behind-the-scenes growth of the program has been evident on many fronts. In addition to the team's three victories on the season, the Lancers have been within single digits in 11 other games this year. Redshirt junior Dayna Rouse has turned into one of the top players in the Big South, leading the league in field goal percentage and ranking among the top 10 in scoring, double-doubles, blocks, free throw percentage and 20-point games. The Lancers have improved in nearly every statistical category from 2017-18, doing so with a roster that includes just two newcomers. Those steps forward have come from Tillett and her staff's work building a foundation grounded in team culture, grit and toughness, as well as a commitment to empowering their student-athletes to succeed on and off the court.

External Engagement

Longwood Softball to Bring ESPNU Back to Campus in March
For the second straight year, Longwood softball will generate national coverage for the university when ESPNU comes to campus on March 24 to broadcast the Lancers' Big South game against USC Upstate. The game will put Longwood on ESPN's flagship college sports network for a showdown between two Big South championship hopefuls. Last season, ESPNU made its first-ever trip to Longwood to air the softball team's game against Liberty, which the Lancers won in dramatic fashion thanks to a late home run from junior Karleigh Donovan, who followed with a live, nationally televised postgame interview right from Lancer Field. This will mark the third straight year Longwood softball has played a game on ESPNU, which is available on cable networks and streaming platforms around the world.

Historic Basketball Season Yields More Excitement & Attention For Longwood
During the course of a historic 2018-19 season under first-year head coach Griff Aldrich, Longwood men's basketball has enjoyed a run of media coverage in the state and on a national level. The success Longwood has had – the second-most wins in the Division I era, signature wins over Richmond, The Citadel and others, and a reenergized fanbase that has produced an average home attendance of 1,223 per game – has extended beyond the court, as TV and newspaper reporters from Richmond and Virginia Beach have visited campus to produce in-depth stories on Aldrich and the Lancers. Of note, Ed Miller from The Virginian-Pilot compiled a high-quality profile of Aldrich that received significant exposure in the paper's Sunday edition on Feb. 10. Additionally, famed author and Washington Post columnist John Feinstein visited Willett Hall in February, shadowing and interviewing Aldrich for a column as well as a book he is writing on mid-major basketball. Longwood has also gotten coverage on TV stations in both Richmond and the Hampton Roads area.

A new VIP hospitality suite was created in Willett Hall for select home basketball games this season, allowing special guests to share in an enhanced fan experience during the new era of men's basketball. Local elected and government officials, Moton Museum staff and volunteers, the Longwood Foundation Board, members of the Lancer Club Advisory Board and local business owners and athletics sponsors were among the constituents invited to be a part of the new hospitality and VIP fan experience this season.

Along with the additional media coverage and fan opportunities, the excitement surrounding the men's and women's basketball programs has also borne out in ticket sales and philanthropic giving. As of March 1st, combined ticket sales for those two programs have seen an increase of 41 percent in season tickets and 33 percent in individual game tickets. Additionally, the first-year success of the men's program and the efforts of the coaching staff and alumni engagement arm of the athletics department have helped drive philanthropic giving to the program as well, especially through the team's "3-Point Club." As of the end of February, gifts to the men's basketball program totaled approximately $42,000, nearly double the amount of the previous fiscal year and significantly above the historical average for the team since joining the Big South Conference.

Midway Point Forecasts Another Strong Year for LongwoodLancers.com

A strong performance in the fall from women's soccer and field hockey and a breakout season from the men's basketball team yielded more historic traffic numbers for LongwoodLancers.com, the official website of Longwood athletics. As of Feb. 27, the site had pulled in more than 166,000 users for the 2018-19 academic year, putting the website on track to reach 250,000 users for the third time in the past five years. The record for most unique visitors to the site came in 2016-17 when 264,134 users visited during a year in which Longwood softball won the Big South Championship and advanced to the NCAA Regional Championship game. The website is currently averaging more than 20,000 users per month this year, which would mark the fourth straight year surpassing that threshold.

Longwood Latches on to ESPN+ Subscriber Boom

The Big South's new agreement with ESPN to produce all streamed athletic content on the newly launched ESPN+ platform has been an early success for Longwood and the conference, with the platform already surpassing 1 million subscribers in its first year of existence. Longwood athletics has produced more than 40 broadcasts as part of the Big South's content package on ESPN+ and will approach 60 by the end of the season. ESPN+ is a new streaming venture by both ESPN and Disney that launched this past summer. Games Longwood formerly aired for free on the Big South Network are now available exclusively on ESPN+, a subscription-based service through ESPN ($4.99/month) that puts Longwood and Big South content alongside thousands of sporting events – both collegiate and professional – from around the world. The ESPN+ app is available on most streaming and mobile devices. Additionally, Longwood and its fellow Big South institutions have received significant upgrades in resources and equipment from the contract, which has further enhanced the quality of the broadcasts while also providing a hands-on learning environment for the Longwood students who make up the broadcast crew.

A New Approach for Athletics Fundraising

Athletics fundraising is more important than ever in an athletic department's ability to continually enhance the student-athlete experience, attract quality talent, and provide quality facilities in Division I athletics. In an effort to share the Longwood athletics story and vision with more alumni and supporters of Longwood, the athletics fundraising arm has merged with University Advancement. This will allow athletic fundraising priorities, including scholarships and facility enhancements, to be included in the overall fundraising strategies and campaigns that have been so successful in recent years for the University and academic colleges.

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Institutional Advancement

Courtney Hodges, Vice President

Highlights

- **Annual Scholarship & Benefactor Dinner held honoring more than 260 donors and student recipients**
- ***Love Your Longwood Day* to be held March 27 with goal to reach 2,500 donors**
- **The General Assembly approves amended budget with focus on higher education**

Development

Annual Scholarship & Benefactor Dinner: On February 19, Longwood honored more than 260 scholarship donors and student recipients with an evening of stewardship and celebration for generous gifts received in scholarships. The evening began with a reception followed by dinner and a special program. Keynote speaker and scholarship recipient, Caroline Carter '19 shared her journey of becoming a scholar at Longwood and the lessons learned that will carry her into the real world. The evening was full of celebratory moments of students personally thanking donors, scholarship recipients presented with 2018-2019 commemorative medallions, and most importantly, donors being recognized for giving the gift of education.

Donor Stewardship: A successful stewardship program strengthens donor relationships at every giving level. In an effort to customize our stewardship efforts, the development office recently began utilizing ThankView, a video personalization platform. ThankView enables Longwood to send a personalized, custom expression of gratitude to donors. These creative and meaningful videos go beyond the standard thank you letter. Over the past 18 months, the average open rate for the videos was 53% compared to the industry average of 28%. To date, we have deployed birthday videos, thank you videos featuring our students, as well as celebratory messages and updates.

Scholarships at Longwood: In the 2018-19 academic year, the Longwood University Foundation awarded more than $1.7 million in scholarships to 700+ students. For the upcoming academic year, over 920 students have submitted general scholarship applications as well as applications that include essays, resumes, and portfolios. Across campus, scholarship review committees are currently meeting to select scholarship recipients. We anticipate having all awards made before students receive their tuition bill this summer. Efforts continue to further

simplify the scholarship application process for incoming students. We are continuously updating the system to reflect new scholarships as well as automating our reports to ensure the process is as simple as possible for the students.

Love Your Longwood Day: Longwood's fourth annual *Love Your Longwood Day* philanthropy challenge will be held March 27, 2019. The spirit of giving, pride, and enthusiasm for Longwood will be promoted on and off-campus and throughout social media channels during this 24-hour period. This year's theme will continue to focus on "Be Someone's Hero" as each donation provides opportunities and new experiences for students. Efforts will focus on reaching a donor goal of 2,500 in one day.

Over 20 departments across campus - from the Nursing Department to Moton Museum to Greenwood Library - will showcase their case for support for Longwood by participating in various challenges and activities on *Love Your Longwood Day*. To spur on excitement, there are over 15 donor matches including a match for gifts from Longwood Couples as well as a match for gifts from young alumni.

Student participation will continue to be a focus on *Love Your Longwood Day 2019.* All student class advisors have agreed to match student giving with $1 for every student in their represented class that makes a gift. Events around campus will be sponsored to promote student giving and nurture our culture of philanthropy.

Together we can "Be Someone's Hero" and reach our goal of 2,500 gifts within 24 hours!

Government & Community Relations

Government Relations - The General Assembly approved an amended budget for 2018-20 on February 24th and adjourned *sine die*, concluding an often tumultuous 47-day short session. Despite the many distractions and the national attention this session, legislators and the Administration were able to reach an agreement on several contentious policy issues, including tax conformity. The agreement, made necessary by federal tax reform last year, will return nearly $1 billion in revenues to Virginia taxpayers. As a result, the amended budget eliminates much of the new spending Governor Northam had proposed in December, but it prioritizes funding for teacher and state employee pay raises, higher education, and reserve fund deposits.

The approved budget creates a $57.5 million tuition moderation fund. Institutions that agree to keep tuition and mandatory E&G fees at FY19 levels will receive an allocation from the fund. Longwood's share of the fund is $975,000. The Board of Visitors may decline to accept the funding if the rector notifies the chairman of the House Appropriations Committee explaining the choice. The budget also maintains $600,000 in additional funding for operations and maintenance at Longwood and $547,000 for the degree production initiative in FY20 that were included in the budget adopted by the General Assembly last year.

Other highlights of the budget include:

- State employee pay raises of up to 5 percent and faculty pay raises of 3 percent
- An additional $535,893 for Longwood for need-based undergraduate financial aid
- Non-general fund authority for Longwood to begin detailed planning for the Wygal Hall Replacement project
- Bond funding for a Longwood HVAC project
- $16.6 million to create the Tech Talent Investment Fund to help institutions increase the number of computer science and related degrees
- $750,000 for a one-time survey of recent college graduates to assess the value and impact of higher education
- An additional $500,000 for the SCHEV-administered innovative internship program
- $240,000 for a Grow Your Own Teacher pilot program administered by SCHEV that will provide grant funding to local school boards for scholarships to eligible students who attend a four-year college and commit to returning home to teach in their school division
- Language directing institutions to develop 3-year tuition and E&G fee transparency and predictability plans

Governor Northam has until March 26th to approve, veto or amend the budget.

The General Assembly approved significant higher education legislation this session, along with several other bills impacting the boards of visitors.

HB 2653 (Cox)/SB 1628 (Dunnavant) permits institutions to propose a performance pilot that addresses college access, affordability, cost predictability or other priorities of the Commonwealth. The performance pilot may constitute an institutional partnership performance agreement, which requires an MOU laying out the commitments of the institution, the Commonwealth, and any identified partners. The bill also establishes the Innovative Internship Fund and Program.

HB 2490 (Rush)/SB 1617 (Ruff) creates the Tech Talent Investment Fund, an idea that contributed to Amazon's decision to establish a major headquarters in Virginia. The goal of the grant program is to increase the number of bachelor's and master's degrees awarded in computer science and related fields by at least 25,000 degrees by 2039. Qualified institutions will enter into an MOU with the Commonwealth and will report annually on progress toward the goals.

HB 2173 (Miyares)/SB 1118 (Petersen) requires the board of visitors to establish policies permitting public comment at a meeting of the board prior to a vote on an increase in undergraduate tuition or mandatory fees. Public comment policies may include reasonable time limitations.

HB 2337 (Landes) requires the board of visitors to provide an explanation of any deviation from the projected increases in undergraduate tuition and mandatory fees that were provided 30 days prior to the board's vote on tuition and fees. The bill also requires SCHEV to include in the annual tuition and fees report any public comment related to tuition and fee increases and any deviation from the increases projected in the six year plans. The report must be provided to the Governor and the Chairmen of the House Committees on Appropriations and Education and the Senate Committees on Finance and Education and Health.

SB 1068 (Obenshain) prohibits institutions from employing individuals who have served on the board of visitors of the institution within two years of the expiration of the member's term. The bill exempts the employment of the institution's president from the prohibition.

HB 2620 (Miyares)/SB 1234 (DeSteph) requires SCHEV to include information about student debt trends in the education programs members of the boards of visitors are required to attend when they are appointed.

A detailed list of higher education legislation is included at Tab 13. The General Assembly will return to Richmond on April 3rd to vote on the Governor's budget and legislative vetoes and amendments.

Community Relations - Longwood sent six students to attend Virginia 21 Lobby Day on January 30 in Richmond. The students were excited about the opportunity to meet legislators and discuss their experiences at Longwood.

Community Relations staff is working to increase opportunities for area businesses (and residents) to be aware of Longwood events. Upcoming event assistance includes Longwood's Day of Giving (March 27th), NEA Big Read Kickoff (April 6th), Alumni Reunion Weekend (May 31-June 2nd), and a variety of Admissions events throughout the semester.

Longwood University is also an active member of the Affordable Housing Coalition for Prince Edward County. The coalition was formed in spring 2018 and recently received a $20,000 grant from VHDA to create a strategic plan to address affordable housing needs.

University Events and Ceremonies

University Events and Ceremonies has welcomed Amanda McDermott to the Event Production Services Team (formerly AV Services). The Summer Conference team has been selected and we are pleased to welcome two student conference event managers and nine summer conference staff members for conference season 2019.

Conference season has started early this year with Virginia Council of Teachers of Mathematics (VCTM) over spring break with almost 800 attendees and selling out of most hotels in town. In past years, they have not considered the Farmville area due to the lack of hotels. We hope the new accommodations will bring them back annually! Additionally, we welcome the Virginia Social Science Association Annual Conference (VSSA) in early April and InTRventions in mid-May.

Longwood University will be welcoming back: Virginia Department of Forestry, Men's Basketball Day Camp, Longwood Women's Basketball Day Camp, Little Lancers Basketball, American Legion Auxiliary Virginia Girls State, Softball Camp, Christian Family Conference, Summer Institute for School Nursing, Youth Alcohol and Drug Abuse Prevention Project (YADAPP), LU MBA, Call Me Mister, Higher Achievement, Summer Literacy Institute, Longwood Life and the Talented and Gifted (TAG) program.

YTD Fiscal Year Comparison
Gifts through February 28

Fiscal Year	Unrestricted	Operating Accounts	Total Annual Giving
2010 YTD	$312,491.98	$375,533.98	$688,025.96
2011 YTD	$297,154.54	$374,891.53	$672,046.07
2012 YTD	$232,874.51	$394,245.66	$627,120.17
2013 YTD	$247,734.20	$351,130.53	$598,864.73
2014 YTD	$243,358.30	$372,249.34	$615,607.64
2015 YTD	$281,229.93	$488,235.70	$769,465.63
2016 YTD	$283,521.95	$607,191.05	$890,713.00
2017 YTD	$254,451.27	$1,025,909.04	$1,280,360.31
2018 YTD	$239,281.11	$1,279,884.17	$1,519,165.28
2019 YTD	**$165,797.07**	**$587,118.67**	**$752,915.74**

Fiscal Year	TOTAL RAISED[1]
2010	$5.42M
2011	$5.77M
2012	$5.52M
2013	$9.43M
2014	$2.82M
2015	$7.94M
2016	$4.18M
2017	$11.18M
2018	$12.41M
2019 YTD	**$2.22M**

[1] *Total new funds received or pledged*

Fiscal Year	Annual Giving	Grants & Special Initiatives	Endowment/ Capital	Bequest	Non-cash/ Gift-in-Kind	Total Cash Giving	Total Donors	Alumni Participation*	
2010 YTD	$688,025.96	$384,182.69	$980,587.29		$44,933.38	$2,097,729.32	3,851	FY2010	13.69%
2011 YTD	$672,046.07	$206,020.00	$570,486.06	$735,079.26	$65,615.17	$2,249,246.56	3,664	FY2011	11.41%
2012 YTD	$627,120.17	$205,559.00	$933,961.04	$132,021.26	$36,895.68	$1,935,557.15	3,057	FY2012	10.97%
2013 YTD	$598,864.73	$211,961.44	$627,699.70	$83,711.25	$415,449.78	$1,937,686.90	3,161	FY2013	10.15%
2014 YTD	$615,607.64	$238,319.78	$941,435.42	$1,120,474.67	$19,946.82	$2,935,784.33	3,105	FY2014	9.47%
2015 YTD	$769,465.63	$307,385.23	$552,971.46	$320,376.65	$256,153.37	$2,206,352.34	3,418	FY2015	10.94%
2016 YTD	$890,713.00	$308,897.13	$481,910.52	$129,203.82	$92,151.41	$1,902,875.88	3,558	FY2016	11.21%
2017 YTD	$1,280,360.31	$239,750.00	$1,722,097.77	$675,050.40	$66,496.23	$3,983,754.71	2,910	FY2017	10.07%
2018 YTD	$1,519,165.28	$282,340.00	$5,220,483.19	$197,498.18	$23,115.41	$7,242,602.06	2,794	FY2018	9.53%
2019 YTD	**$752,915.74**	**$280,335.00**	**$2,004,521.43**	**$323,376.76**	**$36,063.71**	**$3,397,212.64**	**1,921**	**FY2019**	**4.06%**

* *Alumni Participation reflects participation rates through the end of the fiscal year, with the exception of 2019 which is through February 28.*

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Strategic Operations

Victoria Kindon, Vice President and CIO

Highlights

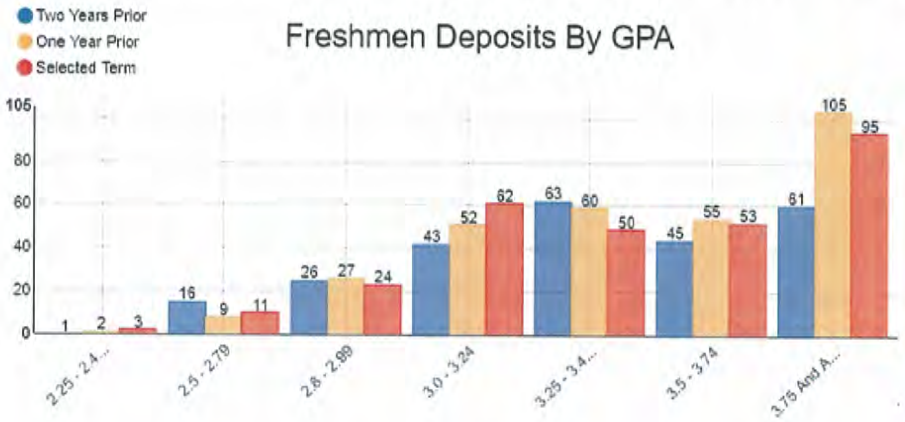
- **Freshmen that were engaged with academic coaches earn higher GPA than those that didn't engage in program**
- **Business intelligence reports continue to roll out to faculty and staff**
- **Student-centric system upgrades being implemented in April**
- **Events strengthen ties with regional employers and the alumni who work for them**
- **Fall targeted digital ad marketing tactics prove effective**

Enrollment Management and Student Success (EMSS)

Admissions Update

The admissions cycle has moved into the yield phase: converting those who have been accepted into matriculating freshmen and transfer students. Strategies to encourage students to deposit by May 1 include personal connections with faculty, local events with alumni and President Reveley, assistance with financial aid and merit scholarships, and events on campus. The pool of acceptances continues to be strong, but, because we always receive a large percentage of deposits during the last two weeks of April, we remain steadfast.

Deposits for the freshman class as of each March 6, by GPA (i.e., 3/6/2018 for fall 2018)



Freshman Coaching Program Update

We have continued to evaluate our newest student success initiative—academic coaching. In addition to the positive self-reported feedback we shared from coaches and students in December, the fall academic performance results demonstrate that students who connected with a coach and attended some activities were the most successful academically, earning an average GPA of 3.19 this fall compared with those who did not engage beyond New Lancer Days (2.94 average GPA).

Additionally, the fall 2019 incoming freshmen performed better than the previous year with a 6% increase in the number of students in good academic standing.

The Writing Center also saw a 4% usage increase among incoming freshmen, which is likely a result of the relationships built among the students, coaches and peer mentors. Another testament to the success of coaching is the record number of Peer Mentor applications received: 132.

Another student success initiative we piloted this fall involved one of our own graduate students. This student, who is in the community and college counseling program, worked strategically with a group of Longwood undergraduates on their approach to academics. Thirty-two students from three majors were identified for this project because of the unusual difficulty of their course schedules combined with other background information. Together these factors suggested they were likely to need targeted academic support. This fall only a quarter of these students ended the term in academic difficulty compared with a third in previous fall semesters. Based on this success, we will continue and expand these efforts strategically.

Office of University Analytics (OUA)

University Analytics Update

2019 has been a busy time for University Analytics. We have nearly completed work on 63% of the business intelligence work started in October with Senior Project Manager Macrae Hammond and have another 27% in progress. These dashboards are now more usable than ever and accessible to decision makers in real time.

We continue to refine our work on required federal and state data submissions to IPEDS and SCHEV, and, thanks to our work on automation last year, these reports now take a fraction of the time they required in the past. This is great news because, in addition to the larger project above, we've completed work on more than 50 work orders and data requests since January 1 from all over campus for a variety of needs.

We remain focused on providing the most accurate data to campus partners, working with data owners and individual departments to keep our data clean and accessible, and to create reports in the most efficient, useful ways we can.

Information Technology Services (ITS)

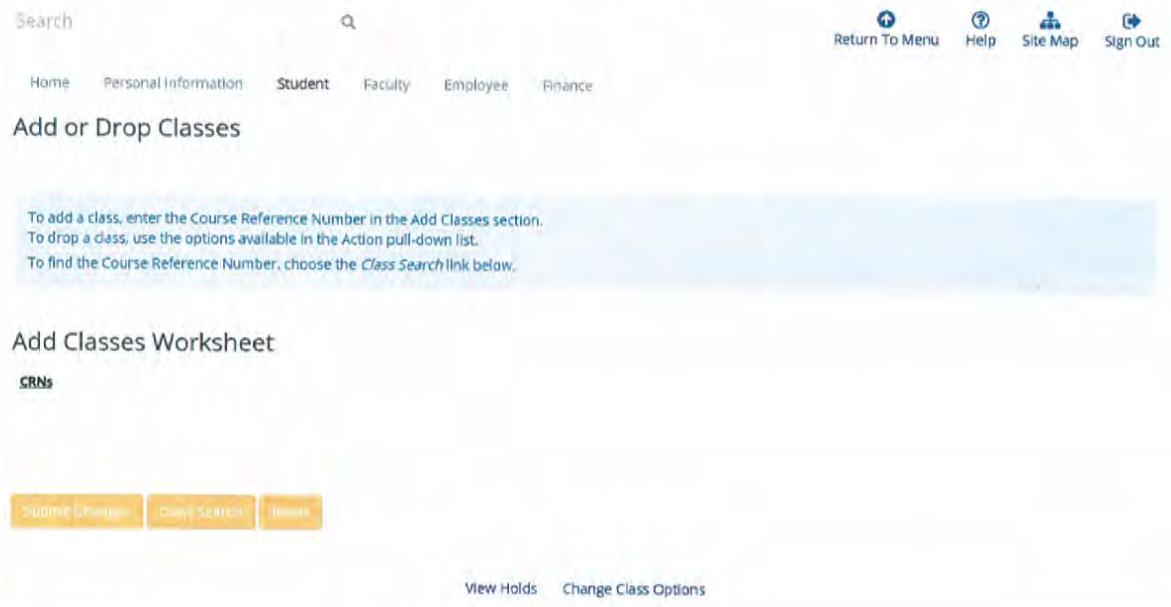
Student-Centered Upgrades Coming to Central Applications

ITS is working with the Registrar's Office to implement the Student Planner module of Degree Works. This functionality will allow students to work with advisors to create a course "road map" to complete their education and graduation requirements on a desirable schedule. It will clearly define academic requirements and expectations in a format that students can see and understand. This is especially critical for first-year students, who are typically unfamiliar with the many facets of "on-time" graduation and the impact of making uninformed course changes. The planner gives them the flexibility to see and forecast likely time impacts of making changes to their plan before final decisions are required. With the Student Planner module, students can always know what coursework lies ahead and when they can realistically expect to graduate.

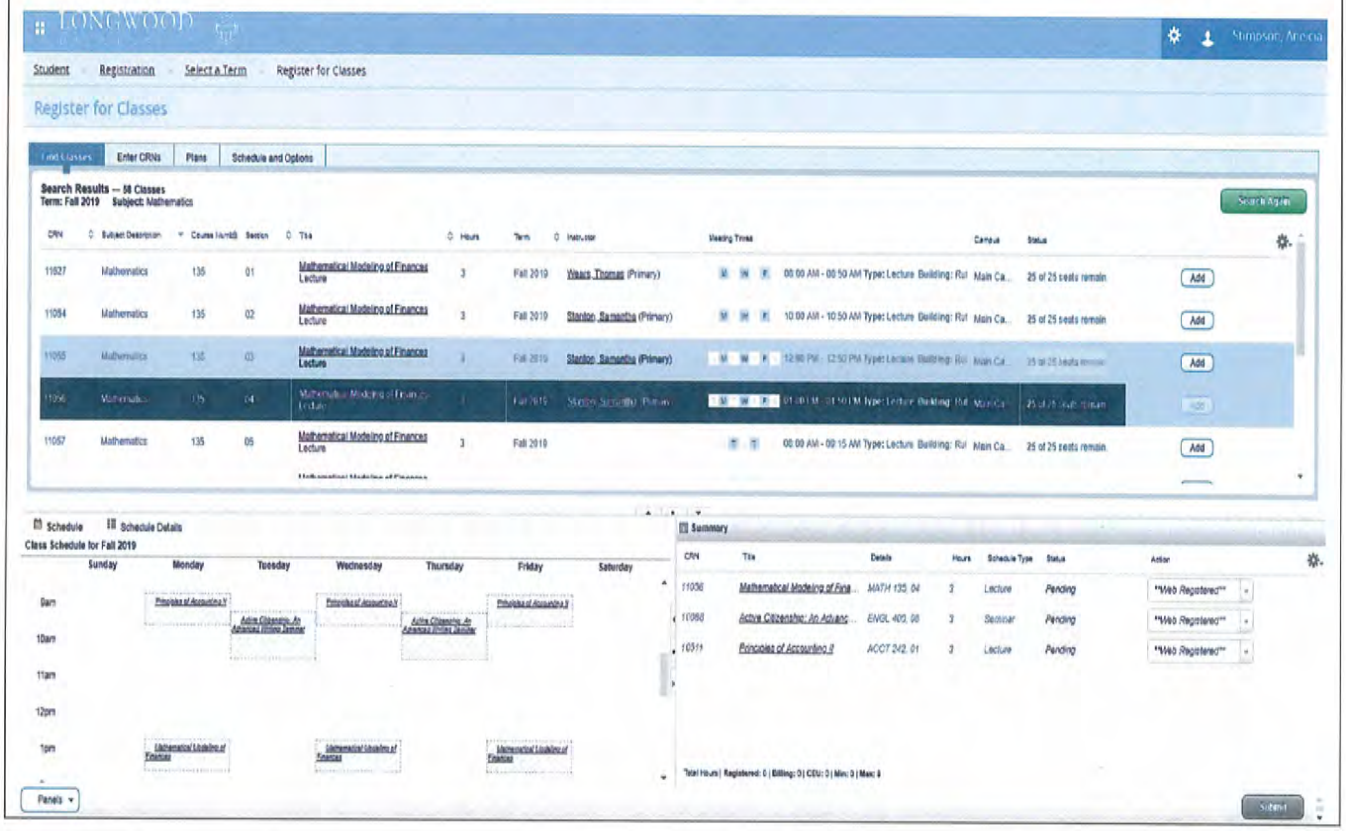
In April 2019, we will be launching the new Banner Student Registration Self-Service Application. This is part of the Banner 9 upgrade and will provide students with an updated and easy-to-use interface, Degree Works Student Planner integration and a weekly grid view of their schedules.

Example of current and new Student Registration process

Current student workflow to Add/Drop a course (Banner 8)



New student workflow to Add/Drop a course (Banner 9)



Office of Alumni and Career Services (OACS)

Alumni Engagement in the Workplace

This winter the OACS team has been focusing on strengthening relationships with regional employers and the alumni that work for these companies. We hosted lunch events at the headquarters of Capital One, CarMax and the Federal Reserve of Richmond that engaged 75 alumni in their place of business. Discussions are intended to be the building blocks for substantive, long-term relationships that will result in more internships for students and entry-level job opportunities for alumni. All three organizations will send representatives to the Career and Internship Fair here on campus in March. In addition, a six-episode podcast miniseries was aired featuring interviews with college recruiters from Virginia-based organizations, who provided advice on seeking internships and/or jobs.

Revamped Spring Events Take Center Stage

Mid-March marks the latest iterations of the Alumni Awards banquet and Longwood Ring Ceremony. Class rings purchased by students and alumni increased year over year and for the second year in a row. Prior to being distributed at the ceremony, rings will "spend the night" in the Rotunda in a special treasure chest painted by CHI and Princeps. The Alumni Association and its Board of Directors have taken a central role in helping to revise these celebrated traditions both new and old.

Registration for Alumni Weekend (May 31-June 2) and overnight accommodations open in mid-March. Events during this all-comer Alumni Weekend will be centrally located on campus and feature a new and improved suite of events. Longwood's newest spring tradition will arrive on Friday, May 10, with the first Senior Toast celebration. Seniors and alumni participants will enjoy a new ceremony and celebration honoring the transition from student to alumni status.

Career Services Sees Momentum Building On Campus and Online

The OACS office saw an increase in student foot traffic to Maugans this fall for career services appointments. One-on-one appointments increased 23%, and unique appointments increased 10% overall from fall 2017. This fall we also rolled out our first Canvas course profile which had a high engagement of undergraduate students. Students can access information about career fairs, making appointments, and writing resumes and cover letters through Canvas. Finally, OACS launched two new online communities specifically targeting alumni and students interested in and/or employed in education or in sales, marketing and communications. Early membership in both groups has been encouraging.

University Marketing and Communications

Targeting Tactics of Fall Digital Ad Campaign Prove Effective

As part of an innovative fall digital advertising campaign, we used strategic mind-set targeting to reach studious teens on their mobile devices at feeder high schools, SAT tutoring centers, libraries and after-school activities in the Northern Virginia, Norfolk and Richmond areas. The ads yielded a click-through rate of ~.75%, nearly six times the benchmark of .13%. Due to the success of this initiative, our spring digital ad campaign will encompass a variety of similar targeting strategies—targeting specific academic performance, online behaviors and more.

Recruitment Materials Receive Regional Recognition

Longwood's primary recruitment materials received a second place Award of Excellence in the 2018 competition sponsored by Region III of CASE (Council for Advancement and Support of Education).

Judged in the Recruitment Publication Series category, Longwood's entry included three brochures that recruiters use "on the road" as well as the acceptance packet, which is fully customized to prospective students' interests to give a personalized touch to this important communication. Longwood was in good company in the judging category: Georgia State won the top award and the University of South Carolina came in third.

Engagement on Holiday Surprise Videos is No Surprise

Our annual holiday video, which this past year comprised a series of six videos, touched on the stories of five inspirational students and captured moments of true surprise when they were presented much-deserved holiday gifts. With nearly 60,000 views and reaching almost 150,000 people, the videos quickly rose to one of our most effective holiday video campaigns to date. College Wed Editor again named the production to its list of Top Higher Ed Holiday Cards.

To watch the video(s): http://www.longwood.edu/happyholidays/2018/

10

Student Affairs

Tim Pierson, Vice President

Highlights

- **Campus Discussions on Safety and Security**
- **Emergency Dispatch Service transitions**
- **First Generation Students, 40 percent of incoming students, attract focus**

Campus Safety and Security

Spring semester'19 presents a prime example of how quickly students can activate a community around an issue or concern. The university's response to a police report at Longwood Village in late January prompted an internal and external discussion on emergency communication protocol and decision-making. A town hall meeting on campus safety sponsored by the SGA was attended by 250 students. This offered students the opportunity to voice their ongoing concerns and suggest changes to emergency communications procedures, many of which were implemented soon thereafter. In response to student concerns, 21 new cameras and three new emergency blue lights are being installed at the housing complex. The discussion was also an opportunity for the university to gather and share information about its security resources and practices and the substantial investments it has made in safety in recent years. (In response to student questions on those topics, the Administration & Finance and other offices worked together to collect information, which has been shared with students and on the university web site along with other public information. A copy is included following this report).

The *EBI Campus Climate, Safety, and Sexual Assault Assessment* administered in February of 2018 offers a broader sample on student perspective regarding campus safety. The results indicated that 71.8% of the 794 student respondents agreed or strongly agreed that Longwood is a safe place for students while 71.6% agreed that Longwood keeps the campus safe. Regardless of the snapshot results, it remains crystal clear that campus safety will continue to be at the top of our priorities.

In January 2019 the university entered into an agreement with the Town of Farmville to provide emergency dispatch services. The agreement will facilitate communication and substantially

enhances the resources available to the community to meet the best practices and standards. Secondly, it serves as a resource enhancement and cost benefit to the University Public Safety Operation.

All reports thus far from the town and university staff affirm that the transition has been seamless. The Emergency Communications Center answers and processes all 911 calls for the Town of Farmville, Prince Edward County, and southern Cumberland County.
A communication center is a critical and key element to the total public and life safety effort of any community. A communication center must be consistent with the requirements of Virginia Department of Criminal Justice Services and elements of the Virginia Department of State Police, and substantial hard work across the university and community has gone into ensuring this smooth transition.

First Generation College Students

Across higher education, engaged communities of university leaders, practitioners, scholars, and students are working to craft approaches that unlock the vast potential of first-generation students. This growing sub-population of students makes up a third of all college students, but only 27 percent will attain their degrees within four years nationally. With over 40 percent of Longwood's 2018 incoming freshmen class identifying as first-generation, Longwood is well-positioned for deeper consideration of how to serve first-generation students with intentionality across all aspects of their campus experience. Dr. Sarah Whitley, the Senior Director of the Center for First-generation Student Success was brought to campus to facilitate an open, campus-wide forum on *First-generation Student Success: A Landscape Analysis of Programs and Services at Four-year Institutions* with 50 faculty and staff in attendance. Dr. Whitley also met with Student Affairs staff and selected campus partners (45 in attendance) to explore opportunities for collaborations that could advance Longwood's first-generation student experiences and outcomes.

Assistant Vice President for Student Affairs (AVPSA)

Sharing of results from the *2018 EBI Skyfactor Student and Faculty/Staff Campus Climate, Safety, and Sexual Assault Assessments:*

Collaboration with the Co-Chairs of the University Diversity Council to prepare customized presentations of results from the *2018 EBI SkyFactor Student and Faculty/Staff Campus Climate, Safety, and Sexual Assault Assessments*. Input was solicited for the Five-Year Strategic Diversity Plan that will proposed to the University Planning Committee. Presentations have been made to the President's Executive Council, the University Diversity Council, all Student Affairs staff, the Provost's Advisory Council, and the Faculty Senate.

Another critical current issue in higher education is the discernment of the proper response to campus sexual assault and discrimination. An experienced legal expert, Mr. Roger Canaff has lectured to prosecutors, law enforcement, medical experts, advocates and also trains and consults internationally. Over 50 faculty and staff came to hear Mr. Canaff' s perspective on the various

and sometimes competing, roles and responsibilities needed in response to a campus Title IX or other form of assault and discrimination case.

Arrangements have been made for Longwood's new Educational Advisory Board (EAB) Consultant to meet collectively and in small groups with various campus constituents to discuss how any EAB resources can be used to attain collective and departmental strategic initiatives. In May of 2019, an EAB research consultant will provide a keynote address for the Café Teaching and Learning Institute with a focus on developing resiliency and coping skills for student success.

Student Conduct and Integrity

Disciplinary cases for this academic year have increased by 33%, as compared to the 2017-2018 academic year at this time. The Office processed 178 total cases as of February 26, 2019. This increase, amounting to 44 additional cases so far this year compared to the same time last year, is being monitored and will be analyzed at the conclusion of the year to determine next steps for increased education and prevention efforts. Preliminary indications are that the increase has been caused predominantly by an increase in academic integrity cases, along with alleged marijuana possession and hazing incidents.

The Honor and Conduct Board continues to meet the high expectations set at the beginning of the year and continues to be an asset to the Office structure, making recommendations in sixty-two (62) cases. The application and selection process for the 2019-2020 Honor and Conduct Board has concluded. Representatives from the Student Government Association and professional staff comprised a committee that selected a pool of sixteen board members. Five of these students are returning members, and eleven are new to the Board.

University Clery and Title IX

Nine reports of notice have been received since the beginning of the Spring 2019 semester, none of which have resulted in a formal complaint. The online training module for Responsible Employees was successfully launched at the beginning of the semester, open to all employees, this online option ensures that those employees who do not report to the main campus receive their required training.

We are closely monitoring proposed changes to Federal Title IX guidance and regulations. Longwood is represented on the Sexual Violence Advisory Committee (SVAC) of the State Council of Higher Education for Virginia (SCHEV) by the Associate Dean of Conduct and Integrity. SVAC worked diligently to provide a thorough analysis of the proposed regulations, submitting consolidated comment during the public comment period.

Dean of Students

Analysis of the Fall 2018 Care Team statistics has been completed. These statistics show that there continues to be an increase in the number of students in need but also an increase in the severity of the issues. The team managed 718 cases (an increase of 19% from Fall 2017). It is important to note that the referred students were either in crisis or were in jeopardy of leaving

school. With that in mind, it is impressive that only 9.2% withdrew at the end of the semester and 5.7% were placed on academic suspension. This proves that the Care Team is successful in its retention efforts.

In addition, the Dean of Students collaborated with the Longwood Foundation to create Longwood Cares: Student Emergency Fund. Thanks to these efforts, the office will have the ability to help students who are in need of immediate assistance. The goal is to provide resources to students when all other avenues have been exhausted. Students will be encouraged to repay the university through a contribution to the fund.

Office of Disability Resources

Disability Resources has seen an increase in the use of our new space in Brock Hall. The testing center collected, proctored, and returned 755 tests for the Fall 2018 semester. In our computer lab, we proctored 254 computer-based tests. This is an increase of about 2% in the usage of the testing center and testing accommodations as compared to our testing data collected in fall 2017. When looking at the academic performance and retention of students with disabilities using the probation and suspension list from Fall 2018, students registered with disabilities only comprised approximately 5% of the 200 students on academic probation. No students from Disability Resources were suspended. The case management style adopted by the office to include individualized interactions with students who are at risk of underperforming or not using the appropriate resources on campus. These students meet with their case manager weekly, attend study hours, attend workshops created by Disability Resources, and provide evidence that they are using other campus resources. We will continue to monitor student data to measure our impact. Lastly, we continue to push for a universally designed learning environment by distributing campus wide technology, Read and Write Gold, to all students, staff, and faculty. This technology will read aloud a PDF or Word file, as well as, has highlighting, talk and type, translator, and writing applications.

Residential Programs

While excitement continues to grow for the reopening of Frazer Hall and new renovations for Curry Hall, staff have been prepared for the transition of these communities. The Residential Assistant and Desk Supervisor hiring processes completed with more than 100 applications processed. Residence Life will host six campus-wide programs that are very well attended covering on variety topics: financial management program, domestic violence and campus security.

Housing Operations

The housing team has continued their work/partnership with the Real Estate Foundation, English Construction, and Architects to prepare for the opening of Frazer hall post-renovations and the closing of Curry Hall for renovations. Partnership continued with student leaders and various campus partners including the Longwood Police Department to conduct the Campus Safety Walk program. The housing team has continued to utilize the online RMS/Mercury software for housing registration. During the month of February, continuing students utilized this technology

to participate in the off-campus intent process and the Longwood housing registration process. During the off-campus intent process this year, the housing team collected survey data from students regarding their reasons/rationale to decide to move off-campus and live independently of Longwood housing. This data will be used to provide guidance for future policies and to continue to meet the changing needs of Longwood students.

Student Engagement Unit

Citizen Leadership and Social Justice Education

MLK Week in late January included a day of service in the Farmville community (12 local service sites and 118 participants), keynote speaker Sydney Trent from the *Washington Post* (and goddaughter of Barbara Johns), a Building Bridge community forum on community policing, and other cultural events. Cultural Immersion trips to Wolf Creek Cherokee Museum and Civil Rights sites and museums in Greensboro, NC have offered almost 50 students valuable opportunities for learning and reflection. Black History Month events in February have highlighted historical moments such as Sojourner Truth, the Civil Rights movement in Mississippi, and Loving vs. Virginia court case.

Collaborating with Lancers Academic Success Program (CLASP) is a new program designed to support first-generation minority students academically through mentoring, social development, academic remediation, and providing resources while providing a space that creates a sense of belonging. The program has quickly grown to 17 participants this semester. A Women's Leadership Summit will be occurring at Longwood. Partnerships with local service agencies such as the Southside Center for Violence Prevention and Habitat for Humanity are providing students with opportunities for hands-on civic engagement and local citizen leadership.

Fraternity and Sorority Life (FSL)

165 women joined College Panhellenic Council (CPC) sorority chapters in the recruitment process in January; this is an increase from 119 women last year and 102 the year prior. The retention rate during the sorority recruitment process was 74%, compared to 69% last year. Inter Fraternity Council (IFC) recruitment numbers were a bit lower compared to last year. Efforts continue to challenge and support the groups to recruit more creatively and proactively. As noted in the last report exploration of the potential of bringing another national fraternity chapter to campus was completed last semester and an invitation was made. The organization declined for the current time and efforts will focus on strategies to build and further develop the current fraternities. A number of the National Pan-Hellenic Council (NPHC) groups will also be welcoming new members. Currently, 705 students are affiliated with FSL Groups compared to 694 in spring 2018. The All-Greek term GPA for fall 2018 was 0.17 higher than the all-campus GPA, compared to being .04 higher in fall 2017. The Tri-Council was part of a group of 10 very diverse student organizations who came together to organize a campus visit by speaker Lawrence Ross who addressed campus racism though his talk "Know Better, Do Better" that was attended by a full house of students in Jarman Auditorium. Follow up discussions are occurring to define next steps.

University Center and Student Activities

If there was any question about the need for the Upchurch University Center, the degree of student use and enthusiasm about the space and its resources has reinforced its success. Since the doors opened last October, there has been a steady stream of student using the space. The student staff at the Information Desk have had approximately 1500 interactions with faculty, staff, students, and guests ranging from signing out a key, a board game, a video game, pool equipment, assistance looking for a reservation and help making a space reservation, or asking directions. The student Building Supervisors complete an average of five rounds of the building during their shifts (Monday-Friday 7:30am-12am, Saturday 10am-12am, and Sunday 12pm-12am). Conducting counts of space use is part of this process. Since the October, 32,918 people have been counted using the lounges and the open areas. This does not include students who are studying or hanging out in the meeting rooms, which is a very common occurrence (students seem to know when a room is available and others are there to snag the room when it opens up). The areas in Upchurch with the most foot traffic and use are the third floor open area (including the NH Scott Multicultural Center), the dining area adjacent to the food court, and the first floor lounge. Another important resource in Upchurch is the club and organization space on the third floor. Since the beginning of the academic year SGA has approved nine new student organizations with 38 other new groups expressing potential interest.

Hazing Education and Prevention planning

The campus working group featuring involvement from departments across Student Affairs and Athletics created and is launching the *Step Up to Hazing* course. An expected of 1,500 students from Fraternity and Sorority Life, Athletics, Sport Clubs, Recognized Student Organizations, RCL staff, and the Honor and Conduct Board will complete the course before fall 2019.

Student Government Association (SGA)

The leadership of SGA has continued to be strong advocates for students and a sounding board through which they can make their voices and concerns heard. Several "town halls" have been held this semester in collaboration with the Citizen Leadership and Social Justice Education staff. Themes have focused on campus safety and racism, two topics that are being discussed nationally as well.

Wellness Unit

Campus Recreation

- Campus Recreation hosted the annual Moton Museum Banquet on Saturday, March 2, 2019. This is the fourth year the event was held in the Health & Fitness Center
- The Health & Fitness Center will host the Relay For Life campus event on Friday, March 22, 2019
- Campus Recreation/Longwood Outdoors led an alternative spring break trip to Puerto Rico. After hurricane Maria, much of the island's ecological and environmental resources

were left in shambles. The focus of this trip is to work with local agencies to repair and rebuild environmental resources and education centers in the area.

Counseling and Psychological Services (CAPS)

- CAPS has filled an additional staff psychologist position to bring the formal counseling center staff to 3.5 Full-Time Equivalent (FTE) going into the coming academic year. Additionally, CAPS supervises three counselors in training who also see students, and an additional counselor-in-residence who is at further stage of training.
- Longwood is one of fewer than 200 higher education institutions nationally accredited by the International Association of Counseling Services, and one of nine institutions in Virginia (the others are Virginia Tech, George Mason, James Madison, VMI, Virginia State, Old Dominion, William & Mary and the University of Richmond). Accreditation requires meeting a detailed set of quality standards and calls for institutions to make every effort to maintain a ratio of one full-time professional staff member of every 1,000 to 1,500 students.

Campus Police (LUPD)

Incumbent upon an effective police department is the responsibility to communicate with the population they serve. Considerable time this quarter has been spent working with our campus partners and students to refine and improve the department's critical incident response and the timeliness of communication with the public information officer and other administrators in times of actual or, in some cases, perceived threat.

Emergency Management

Code Red training is ongoing to campus partners. Emergency Management and LUPD collaborated with U.S. Department of Homeland Security in a tabletop exercise with Longwood University Speech, Hearing, and Learning Services regarding safety and security of the facility, its employees, students, and clients.

One of the most consequential and extensive effort by this office was the facilitating the preliminary damage assessments to be submitted to Virginia Department of Emergency Management for Winter Storm Diego that brought over a foot of snow to Virginia in early December. The LUPD and Office of Public Safety moved to determine the costs associated with University snow removal and had that information submitted so as to assist the Commonwealth in its effort of seeking a disaster declaration for this storm.

In addition, the Office of Emergency Management continues to collaborate with FEMA regarding Hurricane Michael Damage. In February, facilitated by the OEM, FEMA representatives visited campus and sat down with campus partners to begin the Public Assistance process for grant funding and hazard mitigation efforts. Meetings with FEMA continue as the university and Foundation work through the grant process to obtain funding for Hurricane Michael Recovery efforts.

Integrated Security Systems

Integrated Security System is a critical piece of the comprehensive safety and security plan. Both systems continue to grow with new facilities and remodeling at current locations. 21 additional cameras have been ordered to be placed at Longwood Village along with three additional emergency phones.

An important step in our ability to accommodate the rapid expansion of the Integrated Security System is the move that has been made to a cloud-based network.