LONGWOOD
UNIVERSITY

BOARD OF VISITORS

June 8 – 10, 2017

BOARD OF VISITORS
June 2017

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BOARD OF VISITORS
June 2017

Schedule of Events and Public Meeting Agenda
Berry Hill Resort & Conference Center
South Boston, Virginia

Thursday, June 8

12:00pm – 3:00pm	Executive Committee – *Berry Hill Conference Room C*
3:00pm – 7:00pm	Group tour to Southern Virginia Higher Education Center, South Boston and New College Institute, Martinsville
7:30pm – 9:00pm	Cocktails and Dinner, *Library Bar and Orangery*

Friday, June 9 Note: *Breakfast available in Lobby Breakfast Room, 6:00 to 8:30am*

8:30am – 9:00am	Coffee, beverages and light refreshments – hall adjacent to *Conference Room A&B*
9:00am – 9:30am	Rector's Welcome and Consent Agenda
9:30am – 10:30am	President's Report
10:30am – 11:30am	FY2017-18 Budget Discussion
11:30am – 12:00pm	Reports of Representatives
12:00pm – 1:00pm	Lunch – *Ballroom*
1:00pm – 2:30pm	Presentation on Curry and Frazer
2:30pm – 3:00pm	Executive Session
3:00pm – 4:00pm	Annual Elections
7:00pm – 9:00pm	Cocktails and Dinner, *Library Bar and Orangery*

Saturday, June 10 Note: *Breakfast available in Lobby Breakfast Room, 6:00 to 8:30 am*

9:00am – 9:30am	Coffee, beverages and light refreshments – hall adjacent to *Conference Room A&B*
9:30am – 10:30am	Discussion and Deliberation, as needed

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Overview Message from the President

copy follows in this tab, as distributed June 1, 2017

From: Reveley IV, Taylor
Sent: Thursday, June 1, 2017 11:31 AM
To: BOV
Subject: BOV Retreat

Friends,

We are concluding a splendid year --- the Debate, record philanthropy, record applications, the new curriculum, to name just several powerful achievements.

Each year, the annual retreat is a key catalyst for Longwood's progress. It is a genuine chance to reflect and think big. It will be a delight to tour two of our neighboring institutions in Southside, SVHEC and NCI. We will also spend time in deliberation on the FY2017-18 operating and capital budgets. And we have navigated the complexities of FY2016-17 well, and now anticipate being able to make a meaningful contribution to cash reserves.

At next week's meeting, we will spend focused time on the innovative ideas under development concerning Curry and Frazer. We will have a familiar face joining us --- John Kirk of Cooper Robertson, who guided our master plan so expertly. The architectural team that designed Sharp and Register Halls will also be joining us, Little Diversified Architectural Consulting and Franck & Lohsen. The Real Estate Foundation has done impressive work nurturing the progress of a potential project.

In the days ahead, the Governor will be finalizing and announcing his appointments for boards across the Commonwealth, including ours. This rite of the summer, and the transitions it brings, makes the retreat even more meaningful as a time to be together. Next week, the Board will also hold its annual election of officers.

Later today, Kay will be distributing your briefing materials electronically and by overnight in hard copy.

Thanks, as always,
Taylor

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LONGWOOD UNIVERSITY
BOARD OF VISITORS
May 19, 2017
Minutes

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

Call to Order

The Longwood University Board of Visitors met on Friday, May 19, 2017 in the Stallard Boardroom. The meeting was called to order at 4:05 p.m. by Rector Robert Wertz.

Members present:

Mrs. Eileen Anderson
Mr. Michael Evans
Mr. Steven Gould
Mr. Eric Hansen
Mr. Stephen Mobley
Mrs. Marianne M. Radcliff
Dr. Nettie Simon-Owens
Ms. Pia Trigiani
The Hon. Robert S. Wertz, Jr.

Also present:

President W. Taylor Reveley IV
Mr. Kenneth Copeland, Vice President for Administration and Finance
Mr. Justin Pope, Chief of Staff
Dr. Lissa Power-de-Fur, Faculty Representative

Approval of Minutes and Consent Agenda:

The rector asked for a motion to approve the minutes of the March 27, 2017 meeting. Mr. Mobley so moved, Mr. Evans seconded, and the motion was approved unanimously.

The rector asked for a motion to approve the awarding of honorary degrees to Gilbert Gland and Edward Ayers. Dr. Simon-Owens moved, and Mrs. Radcliff seconded, and the motion was unanimously approved.

Mr. Hansen and Ms. Trigiani joined the meeting.

President Reveley and Mr. Copeland made brief remarks regarding the proposed tuition and fee rates for 2017-18. There was a brief discussion regarding differential pricing in graduate programs and the potential impact on the Speech, Hearing and Learning Center, as well as cost drivers affecting tuition increases, in particular compensation and healthcare costs.

The rector asked for a motion to approve the tuition and fee schedule as presented to the Board. Mr. Evans so moved, Mr. Mobley seconded and the motion was approved unanimously.

The rector thanked President Reveley for his efforts to minimize cost increases to students during his tenure.

There being no further business, the meeting was adjourned for Board members to attend the Graduate Commencement Ceremony.

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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 approval of revisions to freedom of expression policy (edits are marked in blackline); in accordance with Commonwealth policy and national practice, approval of addition to student handbook regarding emotional support animals; resolution naming the Carole Dawson Kraemer '67 Preschool Classroom; approval of promotion of a faculty member to Senior Clinical Educator; approval of summer school tuition and fees; approval of edits to the Faculty Policies and Procedures Manual proposed by a working group of faculty and administrators and revised by the Attorney General's office; the "Deficit Provision" notice distributed by law to all boards in the Commonwealth annually; and a proposed Latin seal for Longwood, using the University's traditional Latin motto.

STUDENT AFFAIRS

ACTION ITEM

Approval of Revisions to Freedom of Expression Policy

ACTION REQUESTED: On behalf of the President, I move that the Board of Visitors approve the changes as presented.

RATIONALE: Policies and procedures must be reviewed and updated regularly in order to maintain consistency and to ensure that policies are meeting the needs of the students and Longwood.

Note: Proposed deletions are presented as strikethroughs and additions are presented in boldface.

Freedom of Expression Policy

No rights are more highly regarded at Longwood University than the First Amendment, which guarantees freedom of speech, freedom of expression, and the right to assemble peaceably. Longwood University remains firmly committed to affording groups and individuals the opportunity to engage in peaceful and orderly protests and demonstrations. In order to achieve this objective, while at the same time ensuring that the University fulfills its educational mission, the University ~~has the responsibility to~~ **may** regulate the time, place, and manner of expression. This policy is structured to assure equal opportunity for all persons, to preserve order within the campus community, to protect and to preserve University property, and to provide a secure environment to individuals exercising freedom of expression. The following provisions and regulations shall apply:

Provisions: In order that the persons exercising freedom of expression not interfere with the operation of the University, violate state or federal law, or with the rights of others, the following shall apply without exception to any form of expression.

1. The University does not permit expression that is not protected by law. Such expression includes~~, but is not limited to,~~ defamation, incitement to unlawful conduct, imminent threats of actual violence or harm, obscenity, fighting words, copyright or trademark violation, criminal or civil harassment, sexual harassment **and misconduct**, trespass, and false advertising.

2. **There may be no interference, including sound amplification, with educational and administrative activities inside or outside of buildings on campus and/or University managed property.**

~~2. Use of sound amplification on campus must be registered at least *three (3)* five (5) business days in advance. If using sound amplification, it should not interfere with the educational and administrative activities of the University.~~

3. There must be no obstruction of entrances or exits to buildings and/or activities

~~4. There may be no interference with educational and administrative activities inside or outside of buildings.~~

5.4. There may be no attempt to prevent scheduled University ceremonies**, activities** or events.

~~6.~~5. Malicious or unwarranted damage to or destruction of property--owned or operated by the University or by students, faculty, staff, or visitors to the University--is prohibited. Persons or organizations causing such damage ~~will be~~ **are** held financially and legally responsible. ~~The group or individual may be required to provide proof of liability insurance depending on the nature of the activity.~~

~~7.~~6. ~~There must be compliance~~ **All persons must comply** with all ~~applicable~~ state and federal laws and University rules, ~~and~~ regulations**, and policy**. Violators will be referred for appropriate legal or disciplinary action.

~~8.~~7. Public sidewalks and streets ~~may~~ **shall** not be obstructed, preventing the passage of any vehicle or pedestrian. Illegal obstruction is a violation of Virginia Criminal Law (§ 18.2-404, Riot and Unlawful Assembly), obstructing the free passage of others.

All members of the University community enjoy the right to freedom of speech and expression regardless of their viewpoint. ~~Regulations for individuals and organizations affiliated with the University:~~

~~Students, faculty, and staff wishing to give speeches, march or protest must register with the Office of Conferences and Scheduling at least 24 hours in advance by following standard space reservation procedures at http://www.longwood.edu/scheduling/scheduling.htm. If notice is given less than 24 hours in advance, the University will make every effort to grant such a request provided that safety and security issues are and logistical concerns can be appropriately addressed. The location of the speech, march or protest will be determined by University officials in consultation with the organizers and will be based on safety and security concerns.~~ **Citizen leadership requires active participation in an intellectually challenging and culturally diverse learning community. In the presentation of ideas, the University encourages civil discourse and respect for differing points of view. Being open to the ideas and opinions of other members of the community will lead to discussion that is characterized by courtesy and respect.**

Regulations for individuals and groups not affiliated with the University:

A. **Speeches and Demonstrations:** The open area designated for speeches and demonstrations is the Lankford Mall which is a primary crossway on the campus and will

consist of the patio and the surrounding area located on the south side of the Student Union. Groups **not affiliated with the University** may request use of this space through Conferences & Event Services ~~and Scheduling~~ by submitting the ~~Event Registration~~ **Make a Reservation** Form at http://www.longwood.edu/eventservices/event-scheduling/make-a-reservation ~~http://www.longwood.edu/scheduling/event-scheduling/make-a-reservation/~~. Individuals and groups **not affiliated with the University** may use this area between 9 a.m. and 9 p.m., Monday – Friday, when school is in session, for speaking, demonstrating, and other forms of expression. A request for use of this area must be made a minimum of three (3) business days in advance of the event. All structures, signs, and litter resulting from the activity must be removed from the area by the end of the event. Groups or individuals may only use those designated areas once per month and for a maximum period of two days.

B. **Distribution of Written Material:** In accordance with the University **Advertising and** Posting Policy, handbills may not be placed on cars. The University maintains a position of neutrality as to the content of any written material distributed on the campus under this policy.

C. **Marches**: Marches may take place on streets and sidewalks of the campus between the hours of 10 a.m. and 4 p.m., Monday – Friday, when school is in session. Requests for a march must be scheduled a minimum of three (3*)* business days in advance through Conferences ~~and Scheduling~~ **Event Services** by submitting the ~~Event Registration~~ **Make a Reservation** Form at http://www.longwood.edu/eventservices/event-scheduling/make-a-reservation. ~~http://www.longwood.edu/scheduling/event-scheduling/make-a-reservation/~~ Event Services staff ~~who~~ will submit the plan to the Longwood University Police Department. Limitations may be placed on the time, place, and manner of such an event in order to serve the interests of safety, to prevent disruption of the educational process, and to protect the rights of others.

STUDENT AFFAIRS

ACTION ITEM

Approval of Addition to the Student Handbook

The Student Handbook policies and procedures must be reviewed and updated regularly in order to maintain consistency and to ensure that policies are meeting the needs of the students and Longwood. In addition, national and state attention on emotional support animals necessitates changes to the Student Handbook.

Emotional Support Animal Policy

Longwood University provides reasonable accommodations to students with documented disabilities living in University-managed housing. Longwood University allows emotional support animals (also known as therapy animals or assistance animals) to live with students in their University-managed housing upon approval by the Office of Disability Resources.
The student will be asked to provide documentation verifying the following: (1) the student has a disability, (2) the animal is necessary to afford the student with a disability an equal opportunity to use and enjoy a dwelling, and (3) there is a clear and identifiable relationship between the disability and the assistance the animal provides.
It is important to distinguish between service animals and emotional support animals. Service animals are individually trained to do work or perform tasks for the benefit of an individual with a disability. For example, service animals may guide individuals with impaired vision, alert individuals with hearing impairments to sounds, pull a wheelchair, or fetch items used in daily living. Longwood University's Service Animal Policy can be found here:
http://www.longwood.edu/disability/15673.htm
An emotional support animal is **not** a service animal and thus not entitled to the same privileges as service animals. Emotional support animals are **not** permitted in any other area other than the student's residence and immediate surrounding area.
Longwood University may exclude an emotional support animal from housing if it (1) poses a direct threat to the health or safety of others, (2) would cause substantial physical damage to the property of others, (3) would pose an undue financial or administrative burden, or (4) results in a fundamental alteration of the University's program(s).
The following tasks will comprise the process for approval under this policy:

- Registration with Office of Disability Resources
- Meet with Director of Disability Resources to review need for emotional support animal
- If approved, review and sign the University's *Emotional Support Animal Agreement*
- Additionally, the student must provide evidence that the animal is in good health and has been vaccinated against diseases common to that breed of animal as recommended by the American Veterinary Medical Association. Veterinary records attesting to that fact must be submitted.

LONGWOOD UNIVERSITY
RESOLUTION NAMING
THE CAROLE DAWSON KRAEMER '67 PRESCHOOL CLASSROOM

WHEREAS, Carole Dawson Kraemer earned a Bachelor of Arts in English from Longwood University in 1967; and

WHEREAS, she was an engaged member of the Longwood community as a member of Alpha Sigma Alpha; and

WHEREAS, she was a middle teacher in her early career; and

WHEREAS, she is a devoted philanthropist and is passionate about improving early literacy education; and

WHEREAS, their gift commitment will fund a three year pilot for Project JumpStart, part of the Language and Literacy Preschool Program; and

NOW THEREFORE LET IT BE RESOLVED by the Board of Visitors of Longwood University that the Speech, Hearing and Learning Services Center Preschool Room be named and forever known as the Kraemer Preschool Classroom on this eighth day of June in the year Two Thousand and Seventeen in the one hundred and seventy-eighth year of Longwood University.

MEMORANDUM

TO: President Reveley **DATE:** May 16, 2017

FROM: Joan Neff

SUBJECT: 2017 Candidate for Promotion

I have received and reviewed the candidate's file for promotion in accordance with the established criteria in the Faculty Policies and Procedures Manual. The candidate has the support of the departmental promotion and/or tenure committee, department chair, and the dean. I support the recommendations and recommend the following candidate be promoted.

Promotion to Senior Clinical Educator

Ms. Jo Ann Davis (Nursing)

I am happy to discuss any of these decisions with you as needed.

\kbw

Longwood University
Summer School Tuition and Fees

Per Credit Hour Rates:

	2016-2017 (Summer 2017)	2017-2018 (Summer 2018)	$ Increase
Tuition			
Undergraduate In-State	245	254	9
Undergraduate Out-of-State	706	732	26
Graduate In-State	328	340	12
Graduate Out-of-State	907	940	33
Comprehensive Fee *			
Undergraduate	52	53	1
Graduate	32	33	1
Capital Fee	**20**	**20**	**0**

* Applies to all credits (On Campus, Off Campus, On-Line)

Proposed Changes to the Faculty Policies and Procedures Manual

May 2017

Dear Provost Neff and President Reveley,

The Provost's Working Group on Clarification of P&T Policies and Procedures held its initial meeting on May 6, 2016 and subsequently held 13 more two-hour meetings during the summer and into early September. Members of the working group were: Jennifer Apperson, Paul Barrett, Kevin Doyle, Larissa Fergeson, Virginia Kinman, Sarah Porter (chair), David Shoenthal, and Gena Southall. The working group was charged with reviewing all existing promotion and tenure procedures in the FPPM and making recommendations for revision and unification of these policies where it deemed appropriate, with their recommendations to be forwarded to both the Faculty Senate Committee on Promotion and Tenure (Senate P&T) and the Academic Chairs Council (ACC) for further review. The working group met with Dr. Neff on Sept. 13, 2016 to present their findings. The working group forwarded their recommendations simultaneously to Senate P&T and to ACC for review. Additionally, the University's legal council has reviewed the proposed changes. Those two groups reviewed the proposed changes and forwarded recommendations back to the working group. Representative members from all three groups met on January 12, 2017 to consolidate their recommendations. This report summarizes the combined work of all three groups, and the proposed changes that have been passed by Faculty Senate over the course of the Spring 2017 semester. We respectfully request that these changes be presented to the Board of Visitors at the June meeting to be voted upon for the 2017-2018 academic year.

Respectfully submitted,

Sarah E. G. Porter
Chair, Faculty Senate

Summary of Substantive Changes

The most substantive proposed changes in content are summarized below. See the full report for details. References to current sections and page numbers refer to the 2015-2016 copy of the FPPM.

1. The grievance process for faculty has been updated so that the last avenue of appeal is the President. References to appeals to the Board have been taken out of the Faculty Status and Grievance procedures and the timelines associated with promotion and tenure processes.
2. There is one standing Department Promotion and Tenure Committee (rather than an option for separate committees), except when the composition of the committee must change for reviewing candidates for promotion to Professor. This change is reflected in all sections that mention the Department Promotion and Tenure Committee.
3. Only three timetables are needed for full-time faculty, as opposed the current six: One for tenure and promotion to all ranks, one for first-year probationary faculty, and one for second through fifth-year probationary faculty. *All* full-time faculty (including tenure-track, lecturers, and clinical educators) should follow the same timetable for evaluation and review, and for promotion to any rank. The timetables are now included in the appropriate sections, rather than being relegated to appendices.
4. In post-tenure review, evaluation occurs every semester, rather than every year. Continued employment during the PTR period is contingent on completing the required steps (see **new** Y Post-Tenure Review).

5. Promotion to Associate Professor is linked to tenure for faculty without prior college-level teaching experience. This reflects what is currently stated on page 119 under specific criteria for promotion to Associate Professor: "For faculty members without tenure track teaching experience prior to tenure track employment at Longwood, application for promotion to the rank of associate professor is to be concurrent with tenure review." This change reflects current practice and criteria for tenure and promotion to Associate Professor, which currently do not have separate criteria. The link is now explicitly stated in the **new** sections U Tenure and V Promotion to all ranks.
6. Exemptions to the terminal degree requirement are granted only at the initial appointment and must be specified in the initial contract (see **new** G Terminal Degrees created from current Section III, O Terminal Degrees and current Appendix A).
7. The rank of instructor is more clearly defined (see **new** H Selection, Appointment and Reappointment of Faculty).
8. Evaluation of faculty with reassigned administrative responsibilities will be determined jointly by the department chair and the relevant administrator supervising the reassigned responsibilities (see **new** O Criteria for Faculty Evaluation and Review).

Organizational and Editorial Changes

The working group merged similar and duplicated content, moved appendix content into the appropriate sections, eliminated two sections that replicate information that is not directly related to faculty and is available on the website, and reordered Section III to more logically group like content. The proposed new structure is below. All updated sections are available in the attached pdf document. The sections highlighted below are included. References to current sections and page numbers refer to the 2015-2016 copy of the FPPM.

Revised Organization of the FPPM:

Section I. General Policy Statements (unchanged)

Section II. Instruction and Advising (unchanged)

Section III. Academic Personnel Policies (revised sections highlighted)

A. General Provisions (revised old A)
B. Provost and Vice President for Academic Affairs (old B)
C. Deans (old C)
D. Procedures for Appointment of College Deans (old D)
E. Department Chairs (old E)
F. Program Coordinators (old F)
G. Terminal Degrees (revised old O)
H. Selection, Appointment and Reappointment of Faculty (revised old G)
I. Graduate Faculty (old H)
J. Non-Tenure-Track Full-Time Faculty (combined parts of old I and J)
K. External Clinical Faculty (old K)
L. Visiting Professorships and Their Review (old L, as amended by Senate on 4/27/2017)
M. Granting of Academic Rank to Administrators (old M)
N. Contracts and Outside Appointment (old N)
O. Criteria for Faculty Evaluation and Review (revised old P, as amended by Senate on 4/6/2017 and 4/27/2017)
P. Professional Portfolio and Curriculum Vitae (new, merged item 1 from old section Q with old Appendix E)
Q. Annual Performance Evaluation (revised old S, incorporated old Appendix F)
R. Probationary Review of Tenure-Track Faculty (revised old Q, includes timetables)
S. Review of Clinical Educators and Lecturers (revised old R)
T. Review of Adjunct and Part-Time Faculty (new, separated out from old R)
U. Tenure (revised old T)
V. Promotion to All Ranks (revised old U)
W. Procedures for Tenure and Promotion to All Ranks (new, combined old Appendices C and D)
X. Timetable for Tenure and Promotion to All Ranks (new, merged from old Appendix B)
Y. Post-Tenure Review (revised old V)
Z. Disciplinary Action and Termination (old W combined with old Appendix G)
AA. Retired and Emeriti Faculty (old DD as amended by Senate on 12/1/16)
BB. Sick Leave (old X)
CC. Maternity Leave (old Y)
DD. Parental Leave (old Z)
EE. Leaves of Absence (old AA as amended by Senate on 4/27/2017)

Section IV. Guidelines for Faculty Evaluation and Review (unchanged)

New section, previously Appendix H, now separated by department and listed alphabetically. We recommend that all departments review their guidelines carefully and update if needed.

A. College of Business and Economics
B. Department of Biological and Environmental Sciences
C. Department of Chemistry and Physics
D. Department of Communication Studies
E. Department of Education and Special Education
F. Department of English and Modern Languages
G. Department of Health, Athletic Training, Recreation, and Kinesiology

H. Department of History, Political Science, and Philosophy
I. Department of Mathematics and Computer Science
J. Department of Music
K. Department of Nursing
L. Department of Psychology
M. Department of Sociology, Anthropology, and Criminal Justice
N. Department of Social Work and Communication Sciences and Disorders
O. Department of Theatre, Art, and Graphic and Animation Design
P. Librarians (moved)
Q. Student Evaluation of Instruction (old Appendix I)

Eliminate current Section IV Support Services and current Section V Organizational Chart because the most current information is available on the website.

Section V. Faculty Development and Awards (unchanged)

New section consisting of old Section III. BB and Appendices J-P.

A. Faculty Development and Research (old Section III. BB)
B. Guidelines for the Solicitation of Sponsored Agreements (old Appendix J)
C. Guidelines for Developing Proposals for Philanthropic Gifts (old Appendix K)
D. Proposal Review Form (old Appendix L)
E. Guidelines for Faculty Research and Development Grants (old Appendix M)
F. Evaluation Guidelines for Faculty Connections (old Appendix N)
G. Evaluation Guidelines for Sabbaticals (old Appendix O)
H. Faculty Awards: Criteria and Selection Process (old Appendix P)

Section VI. Governance (unchanged)

A. GENERAL PROVISIONS

Consistent with Federal and State law, the University promotes equal opportunity for all prospective and current students and employees. The University will not discriminate against any individual on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, veteran status, or disability status, except in relation to employment where a bona fide occupational qualification exists. (Longwood University Policy 5125: Non-Discrimination)

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

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

Except in accordance with the State and Local Government Conflict of Interest Act, the University will not limit or prohibit the simultaneous employment of two or more members of the same family. However, faculty or staff shall not initiate, participate in, nor influence institutional decisions involving a direct benefit (including appointment, retention, promotion, tenure, salary, and leave) to members of their immediate family.

While individuals and committees involved in personnel decisions have specific responsibilities, the Provost and Vice President of Academic Affairs (PVPAA) and the Deans of the colleges shall be responsible for the general implementation of the appointment, reappointment, promotion, and tenure policies of the University.

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

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

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

G. TERMINAL DEGREES

1. The terminal degree for faculty in all departments shall be an earned doctorate from an institution accredited by a recognized regional accreditation body. The degree shall be in the area of specialization taught, or the Ed. D. for those teaching education methods courses or supervising student teachers. The M. F. A. shall be the recognized terminal degree for faculty teaching creative or performance courses in art, music, writing, graphic and animation design, and technical or performance areas of theatre.

2. While all tenure-track faculty are expected to hold the terminal degree, Longwood University recognizes that the possession of a doctoral degree may not properly measure an individual's capacity for contributing to the intellectual life of the University. Written exemptions from the doctoral degree requirement may be granted on a case-by-case basis at initial appointment by the Provost and Vice President for Academic Affairs (PVPAA) acting at the written recommendation of the faculty member's Dean, Department Chair, and Department Promotion and Tenure Committee. This permanent exemption shall be specified in the initial contract; apply to all levels of consideration for appointment, reappointment, promotion and tenure; and be considered under one or more of the following conditions:

   a. The department's accrediting agency specifies a degree other than the doctoral degree as the appropriate terminal degree.

   b. The Dean, the Department Chair, and the Department Promotion and Tenure Committee agree that the faculty member has equivalent experience or competence in the area of specialization.

3. Non-tenure-track full-time faculty and adjunct faculty are expected to hold at least a master's degree or have earned at least 18 graduate credit hours in the teaching field from an institution accredited by a recognized regional accreditation body.

4. In all cases where any faculty member does not hold the terminal degree in the teaching field, documentation of the faculty member's credentials and qualifications will be maintained in accordance with the Office of Academic Affairs procedures for certification of credentials.

References: Faculty Handbook 1982, 1986; Organization of Teaching Faculty, March 5, 1987; Longwood College Board of Visitors, July 16, 1982. page 33.

H. SELECTION, APPOINTMENT AND REAPPOINTMENT OF FACULTY

1. The Provost and Vice President for Academic Affairs (PVPAA) is responsible for determining the number of positions allocated to each college and, with the concurrence of the PVPAA, the college deans are responsible for determining the number of faculty positions assigned to each department. Therefore, when a vacancy occurs, or when new positions become available, the college deans may, with the approval of the PVPAA, delete a vacant faculty position, add a faculty position, or reallocate a faculty position from department to department. Approval from the PVPAA and the college Dean is necessary before the initiation of a search to fill a vacancy or a new position. Flexibility must be maintained in the composition of each department so that the needs of the institution may be met on a continuing basis.

2. Requests for new faculty appointments normally originate with the Department Chair, acting with the concurrence of the department. In particular, the chair consults members of the specific discipline involved for help in defining the nature of the position to be filled and qualifications sought in the appointee.

3. A department committee, appointed by the chair, normally acts in an advisory capacity to the chair on matters pertaining to the position to be filled, hosting candidates for interview and providing candidates with information about the position. All full-time members of the discipline, as well as the Department Chair, the college Dean, and the PVPAA, should have an opportunity to interview the candidates. The selection process shall include assessment of each candidate's compliance with regional and program accreditation requirements.

4. After an appropriate number of candidates (normally more than one) for a position have been interviewed, the Department Chair and the department committee evaluate them and formulate recommendations. Recommendations of both the chair and the committee will be sent by the chair to the college Dean, who then forwards the recommendations to the PVPAA. The PVPAA considers the recommendations and makes appointments in consultation with the college Dean. All appointments must be approved by the President and the Board of Visitors.

5. The PVPAA notifies the new faculty member in writing of his or her appointment. The full details of the appointment including any special conditions are specified in the contract.

6. At the time a faculty member is appointed to a tenure-track position, he/she may seek up to three years credit towards tenure based upon prior college-level teaching, scholarship and service. Such credit may be granted by the PVPAA upon the recommendation of the department chair and the department tenure committee and with the approval of the college Dean. Any credit towards tenure shall be written into the faculty member's initial contract. A faculty member who requests and receives credit towards tenure may not rescind this request and return to a longer probationary period at a later date.

7. If the department chair wishes to seek an exemption to the terminal degree requirement for a candidate for a tenure-track position, the department Promotion and Tenure Committee, the college Dean, and the PVPAA must all approve the exemption. The exemption will be noted in the initial contract.

8. All initial appointments of full-time faculty and librarians shall be on a probationary basis with eligibility thereafter for annual contracts under the following conditions:

a. The rank of Instructor is reserved for tenure-track faculty who are appointed ABD. Instructors shall be appointed annually, and may be appointed as probationary faculty, but faculty members may not be tenured at the rank of instructor or reappointed at that rank beyond the seventh year. Review of instructors will follow the procedures and timelines for probationary faculty. If a contract is not to be offered for a subsequent year, notification shall be given as early as possible and no later than March 19. Years that a faculty member is employed at the rank of instructor shall count toward completing that member's probationary period if he/she is later appointed to a tenure-track position.

b. Assistant professors, associate professors, and professors shall be reappointed annually during the six-year probationary period, or, if not reappointed for academic, financial, or other reasons shall be notified as early as possible and no later than March 1 for faculty in their first year of service, December 1 for those in their second year of service, and at least twelve months before the expiration of an appointment if this occurs after two or more years of service.

c. Librarians are eligible for academic rank, but not tenure, are appointed annually, and may be reappointed beyond the seventh year. If a contract is not to be issued for a subsequent year, notification shall be given as early as possible and not later than March 1.

9. In the event of unforeseen severe financial difficulties, the above guidelines for notification date shall not apply. Regardless of performance the University may, in the exercise of administrative prerogative, choose not to reappoint non-tenured personnel.

References: Faculty Handbook 1982, 1986; Organization of Teaching Faculty, January 19, 1989; Longwood College Council, April 11, 1991 Longwood College Board of Visitors, July 16, 1982; Faculty Senate, April 11, 2013; Board of Visitors, June 14, 2013.

J. NON-TENURE-TRACK FULL-TIME FACULTY

1. The ranks of clinical educator, senior clinical educator, lecturer, and senior lecturer are full-time, non-tenure-track faculty appointments.

2. **Clinical Educators**

   a. The rank of clinical educator is intended solely for personnel who meet the academic program's accreditation requirements for education of undergraduate and/or graduate students in clinical areas, but who do not hold the terminal degree (doctorate) in the field. The individual must hold appropriate licensure and certification as required for clinical education in that program. Positions at the rank of clinical educator will not replace tenure-track or tenured positions in a department. The clinical educator position is designated as a "continuing" position.

   b. Each academic program may designate a specific title for this position that is appropriate for the educational standards of the profession. However, terms associated with faculty rank (instructor, lecturer, senior lecturer, assistant professor, associate professor and professor) may not be used.

   c. Teaching, clinical education and supervision, advising and mentorship, service and scholarship are expected of the clinical educator. The teaching and clinical education assignment will normally consist of a 12 credit hours semester in an academic year, as established by department standards. A clinical educator may be expected to advise students and engage in committee work and other faculty responsibilities as designated by the department chair. Requirements for scholarly productivity are determined by departmental standards. The clinical educator may also be assigned administrative responsibilities associated with the clinical education of the discipline and department responsibilities. The clinical educator is expected to remain current with developments in the knowledge base and pedagogy of her/his field and to maintain a professional file for review.

   d. After six years, a clinical educator may seek promotion to senior clinical educator (see Section III., W. Procedures for Tenure and Promotion to All Ranks and X. Timetable for Tenure and Promotion to All Ranks).

3. **Lecturers**

   a. The rank of lecturer is intended primarily for temporary appointments. Positions at the rank of lecturer will not replace tenure-track or tenured positions in a department. Unless the position has been designated as a "continuing" lectureship (as in b. below), a lecturer position will normally be converted to a tenure-track position once the need for such a position in a discipline has been established.

   b. In exceptional circumstances it may be desirable for the University to fill a faculty position on a continuing basis with individuals who do not meet the standard requirements for tenure. Examples of such exceptional circumstances might include:

      i. After repeated national searches, no suitable qualified candidate with the appropriate terminal degree can be found for the job.

ii. For the particular courses to be taught by the individual, some special professional training, experience or talent is at least as relevant as a terminal degree, while qualified individuals possessing a terminal degree find the job unattractive.

In such circumstances, the department chair, the college dean, and the PVPAA will discuss the long-term staffing of this position.

c. Teaching is the main expectation for the lecturer. The teaching assignment will normally consist of an average of 15 credit hours a semester in an academic year. A lecturer may be expected to advise students and engage in committee work and other faculty responsibilities as designated by the department chair. All assigned responsibilities other than teaching should include appropriate reductions from the maximum course load. The lecturer is expected to remain current with developments in the knowledge base and pedagogy of her/his area and to maintain a professional file for review.

d. After six years as a Lecturer in a "continuing" lectureship position, an individual may seek promotion to Senior Lecturer. No one will be employed at the rank of lecturer for more than six years (see Section III., W. Procedures for Tenure and Promotion to All Ranks and X. Timetable for Tenure and Promotion to All Ranks).

4. Positions at the rank of clinical educator and lecturer are to be advertised. A national search may be conducted when appropriate. A person appointed at the rank of clinical educator or lecturer must meet regional and program accreditation requirements for teaching in the discipline.

5. Clinical educators and lecturers will be given one-year, non-tenure track contracts.

6. A clinical educator, senior clinical educator, lecturer or senior lecturer who is later appointed to a tenure-track position may seek up to three years credit towards tenure based upon prior teaching, scholarship and service as in Section III, H. Selection, Appointment and Reappointment of Faculty (item 6).

7. Persons appointed at the rank of clinical educator, senior clinical educator, lecturer, and senior lecturer are eligible for employment benefits accorded to other faculty. Salary will be determined annually and be commensurate with the person's education and experience. Clinical educators, senior clinical educators, lecturers, and senior lecturers will be considered for merit pay increases on the same basis as other continuing faculty.

8. **Senior Clinical Educators and Senior Lecturers**

a. An individual who has been granted the rank of senior clinical educator or senior lecturer will continue to be offered a two-year, non-tenure track rolling contract at that rank except in the following circumstances:

i. Employment may be terminated when the position is no longer needed in the department due to curricular change or reevaluation of the exceptional circumstances described above. A senior clinical educator or senior lecturer will be given at least one academic year's notice before that position is eliminated.

ii. Employment may be terminated for misconduct as indicated in Section III, Z Disciplinary Action and Termination.

iii. A senior clinical educator or senior lecturer who receives two less-than-satisfactory overall annual evaluations within a three-year period may be terminated. A senior clinical educator or senior lecturer who receives one less-than-satisfactory annual evaluation shall be reviewed by both the department chair and the department Promotion and Tenure Committee in the subsequent fall.

References: Approved by Board of Visitors, April 23, 1999, June 18, 2005, March 25, 2011, June 14, 2013; Faculty Senate, February 3, 2011, April 11, 2013.

L. VISITING PROFESSORSHIPS AND THEIR REVIEW

The titles of Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor are courtesy titles to be given to faculty visiting from another institution of higher education or with a terminal degree who are on temporary assignment to Longwood University. A visiting faculty member usually is associated with a department or college for a short time, normally not in excess of one year. Visitors may be researchers, teachers, public service scholars, or any combination thereof. Normally, the visitor is given the equivalent professional rank held at the home institution. Tenure is not awarded to visiting faculty. Individuals appointed at these ranks may be invited to participate in, but are not eligible to vote on, faculty matters. A visiting faculty appointee can become a regular appointee only through a search process after the initial appointment in accordance with the institution's procedures, including adherence to affirmative action guidelines.

Visiting professors are not required to undergo an annual evaluation, because merit raises are not available for a visiting faculty member. However, the chair should conduct an annual review of the faculty member that addresses areas of teaching, scholarship, and service as relevant to the duties of the visiting faculty member and as defined by departmental standards. The review should be concluded by May 19, and a dated letter should be sent to the visiting faculty member and copied to the Dean of the College by May 24.

O. CRITERIA FOR FACULTY EVALUATION AND REVIEW

I. General Criteria for Evaluation and Review

The professional lives of university faculty members traditionally have been characterized by expectations in the broad categories of teaching, scholarship, and service. Ideally the most effective members of the profession blend elements of these three components in many different combinations to achieve the overriding goal of stimulating student learning, which is of prime importance at Longwood University. Therefore, evaluation and review of tenured and tenure-track faculty for annual performance evaluation, post-tenure review, probationary review, tenure, and promotion should focus on continuing efforts by the faculty, throughout their professional careers, to integrate teaching, scholarship and service so as to develop an academic atmosphere in which learning is cherished by faculty and students alike. For the purposes of these criteria, the term "evaluation" refers to the annual performance evaluation conducted by department chairs for all full-time faculty and used for determining merit pay increases and that trigger post-tenure review. The term "review" refers to appraisals of faculty members initiated by both a department promotion and tenure committee and the department chair; faculty are reviewed during the probationary process, for tenure, for promotion, and in cases of post-tenure review.

II. Relationship Between General and Department Criteria

Recognizing that different academic disciplines have unique characteristics and demands, the following criteria for teaching, scholarship, and service are presented as guidelines from which individual departments will develop specific standards for annual performance evaluation, post-tenure review, probationary review, and reviews for tenure and promotion to any rank. (See Section IV Guidelines for Faculty Evaluation and Review.) The Dean of the college and the Provost and Vice President for Academic Affairs (PVPAA) must approve departmental standards for faculty evaluation and review before they are implemented. Copies of the approved standards must be distributed to all departmental faculty in writing.

A. Teaching

In all personnel judgments, high quality teaching is the principal consideration. Each faculty member is expected to continuously refine his or her instructional knowledge base and methodology of delivery, constantly seeking the best way to foster student learning. To this end, all faculty members must present evidence of effective teaching which may be demonstrated by:

1. A current, sound knowledge base in the discipline reflecting continuous revision that improves course content.
2. Organized course preparation, including clear syllabi detailing objectives and expectations.
3. Organized preparation for each class, so that the course delivery flows as a cohesive whole.
4. Employment of a variety of teaching methodologies suited to the characteristics of each course, especially those that encourage discussion, promote skills, and develop critical thinking.

5. Demonstration of the ability to synthesize and correlate information, and to simplify complex topics.
6. Demonstration of effective, clear communication skills, and the ability to stimulate these skills in students.
7. Development of evaluation instruments that accurately assess the achievement of stated course objectives.
8. Consistency in grading, making assignments, and applying rules.
9. Consistency with the time requirements appropriate to the number of credit hours awarded.
10. Responsiveness to students in and outside the classroom.
11. High expectations for student achievement, and the provision of support that helps students meet these expectations.
12. Comprehensive student advising.
13. Enthusiasm for the discipline that transmits the excitement and value of learning.
    a. Development of new courses and/or new curricula
    b. Development of more effective measures of student learning
    c. Development of more effective methodologies of content delivery
    d. Direction of students in undergraduate research projects, master's thesis research, or internships
    e. Incorporation into courses of information gained at appropriate professional meetings

B. **Scholarship**

As a community of scholars, the faculty is expected to impart to students an appreciation of the scholarly activity that forms the basis of knowledge in all disciplines. Recognizing that high quality scholarship takes time to mature, annual publication is not expected.

All tenured and tenure-track faculty members must present evidence of continuing scholarly activity as defined by each academic unit in their annual performance evaluation. Probationary faculty members must document, as part of their professional file, an ongoing research agenda that will lead to peer-reviewed scholarship. Faculty members seeking tenure or promotion to any rank must present evidence of scholarly activity that adds to the pedagogical and/or disciplinary knowledge base and that has been disseminated to the professional community pertinent to their discipline.

The following list is not meant to be all-inclusive. In developing their guidelines, departments should consider other factors, such as accreditation standards and emerging technologies in publishing and presentation, when developing their departmental standards for scholarship.

1. **Examples of scholarship that adds to the disciplinary knowledge base**
    a. Presentation of new disciplinary knowledge at appropriate professional meetings
    b. Publication of new disciplinary knowledge in appropriate journals, especially those that are refereed
    c. Publication of books that add to disciplinary knowledge
    d. Performances or shows, especially juried or invitational, that are presented to public constituencies

e. Design and execution of workshops that disseminate knowledge to public constituencies
f. Successful development of grants
g. Presentations open to the public, such as colloquia, that share new disciplinary knowledge
h. Editing of a professional disciplinary journal
i. Organizing and implementing a disciplinary lecture series
j. Serving as a reviewer of professional journal articles and/or books

2. **Examples of scholarship that adds to the pedagogical knowledge base**
   a. Presentation of innovative teaching techniques at appropriate professional meetings
   b. Active participation in workshops and conferences for faculty development designed to invigorate teaching.
   c. Publication of innovative teaching techniques in appropriate journals, especially those that are refereed
   d. Publication of pedagogically related books
   e. Design and execution of workshops to improve teaching
   f. Successful development of grants
   g. Presentations open to the public, such as colloquia, that share new pedagogical knowledge
   h. Editing a professional journal devoted to pedagogy
   i. Organizing and implementing a lecture series related to pedagogy
   j. Serving as a reviewer for pedagogical journal articles and/or books

C. **Service**

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

1. Consulting work, or presentations, to organized entities such as schools, industries, businesses, civic organizations, and clubs that adds to the knowledge base of these entities.
2. Participating membership on departmental, college wide, university wide, or professionally related committees.
3. Participation in University governance, including attendance at departmental, college, and university faculty meetings.
4. Holding office in state, regional, or national professional organizations.
5. Serving as the sponsor/advisor for student organizations.
6. Participation in activities that create, foster, and support connections among student groups, and between student groups and external constituencies.
7. Participation in activities that promote skill development in students outside the classroom.
8. Serving as coordinator of a program or interdisciplinary minor.
9. Coordinating assessment and/or accreditation activities.
10. Active participation in the recruiting of students.

11. Responsibility for a university facility.
12. Effective execution of special assignments requested by department chairs, deans, or other individuals associated with the University.

III. Evaluation of Reassigned Time for Administrative or Supervisory Duties

A number of faculty serve in administrative or supervisory capacities which involve the reassignment of their time from teaching duties to other duties. The evaluation of faculty with reassigned time for other duties should acknowledge this additional dimension of performance with an additional set of criteria. These criteria will vary, depending on the nature of the duties performed by the faculty member. The faculty member, the department chair, and the person supervising the reassigned time will establish appropriate alternate criteria depending on the nature of the duties associated with the reassigned time. This may involve separate evaluations from the department chair and the person supervising the reassigned time. A copy of this agreement will be given to the faculty member, chair, person supervising the reassigned time, college and the PVPAA. This sort of reassigned time should not be given to non-tenured tenure track faculty except in exceptional circumstances. If the reassigned time is outside the department then the person supervising the reassigned time will see that the department gets additional resources if necessary to cover duties previously performed by the faculty member.

Reference: Longwood Board of Visitors, April 23, 1999.

P. PROFESSIONAL PORTFOLIO AND CURRICULUM VITAE

Professional Portfolio: Each faculty member shall establish in his or her first year of service, and shall update annually, a professional portfolio for the use of the committees and individuals involved in review. The portfolio shall contain evidence of the candidate's credentials, teaching proficiency, and professional growth, including (where applicable):

1. The candidate's curriculum vitae in a form consistent with the model found below.
2. Up to five samples from the last five years of items listed under Scholarly Activities in the curriculum vitae.
3. The most recent syllabus for each course taught regularly.
4. All previously exchanged letters from both the Department Promotion and Tenure Committee and the Department Chair that have been forwarded to the appropriate Dean and the PVPAA (excluding those faculty applying only for promotion to Professor).
5. The computer summaries of data from student evaluation forms for the entire probationary period. For faculty applying for promotion to Professor, only the previous two years of student evaluations are included.
6. Such supplements and documentation as the written department procedures may specify.
7. No more than fifteen pages of additional material submitted by the candidate.
8. A self-evaluation of professional teaching development and a statement of teaching philosophy.

Curriculum Vitae: The curriculum vitae is to be maintained by the faculty member or librarian for use in promotion, probationary review, or tenure considerations. It becomes part of the candidate's professional portfolio and is to be returned to the candidate after consideration of promotion, probationary review, or tenure has been completed. The following information, in the outlined order, should be included when applicable:

Name	**Date**
Department	Date Appointed
Present Rank	Rank at Appointment

Date(s) of part-time employment at Longwood (if any)

Date(s) of leave of absence from employment at Longwood (if any)

I. Educational and Employment Data

A. Academic Preparation (begin with most recent)

Institution	Degree	Area/Specialization	Dates

B. Title – Master's Thesis:

C. Title – Doctoral Dissertation:

D. Academic Degree Programs or Special Courses of Study in Progress

Institution	Degree Sought	Present Status	Expected Completion Date

E. Professional Licenses

Granting Agency	Date

F. Academic Employment (begin with most recent)

Institution	Position	Dates

G. Related Experience or Employment

Employer	Position	Dates

H. Honors, Biographical Listings, Honorary Societies (give year)

I. Membership in Learned Societies or Professional Memberships (give year)

II. **Professional Growth**

A. Professional Responsibilities (give year)

1. Department
2. College
3. University
4. State
5. Region
6. National/International

B. Awards and Other Commendations (give dates)

C. Attendance at Convention, Conference, etc. (give year & type of participation)

D. Other Travel (give year & professional purpose)

III. **Scholarly Activities** (give year)

A. Research

B. Publications

C. Contributions to the Arts

D. Workshop Presentations

IV. **Service to University (give year)**

V. **Professional Service to Local Community (give year)**

VI. **Other Information**

Reference: minutes of the College Council, April 11, 1991.

Q. ANNUAL PERFORMANCE EVALUATION

Annual evaluations are a part of an on-going process of faculty development and goal setting and are used to inform decisions about merit pay increases and post-tenure review. Annual evaluations must be conducted every year regardless of budgetary conditions surrounding merit pay increases. These annual evaluations do not supersede probationary, promotion, or tenure review decisions. However, faculty members should expect that the feedback from a department chair in an annual evaluation will reflect strengths and weaknesses highlighted in probationary, promotion and tenure letters, and vice versa. For probationary faculty members who received negative reviews in the previous fall by either the Department Promotion and Tenure Committee or the Department Chair, those areas that need improvement must be addressed in the annual evaluation.

Annual evaluations are based upon the accomplishments of faculty members in the areas of teaching effectiveness (including academic mentorship/advising); scholarship and professional activity; and service during the academic year preceding the time of evaluation. Student evaluations (see Section IV, Q. Student Evaluation of Instruction) may be used to indicate areas of development in teaching.

Utilizing the format at the end of this section, the Faculty Member shall outline/list his or her goals for Teaching (instructional delivery and academic mentorship/advising), Scholarship (research/performance/editorial work and professional activity), and Service (departmental, college and university) based on previous evaluations. A minimum weight of 50% for teaching, 10% for scholarship, and 10% for service must occur; the remaining 30% shall be distributed among the categories as determined by the Department Chair and the faculty member. Mid-year hires should be evaluated on the performance of the spring semester. For lecturers and senior lecturers, the minimum percentages should be 90% teaching, with the other 10% determined by other duties assigned and/or the goals of last year's evaluation. For clinical educators and senior clinical educators, the minimum percentages should be 50% teaching, with the other 50% determined by other duties assigned and/or the goals of last year's evaluation.

The form shall be submitted to the Department Chair in electronic format by May 30. The Faculty Member has the option of requesting a meeting to clarify any issues. The Chair shall request a meeting with the Faculty Member if he or she has any concerns or questions about the goals. Failure of the Department Chair to request this meeting within two weeks of their submission implies the goals are acceptable and appropriate.

Before September 15 and during the first week of the spring semester, faculty may request a re-alignment of weightings and adjust goals. The Chair shall request a meeting with the Faculty Member if he or she has any concerns or questions about the goals.

Between April 1 and April 15, (specific date to be established by individual Department Chairs) the faculty member shall update the annual evaluation form and explain how each goal was accomplished and/or offer brief explanations of the status of each goal and send it electronically to the Department Chair. The Department Chair will respond to each criterion and provide an appropriate rating. Quality teaching, scholarship, and service will be evaluated as defined by university and departmental standards in Section IV Guidelines for Faculty Evaluation and Review.

An overall rating of Fails to Meet Expectations, Meets Expectations, or Exceeds Expectations will be determined by examining all of the criteria and their respective weightings. The expectations referred to in the overall rating are based on the previous year's goals as well as departmental and university standards for quality teaching, scholarship, and service. The overall rating will serve as the basis for raises (if available) and post-tenure review. The Chair's completed evaluation will be provided to the faculty member by May 15. The Chair MUST schedule a meeting with the faculty member if any area receives a score of "Fails to Meet Expectations" or if the Faculty Member requests it. That meeting must be completed by May 26.

Any Faculty Member who receives an overall rating of "Fails to Meet Expectations" in an annual performance evaluation shall work with the Department Chair to develop goals for the upcoming year to address relevant issues. If the Faculty Member is receiving an overall score of "Fails to Meet Expectations" for the second time in three years, he or she will be placed in Post-Tenure Review. (Refer to Section III, Y. Post-Tenure Review.)

College Deans are responsible for ensuring equitable application of standards among college departments, and the Provost and Vice President for Academic Affairs (PVPAA) is responsible for ensuring the same equity throughout the University. The PVPAA and the Deans consider all available funds for faculty raises. Following the determination of available funds, the Deans shall, in consultation with their Department Chairs, develop specific monetary recommendations for salary increases.

Academic Year Timeline for Faculty Annual Performance Evaluation

Date	***Action***
September 15	**Faculty Member** may request a realignment of weightings and adjust goals submitted in May.
First week of spring semester	**Faculty Member** may request a realignment of weightings and adjust goals.
April 1 – April 15 (specific date to be established by individual Department Chairs)	**Faculty Member** shall submit the annual evaluation indicating their accomplishments or progress on each goal.
May 15	**Department Chair** shall address each criterion on the annual evaluation and return it to the **Faculty Member**.
May 26	Deadline for a **Faculty Member** to meet with the **Department Chair** about aspects of the annual evaluation, including ratings.
May **30**	In preparation for the next academic year, **Faculty Member** shall outline goals and submit them electronically to the **Department Chair**, utilizing the annual evaluation form.
June 2	Copies of annual evaluations will be sent to the appropriate college **Dean**. In the case of an overall evaluation of "Fails to Meet Expectations," a copy will also be sent to the **PVPAA**.
July 1	Faculty contracts issued.

References: Faculty Senate April 1999, March 14, 2013; Board of Visitors, April 23, 1999; June 15, 2001.

Form for Faculty Annual Performance Evaluation

FACULTY ANNUAL PERFORMANCE EVALUATION
May 13, 20___ - May 12, 20___

NAME (printed and signed)_____

The overall rating will serve as the basis for raises (if available) and post-tenure review. Thirty percent shall be distributed among the categories as determined by the Department Chair and the faculty member. When establishing the 30% allocation, the Department Chair and faculty member will consider the requirements of external accrediting agencies or other factors specific to the Department and/or College. This may affect the overall weights and therefore final rating. Department-specific criteria are available in Section IV.

Mid-year hires should be evaluated on the performance of the spring semester. For lecturers and senior lecturers, the minimum percentages should be 90% teaching, with the other 10% determined by other duties assigned and/or the goals of last year's evaluation. For clinical educators and senior clinical educators, the minimum percentages should be 50% teaching, with the other 50% determined by other duties assigned and/or the goals of last year's evaluation.

Department Chairs shall submit a copy of this form to the Dean.

I. **TEACHING (Weight 50% + _____%)**

A. Instructional Delivery
B. Academic Mentorship/Advising

1. Faculty goals/accomplishments

2. Chair's response and rating:

Exceeds expectations
Meets expectations
Fails to meet expectations

II. **SCHOLARSHIP (Weight 10% +_____%)**

A. Research/Performance/Editorial Work
B. Professional Activity

1. Faculty goals/accomplishments

2. **Chair's response and rating:**

Exceeds expectations
Meets expectations
Fails to meet expectations

III. **SERVICE (Weight 10% +_____%)**

Departmental, College, University, Professional, and Community

1. **Faculty goals/accomplishments**

2. **Chair's response and rating:**

Exceeds expectations
Meets expectations
Fails to meet expectations

IV. OVERALL RATING – Chair's response/rating:

Exceeds expectations
Meets expectations
Fails to meet expectations

Department Chair's suggested goals for implementation (not required):

References: Minutes of the Faculty Senate March 14, 2013.

R. PROBATIONARY REVIEW OF TENURE-TRACK FACULTY

The standard probationary period for new faculty members is six years but may be altered at the time of appointment. Because instructors reside in tenure-track lines, the review of instructors follows the procedures and timelines below. Refer to Section H. Selection, Appointment and Reappointment of Faculty for more information.

The purpose of this review is to evaluate the probationary faculty member's professional skills and to enable the reviewing committee to make accurate and constructive reports to the candidate, the Department Chair, the Dean, and the Provost and Vice President for Academic Affairs (PVPAA). The Department Promotion and Tenure Committee and the Department Chair review probationary faculty under the conditions described below.

1. **Professional Portfolio**: Each probationary faculty member shall establish in his or her first year of service, and shall update annually, a professional portfolio for the use of the committees and individuals involved in review. The portfolio shall contain evidence of the candidate's credentials, teaching proficiency, and professional growth. Details about the items to be included in the portfolio are in Section III, P. Professional Portfolio and Curriculum Vitae.

2. **Electronic Portfolio**: Departments may choose to allow or require electronic submission of materials for the portfolio. The format chosen for submission of electronic portfolios by the department must conform to privacy policies established by the University. Access must be limited at each stage of the process to those with authority in the promotion and tenure process at that point (the candidate, members of the Department Promotion and Tenure Committee, Department Chair, Dean, PVPAA, President, Board of Visitors). When electronic portfolios are used, letters from the Department Promotion and Tenure Committee, Department Chair, Dean, PVPAA, President, and Board of Visitors will be provided in hard copy as well as electronically.

3. **First-Year Review**: During the first semester, the Department Promotion and Tenure Committee meets with the probationary faculty member to set expectations and to discuss the probationary review process. The Department Chair may assign a faculty member to mentor the probationary faculty member during the first year. The first-year review shall be limited to a consideration of teaching effectiveness and participation in department activities as defined by departmental standards in Section IV Guidelines for Faculty Evaluation and Review. The timetable for the first-year review is found at the end of this section.

4. **Review Criteria**: The Department Promotion and Tenure Committee and the Department Chair shall separately review the probationary faculty member during the first, second, third, fourth, and fifth years of full time teaching. The review shall discuss the candidate's credentials and performance, identifying strengths and making suggestions for improvement. Except for the first year, the review shall be in terms of the following criteria:

   a. Possession of the recognized terminal degree.
   b. Quality teaching, service and scholarship as defined by University and departmental standards in Section IV Guidelines for Faculty Evaluation and Review.

5. All probationary reviews shall be conducted by the dates specified on the timetable found at the end of this section. Probationary faculty members may not decline probationary reviews nor prevent the specified communication of the reports of those reviews. The Department

Chair and the Department Promotion and Tenure Committee address their recommendations to the faculty member. The chair and the committee exchange these letters of recommendation and forward copies of their respective letters to the candidate. Following any necessary appeals as specified in the timetable, the Department Chair and the Department Promotion and Tenure Committee each forward copies of their final recommendation letters to the appropriate dean and the PVPAA. These copies will be maintained in those offices.

6. **Classroom Performance**: In addition to reviewing materials contained in the candidate's professional portfolio, the Department Promotion and Tenure Committee members shall observe the candidate's classroom performance within the following guidelines:

   a. Normally, classroom visits should be scheduled in advance. The full class period should be observed. The candidate may wish to brief the visitor concerning the plans for that period.
   b. The committee's recommendations shall include a detailed report on the observation(s).

7. **Written Report**: The probationary review by the Department Promotion and Tenure Committee shall result in a written report. The written report shall contain at least the committee's findings as to the probationary faculty member's professionally relevant strengths and any aspects of the member's performance which might discourage the eventual making of an offer of tenure if not corrected. In first-year review, the review will be confined to the considerations set forth above.

8. Members of the department, including the chair, may provide signed information in writing to the Department Promotion and Tenure Committee on the candidate's performance and activities. The committee shall share such information with the candidate.

9. The Department Chair's and the Department Promotion and Tenure Committee's reports summarizing their reviews shall contain explicit recommendations as to whether the probationary faculty member's contract should be renewed.

10. **Reconsideration of Review**: A probationary faculty member may request that the Department Promotion and Tenure Committee and/or the Department Chair reconsider their respective conclusions before the letters are forwarded to the Dean. The faculty member may also enter a statement of exception or clarification into the review portfolio, and such letter shall become a part of the portfolio.

    a. A request for a reconsideration must be made in writing and within five calendar days of the faculty member's receipt of the Department Promotion and Tenure Committee's or the Department Chair's report, whichever is to be the subject of the reconsideration. The request shall be delivered to the committee chair if the committee's report is to be reconsidered or to the department chair if the chair's report is to be reconsidered. No initial report is to be forwarded to the Dean before the expiration of such five-day period. If amendments to the initial report/s of the committee and/or chair are ultimately made, the amended report shall become part of the file and the original report shall be purged immediately.

    b. A letter of exception or clarification may be entered by the faculty member within five calendar days of his or her having received an original or amended department-level review report, whichever occurs later. The department-level report shall not be forwarded to the dean prior to the expiration of such five day period, notwithstanding. Further, no

review summary to which such letter pertains shall be forwarded to either the dean or the PVPAA without being accompanied by the letter of clarification or of exception. The faculty member shall provide copies of the letter to all persons who had previously participated in that particular review.

11. **Access to Documents**: Probationary faculty members shall have access to the documents which comprise their respective review files according to the following provisions:

    a. The faculty member involved may retain originals or copies of all probationary review reports or other pertinent review materials. The department chair shall retain copies or originals, which were submitted to or gathered by the department tenure committee during the course of the reviews.

    b. Except when needed by the Department Promotion and Tenure Committee/s, the Dean, and/or the PVPAA for purposes of either considering whether to renew a probationary contract or for purposes of a promotion or final tenure review, all such retention by the Department Chair shall continue until at least such time as:
        (1) The probationary faculty member is promoted or is awarded tenure, or
        (2) All procedures or opportunities, whether provided by the University directly or otherwise under state law, for appealing a final decision not to award tenure or a continuing probationary contract have expired, been exhausted, or been waived by the faculty member, whichever occurs last.

    c. Prior to the destruction of any documents in the file, they shall be offered without charge to the faculty member for his or her own purposes; in the case of materials submitted electronically, documents will be archived.

    d. The faculty member shall have access to, and may make copies of, all other materials obtained by the Department Promotion and Tenure Committee during the course of its probationary reviews of that faculty member. Student evaluation forms shall be considered the property of the faculty member and shall be promptly returned to the faculty member by the Department Promotion and Tenure Committee following the conclusion of each annual probationary review. Statistical summaries of the evaluations may be retained in the file.

    e. No person or organization other than the probationary faculty member, the members of the Department Promotion and Tenure Committee, the Department Chair, the primary department secretary, the Dean, the PVPAA, the President, the members of the Board of Visitors, or the University's legal representation may have access to the file without the written consent of the faculty member.

References: Faculty Handbook, 1982, 1986; Organization of Teaching Faculty, December 5, 1985; December 4, 1986; March 5, 1987; January 14, 1988; November 10, 1988; Longwood College Board of Visitors, July 16, 1982; April 7, 1988, April 23, 1999; Board of Visitors, June 15, 2001, June 18, 2004, June 14, 2013; Faculty Senate, April 8, 2004; April 26, 2012, April 11, 2013; February 4, 2016.

Timetable for Probationary Review of Tenure-Track Faculty in Their First Year of the Probationary Period

If any date falls on a weekend or University recognized holiday, the due date is the next business day.

Fall Semester	*Action*
Beginning of contract period	**Department Chair** gives **all new faculty** copies of department policies on and observation timeframe for probationary review. **Department Promotion and Tenure Committee** meets with the probationary faculty member during the first semester to set expectations and to discuss the probationary review process.
By August 29	**Department Chair** provides to **Chair of Department Promotion and Tenure Committee** a list of tenure-track faculty in their first year of teaching.
By December 9	Probationary candidates submit files to **Department Chair** (or to **Chair of the Department Promotion and Tenure Committee** if candidate is the **Department Chair**).
By December 10	**Department Chair** provides the **Chair of the Department Promotion and Tenure Committee** the files of probationary tenure-track faculty in their first year of teaching.
By December 15	**Department Promotion and Tenure Committee** circulates files of probationary review faculty to members and notifies probationary faculty members of any missing items. All missing materials must be submitted by the candidate within one week of notification.
By December 22	The file is now considered complete; no new materials may be added except for a letter of exception or clarification as provided in Section III, W. Procedures for Promotion and Tenure, item 1.i, and student evaluations as soon as they are available.
Spring Semester	*Action*
By January 27	**Department Chair** and **Department Promotion and Tenure Committee** exchange letters of recommendation for first-year probationary tenure-track faculty members. The recommendation letter is to be addressed to the faculty member. **Department Chair** forwards copies of both letters to the probationary faculty member.
By February 3	**Department Promotion and Tenure Committee** and/or **Department Chair** meets with any first-year probationary faculty member receiving negative recommendation, if requested.
By February 8	**Candidate** files written request of reconsideration of a negative recommendation with **Department Promotion and Tenure Committee** and/or **Department Chair.**

By February 15	**Department Promotion and Tenure Committee** and/or **Department Chair** replies in writing to any written requests for reconsideration of negative recommendations.
By February 21	Copies of probationary review letters from the **Department Chair** and the **Department Promotion and Tenure Committee** for first-year probationary faculty members are sent by the **Department Chair** to the **Dean** and **PVPAA.**
By February 28	If recommending that a contract not be renewed for tenure-track faculty in their *first year* of employment, the **Dean** writes a letter to the **PVPAA** with a copy to the candidate, **Department Chair**, and **Department Promotion and Tenure Committee**.
By March 5	**Candidate** may file a written request for reconsideration of terminating contract with **Dean.**
By March 12	**Dean** replies in writing to any written request for reconsideration. **Dean** sends recommendations and files to the **PVPAA.**
By March 19	For candidates who have not filed for reconsideration of their cases, the **PVPAA** sends contract recommendations to the **President**, with a copy to the candidate, **Department Chair**, **Department Promotion and Tenure Committee** Chair, and respective **Dean**. For candidates with a recommendation from the Dean for a terminating contract or for not renewing a contract, the **PVPAA** completes recommendation and writes letter to candidate, **Department Chair**, **Department Promotion and Tenure Committee Chair**, and respective **Dean**. Letters are to be addressed to the candidate.
March Board Meeting	**Board of Visitors** acts on contract recommendations from **President.**
By March 24	If applicable, **candidate** files written request for reconsideration of terminating contract with **PVPAA.**
By March 31	**PVPAA** replies in writing to any written request for reconsideration of terminating contract.
By April 5	**Candidate** may request a hearing by the **Faculty Status and Grievances Committee** regarding the recommendation for terminating contract.
By April 20	If the **Faculty Status and Grievances Committee** has granted a hearing, it provides its report to the **President**, with a copy to the **PVPAA**. If the candidate has requested a hearing by April 5, but the Status and Grievances Committee believes it will be unable to complete its report by April 20, the Committee and the candidate may jointly ask for a delay. In such cases, the PVPAA and the President will normally postpone action on the case until the Status and Grievances Committee has completed its report.

By April 27	**PVPAA** sends contract recommendation to the **President**, with a copy to the **candidate**, **Department Chair**, **Department Promotion and Tenure Committee Chair**, and the respective **Dean**.
By May 1	Completion of any delayed appeal by candidate(s) to **PVPAA** or **President**. Completion of election of members and officers of **Department Promotion and Tenure Committee** for following year.
By May 2	**PVPAA** provides **Dean** of the college and **Department Chair** list of faculty eligible for promotion and/or tenure the following year, and **Department Chair** provides list to department members and **Chair of Department Promotion and Tenure Committee**.
By May 5	President notifies **candidate**, **Department Chair**, **Department Promotion and Tenure Committee Chair**, and the respective **Dean** of the disposition of the case. The letter is to be addressed to the candidate.
Summer Board Meeting	**Board of Visitors** acts on contract recommendations from **President**.

Timetable for Probationary Review of Tenure-Track Faculty in Their Second through Fifth Years of Probationary Period

If any date falls on a weekend or University recognized holiday, the due date is the next business day.

Fall Semester	*Action*
Beginning of contract period	**Department Chair** gives to all faculty copies of the department policies on probationary review and promotion and tenure review. **Department Promotion and Tenure Committee** meets with probationary faculty members during the first semester to set expectations and to discuss the probationary review process.
By August 29	**Department Chair** provides to **Chair of Department Promotion and Tenure Committee** a list of tenure-track faculty in their first year of teaching, faculty in the probationary review period, and faculty who wish to be considered for tenure and promotion.
By September 3	Promotion and tenure candidates and probationary candidates in their second through fifth year submit files to **Department Chair** (or to **Chair of the Department Promotion and Tenure Committee** if candidate is the Department Chair).
By September 8	**Department Promotion and Tenure Committee** circulates files of promotion and tenure candidates and probationary candidates to members and notifies candidates of any missing items. All missing materials must be submitted by the candidate within one week of notification.
By September 15	Files are now considered complete; no new materials may be added except for a letter of exception or clarification as provided in Section III, W. Procedures for Promotion and Tenure, item 1.i.
By October 22	**Department Promotion and Tenure Committee** returns file of probationary candidates to **Department Chair**.
By October 29	**Department Chair** and **Department Promotion and Tenure Committee** exchange letters of recommendation for probationary faculty members in their second through fifth years. **Department Chair** forwards copies of both letters to the probationary faculty member. The recommendation letter is to be addressed to the probationary faculty member.
By November 3	**Department Promotion and Tenure Committee** and/or **Department Chair** meets with any probationary faculty member receiving negative recommendation, if requested.
By November 10	Probationary candidate files written request for reconsideration of a recommendation with **Department Promotion and Tenure Committee** and/or **Department Chair**.

By November 17	**Department Promotion and Tenure Committee** and/or **Department Chair** replies in writing to any written requests for reconsideration of negative recommendations for probationary candidates.
By November 22	A letter of exception or clarification may be entered by the probationary candidate within five calendar days of his or her having received an original or amended department-level review report, whichever occurs later. The faculty member shall provide copies of the letter to the **Department Promotion and Tenure Committee** and **Department Chair**.
By November 23	Copies of probationary review letters from the **Department Chair** and **Department Promotion and Tenure Committee** for probationary faculty members in their second through fifth years are sent by the **Department Chair** to the **Dean** and **PVPAA**, accompanied by any letters of exception or clarification provided by the candidate.
By November 30	If recommending that a contract not be renewed for tenure-track faculty in their *second year* of employment, or if recommending a terminating contract for tenure-track faculty in their third through fifth years of employment, the **Dean** writes a letter to the **PVPAA** with a copy to the candidate, **Department Chair**, and **Department Promotion and Tenure Committee**.
By December 7	Probationary candidates may file a written request for reconsideration of terminating contract with **Dean**.
By December 14	**Dean** replies in writing to any written requests for reconsideration of terminating contracts for probationary candidates. **Dean** sends recommendations and files to the **PVPAA**.
Spring Semester	***Action***
By January 4	For candidates in their second through fifth year with a recommendation for a terminating contract or for not renewing a contract from the **Dean**, the **PVPAA** completes recommendation and writes letter to **candidate**, **Department Chair**, **Department Promotion and Tenure Committee Chair**, and respective **Dean**. Letters are to be addressed to the candidate.
By January 7	If applicable, **candidate** files written request for reconsideration of terminating contract with **PVPAA**.
By January 12	**PVPAA** replies in writing to any written request for reconsideration of terminating contract.
By January 17	**Candidate** may request a hearing by the **Faculty Status and Grievances Committee** regarding the recommendation for terminating contract.

By February 7	If the **Faculty Status and Grievances Committee** has granted a hearing, it provides its report to the **President**, with a copy to the **PVPAA**. If the candidate has requested a hearing by January 17, but the Status and Grievances Committee believes it will be unable to complete its report by February 7, the Committee and the candidate may jointly ask for a delay. In such cases, the PVPAA and the President will normally postpone action on the case until the Status and Grievances Committee has completed its report.
By February 12	**PVPAA** sends contract recommendation to the **President**, with a copy to the **candidate**, **Department Chair**, **Department Promotion and Tenure Committee Chair**, and the respective **Dean**.
By February 17	President notifies **candidate**, **Department Chair**, **Department Tenure Committee Chair**, and the respective **Dean** of the disposition of the case. The letter is to be addressed to the candidate.
March Board Meeting	**Board of Visitors** acts on contract recommendations from **President**.
By May 1	Completion of any delayed appeal by candidate(s) to **PVPAA** or **President**. Completion of election of members and officers of **Department Promotion and Tenure Committee** for following year.
By May 2	**PVPAA** provides **Dean** of the college and **Department Chair** list of faculty eligible for promotion and/or tenure the following year, and **Department Chair** provides list to department members and **Chair of Department Promotion and Tenure Committee**.

S. REVIEW OF CLINICAL EDUCATORS AND LECTURERS

1. Persons employed as clinical educators and lecturers are not eligible for tenure and are therefore not classified as "probationary faculty." However, all clinical educators and lecturers shall be reviewed by the Department Promotion and Tenure Committee and the Department Chair.

2. The review of clinical educators and lecturers shall be defined by departmental standards in Section IV Guidelines for Faculty Evaluation and Review.

3. Reviews of lecturers and clinical educators will be carried out on the same timetable as those for probationary tenure track faculty in their first year of employment. The timetable is found in Section R Probationary Review of Tenure Track Faculty.

4. In the event that the semester during which the clinical educator or lecturer is to be reviewed occurs other than during the regular academic year, the chair of the relevant department may arrange with the appropriate college Dean for an alternate review schedule.

5. Senior clinical educators and senior lecturers are reviewed according to the same timeline above in each second year of their two-year rolling contract.

6. The Department Chair and the Department Promotion and Tenure Committee shall transmit to the appropriate dean (a) a written summary of their respective reviews, and (b) a recommendation regarding the possible future employment of the lecturer or clinical educator by the University. The Department Chair and the Department Promotion and Tenure Committee shall also transmit at that time a copy of their respective reviews and a copy of the recommendation to the clinical educator or lecturer involved. After review, the Dean shall transmit these materials to the PVPAA.

References: Faculty Handbook, 1982, 1986; Organization of Teaching Faculty, December 5, 1985; December 4, 1986; March 5, 1987; January 14, 1988; November 10, 1988; Faculty Senate; February 3, 2011; Longwood College Board of Visitors, July 16, 1982; April 7, 1988, April 23, 1999; Board of Visitors, March 25, 2011.

T. REVIEW OF ADJUNCT AND PART-TIME FACULTY

1. Persons employed as adjunct faculty and Longwood administrative and professional faculty who are teaching on a part-time basis are not eligible for tenure and are therefore not classified as "probationary faculty." However, all adjuncts and part-time faculty shall be reviewed annually by the Department Chair (or her/his designee).

2. Review of adjunct and part-time faculty members is required each year (Fall, Spring, Summer). All adjunct and part-time faculty members are evaluated by the Department Chair (or his/her designee) in the first semester that they teach of any given year (Fall, Spring, Summer).

3. The review of the adjunct and part-time faculty shall be limited to a consideration of teaching effectiveness as defined by departmental standards available from the department chair (see Section O. Criteria for Faculty Evaluation and Review, item 1) and of appropriate participation in department activities.

4. The chair shall review adjunct and part-time faculty within his or her department according to the time schedule below. The chair shall transmit a dated recommendation letter to the adjunct or part-time faculty member, copied to the appropriate dean. Each recommendation letter will include (a) a summary of the chair's review, including the methods used to determine the adjunct's qualifications and suitability, and (b) a recommendation regarding the possible future employment of the adjunct or part-time faculty member by the University in a teaching capacity.

References: Faculty Handbook, 1982, 1986; Organization of Teaching Faculty, December 5, 1985; December 4, 1986; March 5, 1987; January 14, 1988; November 10, 1988; Faculty Senate; February 3, 2011, April 24,2014; Longwood College Board of Visitors, July 16, 1982; April 7, 1988, April 23, 1999; Board of Visitors, March 25, 2011.

Timetable for Review of Adjunct and Part-Time Faculty

Dates given below are for all semesters, and should be adapted to meet each individual case. If any date falls on a weekend or University recognized holiday, the due date is the next business day.

Fall Review	***Action***
By January 26	**Department Chair** completes review of fall semester adjunct and part-time faculty.
By January 31	**Department Chair** sends a dated recommendation letter to each such **adjunct and part-time faculty member,** copied to the **Dean** of the college.
Spring Review	***Action***
By May 19	**Department Chair** completes review of spring semester adjunct and part-time faculty who were not evaluated in the previous fall.

By May 24	**Department Chair** sends a dated recommendation letter to each such **adjunct and part-time faculty member,** copied to the **Dean** of the college.
Summer Review	***Action***
By August 26	**Department Chair** completes review of summer adjunct and part-time faculty who weren't evaluated in either the previous fall or the previous spring.
By August 31	**Department Chair** sends a dated recommendation letter to each such **adjunct and part-time faculty member,** copied to the **Dean** of the college.

References: Faculty Senate; April 24, 2015.

U. TENURE

1. **General Provisions:** An appointment with tenure is an appointment by Longwood University which is continuous and permanent in nature. Tenure must be earned and awarded and is not a right accrued by employment at the University for any period of time. Tenure may be terminated by the University for cause, such as but not limited to, serious misconduct or incompetence, retirement, or academic or financial exigency. Academic exigency is defined as an academic need which cannot be met by existing departmental personnel.

2. Vice presidents, deans, department chairs, directors, and faculty assigned to administrative offices or duties shall not acquire tenure in such offices and duties, and relief from such assignments, per se, shall not affect the teaching status and tenure of those individuals. Persons appointed to the positions of Provost and Vice President for Academic Affairs (PVPAA) or Dean may be granted faculty tenure on appointment if so recommended by the appropriate Department Promotion and Tenure Committee and Department Chair. This tenure review shall be completed prior to the position being offered to a finalist.

3. Each department in the University shall establish a standing Promotion and Tenure Committee consisting of at least three full-time, tenured faculty members. In the event that a department has fewer than three eligible members, the department shall select committee members from the tenured faculty at large (except its own chair). This committee shall review probationary faculty members, applications for promotion, and non-tenure track full-time faculty members.

4. Tenure review is based on a significant period of full-time teaching, scholarship and service. Tenure review is a one-time process. A candidate may withdraw but may not reenter the process. The probationary period for tenure shall be six years. Successful candidates are normally awarded tenure at the beginning of their seventh year of full-time employment. Exceptions to this policy must be specified in a faculty member's initial contract.

5. For faculty members without prior college-level teaching experience, the award of tenure is to be concurrent with promotion to the rank of Associate Professor, except in unusual circumstances.

6. The criteria for tenure include the recognized terminal degree, six years of effective teaching, scholarly activity and service. The candidate's record must indicate a continuing pattern of success in these criteria areas and potential for further growth and achievements. Tenure evaluation will be based on:

   a. Possession of the recognized terminal degree.
   b. Quality teaching, scholarship and service as defined by University and departmental standards in Section IV Guidelines for Faculty Evaluation and Review.
   c. Evidence of a record of scholarly activity recognized by disciplinary peers outside the institution, including one peer-reviewed contribution relevant to the discipline, and potential for further professional and scholarly growth. Peer-reviewed contribution means notable creative work and/or notable professional publication or achievement recognized by disciplinary peers outside the institution.

7. Procedures for tenure consideration are outlined in Section III, W. Procedures for Tenure and Promotion to All Ranks. All parties involved in the decision making process shall follow these procedures, and the time table specified below. Each department may draft and formally approve additional policies and procedures for the evaluation of faculty members. Approval by the PVPAA is required before implementation.

POLICY ON STOPPING THE TENURE CLOCK

1. **General Provisions**: Tenure-track faculty members normally have a probationary period between the time they begin employment and the tenure decision. Modifications in the length of this period from that specified in the letter of offer take the form of a one-year *stop in the tenure clock*, in which the employee
   a. postpones the next scheduled reappointment review for a year, and
   b. agrees to a one-year postponement in the latest date for the tenure decision.

   No more than one extension of the probationary period shall be granted.

2. **Reasons for stopping the clock**: Stops in the clock are neither routine nor automatic. They are possible only in certain exceptional cases. There are essentially two criteria for stopping the clock:
   a. Childbirth or adoption of a child. One or both parents or guardians may apply.
   b. Other factors beyond the employee's control that significantly detract from the employee's academic record. Although it is not possible to enumerate all of these factors, a few examples include (a) severe illness or disability, (b) natural disasters such as floods or fires, and (c) faculty who have taken leave under the Family Medical Leave Act.

3. Failure to make adequate progress toward tenure is not an adequate justification for stopping the clock.

4. **The Process**: Stopping the clock requires an explicit, written request from the affected employee submitted to the Department Promotion and Tenure Committee and the Department Chair simultaneously. The request must specify the reason for stopping the clock. The written request need not reveal highly personal details; however, the employee should be willing to provide enough information to make a persuasive case under one of the criteria listed above. The Department Chair must then forward the request, with the independent recommendations of the Department Promotion and Tenure Committee and the Department Chair, to the college Dean. The college Dean then forwards the request, with a recommendation, to the Office of Academic Affairs. The PVPAA shall notify the employee in writing of the decision, and send copies of the decision to the Dean, Department Chair, and Department Promotion and Tenure Committee. All decisions shall be handled expeditiously.

   Additional Information: The following remarks may help answer some questions that frequently arise about stopping the clock.

   a. Academic Affairs will not approve requests retroactively. The request must be made within one year after commencement of the exceptional circumstances and prior to the submission of the tenure file.
   b. The fact that an employee's tenure clock has been stopped has no bearing on the tenure decision other than its timing. In particular, there is no penalty for stopping the tenure clock.
   c. It is the employee's responsibility to request a clock stop. However, no employee is compelled to ask for or accept a stop in the clock. Department chairs and deans may notify employees of the university's policy when a particular employee encounters an event fitting one of the criteria listed above.

For example, it is reasonable to remind a woman who is expecting a child that she can stop the tenure clock.

d. The clock will not automatically stop during a leave of absence without pay. An employee taking leave without pay may request a clock stop, provided at least one of the criteria listed above applies. In this case the normal procedure is to request the clock stop before the leave of absence begins.

References: Faculty Handbook 1982, 1986; Organization of Teaching Faculty, December 5, 1985; April 24, 1986; March 5, 1987; January 14, 1988; November 10, 1988; College Council, January 23, 1992; Longwood College Board of Visitors, July 16, 1982; April 7, 1988; February 3, 1992, April 23, 1999, June 13, 2009, June 14, 2013; Faculty Senate 2000, 2009, April 11, 2013.

V. PROMOTION TO ALL RANKS

1. **General Provisions:**
   Promotion decisions are made by the Provost and Vice President for Academic Affairs (PVPAA), subject to approval by the President and the Board of Visitors, upon the recommendation of the appropriate college Dean, the Department Chair, and the Department Promotion and Tenure Committee. These recommendations must comply with the criteria in this section and follow the timetable in Section III, X. Timetable for Tenure and Promotion to All Ranks and the procedures set forth in Section III, W. Procedures for Tenure and Promotion to All Ranks. Candidates may withdraw from consideration at any time prior to final action by the Board of Visitors upon written notification to the department chair, who shall notify the appropriate parties.

   a. Each department in the University shall establish a standing Promotion and Tenure Committee to review faculty for promotion, tenure and probationary review. Departments may choose to establish a separate committee consisting only of Professors to review a promotion application for a candidate to Professor. In the year a faculty member is seeking promotion to Professor, if there is not a separate committee for review of candidates for Professor, he or she shall not serve on the Department Promotion and Tenure Committee.
   b. At the beginning of the fall semester, each department chair shall provide to the Department Promotion and Tenure Committee a list of those to be considered for promotion.
   c. Separate written recommendations shall be made by the Department Chair and the Department Promotion and Tenure Committee. Both recommendations shall be transmitted to the candidate by the date specified in Section III, X. Timetable for Tenure and Promotion to All Ranks.
   d. The candidate is notified of the recommendations at each level of review, and may withdraw from consideration at any level.
   e. The Department Chair transmits the recommendations of the Promotion and Tenure Committee and the Department Chair, accompanied by the professional file, to the Dean.
   f. These recommendations and the file are reviewed by the Dean. The recommendations of the Dean, the Department Chair, and the Department Promotion and Tenure Committee are transmitted by the Dean to the PVPAA, whose decision, subject to approval by the President and Board of Visitors, is final.
   g. Each department may draft and formally approve standards for the evaluation of faculty members, which must be approved by the Dean of the college and the PVPAA before implementation. Copies of the approved standards must be distributed to all departmental faculty in writing.

2. For faculty members without prior college-level teaching experience, the award of tenure is to be concurrent with promotion to the rank of Associate Professor, except in unusual circumstances.

3. **General Criteria for Promotion to All Ranks:**
   a. Possession of the recognized terminal degree.
   b. Quality teaching, service and scholarship as defined by departmental standards available from Department Chair. (See Section III, O. Criteria for Faculty Evaluation and Review)
   c. Employment as a member of the faculty at Longwood University for no less than one academic year prior to consideration for promotion.

4. **Specific Criteria for Promotion to Each Rank (including Librarians):**

   a. **Associate Professor** -- In addition to meeting the general criteria for promotion, the candidate shall provide evidence of professional achievement which is recognized outside the institution, and potential for further professional growth. The candidate must have completed five years of full-time tenure-track college teaching (or academic librarianship in the case of librarians) prior to beginning the application process with the time table; exceptions must be specified in the faculty member's initial contract, or by the Department Promotion and Tenure Committee in unusual circumstances.

   b. **Professor** -- In addition to meeting the general criteria for promotion, the candidate shall have produced creative work, professional publication or achievement, or quality research judged significant by peers outside the institution. The candidate must have completed eleven years of full-time tenure-track college teaching, including five years of full-time tenure-track college teaching (or academic librarianship in the case of librarians) at the rank of associate professor, prior to beginning the application process with the time table; exceptions must be specified in the faculty member's contract.

   c. **Senior Clinical Educator** -- A Clinical Educator may seek promotion to the rank of Senior Clinical Educator after six years of employment. Any requirements for teaching, scholarly productivity and service are determined by departmental standards.

   d. **Senior Lecturer** -- An individual in a designated "continuing" Lecturer position must apply for promotion to Senior Lecturer in order to continue employment beyond his/her sixth year. Any requirements for teaching, scholarly productivity and service are determined by departmental standards.

5. **Special Provisions for Promotion to Associate Professor and Professor for All Faculty (including Librarians):** Credit may be given toward satisfying the length-of-teaching experience criteria specified in sections 3 and 4 above in recognition of time spent on an academically relevant, grant-supported or otherwise funded leave (e. g., Fulbright or National Science Foundation grant or Longwood sabbatical or Connections). Decisions to give credit or not to give credit shall be made by the PVPAA.

References: Faculty Handbook 1982, 1986; Organization of Teaching Faculty, January 19, 1989; Longwood College Board of Visitors, July 16, 1982; April 7, 1988, Faculty Senate, February 19, 1998, April 23, 1999; March 18, 2010, February 3, 2011. Board of Visitors, June 18, 2005, June 10, 2010, March 25, 2011, April 11, 2013

W. PROCEDURES FOR TENURE AND PROMOTION TO ALL RANKS

1. **Candidate's Responsibilities**
   a. Each faculty member has the primary responsibility for providing material in support of his or her application for promotion and/or tenure.
   b. The candidate must follow the timetable for tenure and/or promotion found in Section III, X. Timetable for Tenure and Promotion to All Ranks.
   c. Candidates for tenure must provide evidence of professional achievement that is recognized outside the institution, and potential for further professional growth.
   d. Each faculty member shall establish in his or her first year of service a professional file as outlined in Section P Professional Portfolio and Curriculum Vitae. The candidate shall submit this professional file to the Department Chair. A Department Chair who wishes to apply for promotion shall submit his or her professional file to the chair of the appropriate Department Promotion and Tenure Committee (see 2 below).
   e. If notified by the Department Promotion and Tenure Committee of missing items in the professional portfolio, the candidate should provide the missing items within one week of notification. Once this file, with the addition of any previously missing items, has been submitted to the Department Chair and Department Promotion and Tenure Committee for their consideration, the file is considered complete. Except for inclusion of a letter of exception or clarification as provided for in item i. below, the professional file cannot be modified or added to after its final submission at the department level until the entire promotion and/or tenure review process has been completed.
   f. The candidate shall have access to all materials relating to his or her candidacy in the Department Promotion and Tenure Committee's files except the detailed results of secret ballots.
   g. If the candidate seeks a reconsideration at the department level, a written request for such reconsideration must be filed with the appropriate committee or person after a negative recommendation has been received. An appeal can be carried to the Committee on Faculty Status and Grievances only after the faculty member has appealed the decision through all appropriate channels short of the President.
   h. With the exception of applications for tenure concurrent with promotion to Associate Professor, the application process may be terminated under the following conditions:
      (1) If one or both department-level recommendations are negative, and if the candidate still wishes to advance the application, the candidate must file a written request to that effect with the Department Chair (or, if the candidate is a department chair, with the chair of the special department-level review committee, if any – see 2 below). If no such request is filed, the application process will be terminated.
      (2) If the candidate wishes to withdraw from promotion consideration at any point during the application process, a written request must be filed with the Department Chair. The chair will notify the other appropriate individuals. Department chairs who wish to withdraw their own applications for promotion shall file such a written request with the chair of the special department-level review committee, who will notify other appropriate individuals.
   i. Whether or not any candidate seeks a reconsideration or pursues an appeal for promotion and/or tenure decisions, and regardless of the result of any such reconsideration or appeal, the candidate shall be permitted to enter a letter of exception or clarification relevant to the recommendation of either the Department Chair, the Department Promotion and Tenure Committee, the Dean, the Provost and Vice President for Academic Affairs (PVPAA), or

any combination of them. Copies of the letter shall be provided by the faculty member to all persons who had previously participated in that particular review. Such letter of exception or clarification (a) may be entered into the candidate's file at any time prior to the President's actual consideration of the application, (b) becomes an integral part of the file, and shall accompany any summary of the contents of the file which is provided to either the Dean, the PVPAA, or the President, and (c) is not to be considered part of the seven pages of additional material in the professional file.

2. **Tenure and/or Promotion Consideration of a Department Chair**
   a. As a candidate for tenure and/or promotion, a department chair may:
      (1) Rely solely on his or her Department Promotion and Tenure Committee and its recommendation, or,
      (2) Ask for a special department-level review committee to be formed, consisting of three members of the Department Promotion and Tenure Committee to be specially elected by the department and three teaching faculty members selected by the Dean. This special department-level committee shall follow the general procedures which apply to all Department Promotion and Tenure Committee, except as modified by any special procedures which had been proposed by the candidate's department and approved by the Dean. The special committee shall have access to all materials normally available to the Department Promotion and Tenure Committee.
   b. The special committee will send its final recommendation regarding the application (the initial one in the absence of an appeal, or the one based upon an appeal meeting, if any) to the Dean of the appropriate college.

3. **Department Promotion and Tenure Committee's Responsibilities**
   a. All deliberations of the committee and all materials submitted by the candidate shall be held in the strictest of confidence.
   b. The committee must follow the timetable for tenure and/or promotion found in the appropriate section and address their letter to the candidate.
   c. The committee chair shall be responsible for ensuring that the committee adheres to University promotion and tenure policies and procedures and any additional policies and procedures which have been formally approved by the department and the Dean.
   d. Each department shall establish a standing Promotion and Tenure Committee consisting of at least three full-time, tenured faculty members. The committee shall be elected by the full-time faculty members of the department by secret written ballot. The department may elect to stagger committee members' terms and shall set the length of service on the committee. Soon after its election in the spring semester, the full committee shall meet to elect a chair and secretary. The secretary shall keep minutes of meetings, the committee's file of correspondence, and shall make available, upon a candidate's request, any materials directly related to that candidacy except the detailed results of secret ballots.
   e. Candidates should be observed in the classroom by a majority of the members of the committee, unless the candidate requests such observations by all of the committee members. Normally, classroom visits should be scheduled in advance.
   f. Each committee member shall have access to the candidate's professional file.
   g. All committee members must formally meet to discuss and vote on candidates. Abstentions are not acceptable. An affirmative recommendation for tenure and/or promotion shall be based on a vote of two-thirds or greater of the Department Promotion and Tenure Committee. The voting shall be by secret, written ballot and the committee

secretary shall keep such ballots, together with minutes and correspondence related to the candidate, in a secure location for three years.

h. The letter of response by the Department Promotion and Tenure Committee to the tenure and/or promotion candidate should be addressed to the candidate and copied to the Department Chair, to the appropriate college Dean and to the PVPAA.

4. **Department Chair's Responsibilities**
   a. The Department Chair shall provide all newly appointed department faculty members with a copy of all departmental policies on promotion.
   b. The Department Chair must follow the timetable found in Section III, X. Timetable for Tenure and Promotion to All Ranks and address his or her letter to the promotion candidate.
   c. In the spring, the Department Chair shall provide to the department, the Department Promotion and Tenure Committee chair(s), and the Dean, a list secured from the PVPAA of all candidates eligible for consideration for promotion and/or tenure in the forthcoming fall semester. Eligibility for promotion to Professor is based on possession of the terminal degree and years in rank only. At the beginning of the following fall semester, the Department Chair shall provide the department members, the Department Promotion and Tenure Committee chair, and the Dean a list of those candidates who have expressed a desire to be considered for promotion to Professor by submitting their professional file.
   d. The Department Chair shall develop a recommendation for each candidate and shall exchange written recommendations with the Department Promotion and Tenure Committee chair in accordance with Section III, X. Timetable for Tenure and Promotion to All Ranks.
   e. The Department Chair shall transmit both recommendations to the Dean. The Department Chair shall notify the Department Promotion and Tenure Committee of all actions taken on department promotion and/or tenure candidates at all levels beyond the department. Materials to be submitted in support of an application for promotion and/or tenure shall include only the following:
      (1) The candidate's professional file.
      (2) Final letters from (a) the Department Chair, and (b) the chair(s) of the Department Promotion and Tenure Committee. These letters should justify positive or negative recommendations and should include judgments of teaching, scholarship, and service to the University and the community. The Department Chair's and the Department Promotion and Tenure Committee's reports summarizing their reviews shall contain explicit recommendations as to whether the faculty member should be granted tenure and/or promoted.
      (3) Copies of recent publications or other major scholarship as defined by department standards from the last five years.
      (4) Such other materials which are specifically requested by the college Dean.
   f. The Department Chair shall notify all appropriate parties if a candidate withdraws from consideration for promotion not concurrent with tenure.

5. **Dean's Responsibilities**
   a. The Dean shall recognize the primacy of the review process at the department level.
   b. The Dean shall act to maintain the fair and uniform application of promotion and tenure standards across departments, while recognizing valid differences between departments (e.g., publication in the sciences vs. performances or exhibition in the arts).

c. The Dean must follow the timetable for promotion and/or tenure specified in Section III, X. Timetable for Tenure and Promotion to All Ranks.
d. The candidate's materials received shall be considered only by the Dean of the college from which they emanated.
e. A recommendation on each application shall be completed and communicated by the Dean in a letter addressed to the candidate.
f. In the event that the Dean concludes a negative recommendation, the reason or reasons for such recommendation shall be reported in writing to the candidate involved, to the Department Chair of the candidate's department, and to the chair of the candidate's Department Promotion and Tenure Committee.
g. The candidate's files, the Department Promotion and Tenure Committee recommendations, and the recommendations of the Dean shall be forwarded to the PVPAA except in the cases of those candidates who withdraw their applications.
h. In the event that a dean's participation in the review of any application for promotion and/or tenure might constitute a conflict of interest as defined in the State and Local Government Conflict of Interest Act, such dean shall not participate in such review.
i. If for any reason a dean does not review an application for promotion and/or tenure presented by the faculty member in his or her college, no substitute for the Dean shall be named in this regard. Instead, the candidate's application file shall be forwarded from the Department Promotion and Tenure Committee and the Department Chair directly to the PVPAA, unless the candidate for promotion to Professor withdraws the application.

6. **PVPAA's Responsibilities**
   a. The PVPAA shall recognize the primacy of the review process at the department level.
   b. The PVPAA shall act to maintain the fair and uniform application of promotion and tenure standards across departments, while recognizing valid differences between departments (e.g., publications in the sciences vs. performances or exhibition in the arts).
   c. The PVPAA must follow the timetable for promotion and/or tenure specified in Section III, X. Timetable for Tenure and Promotion to All Ranks.
   d. The PVPAA may confer only with the candidate's Dean, Department Chair, Department Promotion and Tenure Committee, and/or the candidate himself or herself for purposes of reviewing the application for promotion and/or tenure.
   e. The candidate shall be invited to attend any such meeting between the PVPAA and the Dean, the Department Chair, and/or the Department Promotion and Tenure Committee. In the event that the candidate declines to attend any such meeting, the meeting may be conducted in the candidate's absence, but a written summary of the events of the meeting shall be provided to the candidate.
   f. The PVPAA shall complete his or her individual review of the applications for promotion and/or tenure which have been separately forwarded by the individual deans, and shall communicate his or her own recommendations to the individual candidates in a letter addressed to the candidate.
   g. In the event that the PVPAA determines a negative recommendation, the reason or reasons for the negative recommendation shall be reported in writing to the candidate involved, to the Department Chair of the candidate's department, to the chair of the candidate's Department Promotion and Tenure Committee, and to the Dean of the candidate's college.
   h. Positive and negative recommendations by the PVPAA shall be communicated to the President of the University except in the cases of those candidates who withdraw their applications for promotion.

i. The PVPAA shall communicate the result of the eventual Board of Visitors actions on continued applications as soon as possible to the respective candidates, the Department Chairs of their departments, and to the Deans of the candidates' colleges.

7. **President's Responsibilities**
   a. The President shall consider all applications for promotion and/or tenure which have been forwarded by the PVPAA and shall conclude a recommendation regarding each of them. In the event of a negative recommendation, the President should advise the candidate, in writing, of that fact by the last day of February.
   b. Except in the cases of those candidates who withdraw their applications, the President shall communicate his or her recommendations to the Board of Visitors in time for the Board to act on them at its March meeting.

8. **Conclusion of Appeals**
   If a faculty member appeals a negative promotion and/or tenure recommendation by the PVPAA or the President of the University, all action regarding such appeal shall be completed by March, unless further delay is due to actions or requests submitted by the candidate.

References: Faculty Handbook 1982, 1986, [1987 rev.]; Organization of Teaching Faculty, November 8, 1984; December 5, 1985; April 24, 1986; January 14, 1988; November 10, 1988; Longwood College Council, April 11, 1991. Faculty Senate September 7, 2000; March 18, 2010, April 26, 2012.

X.TIMETABLE FOR TENURE AND PROMOTION TO ALL RANKS

If any date falls on a weekend or University recognized holiday, the due date is the next business day.

Fall Semester	*Action*
Beginning of contract period	**Department Chair** gives to all faculty copies of the department policies on probationary review and promotion and tenure review.
By August 29	**Department Chair** provides to **Chair of Department Promotion and Tenure Committee** a list of faculty who will be considered for tenure and promotion.
By September 3	Candidates submit files to **Department Chair** (or to **Chair of the Department Promotion and Tenure Committee** if candidate is the Department Chair).
By September 8	**Department Promotion and Tenure Committee** circulates files of candidates to members and notifies candidates of any missing items. All missing materials must be submitted by the candidate within one week of notification.
By September 15	Files are now considered complete; no new materials may be added except for a letter of exception or clarification as provided in Section III, W. Procedures for Promotion and Tenure, item 1.i.
By October 14	**Department Chair** and **Department Promotion and Tenure Committee** exchange letters of recommendation. **Department Chair** provides copies of both letters to candidate. Both letters are to be addressed to the candidate. All candidate files are returned to **Department Chair** or assigned location.
By October 21	**Department Promotion and Tenure Committee** and/or **Department Chair** meets with any candidate receiving negative recommendation, if requested.
By October 27	Candidate files written request for reconsideration with **Department Promotion and Tenure Committee** and/or **Department Chair**.
By November 3	**Department Promotion and Tenure Committee** and/or **Department Chair** replies in writing to any written requests for reconsideration.
By November 4	**Department Chair** and **Department Promotion and Tenure Committee** send to college **Dean** candidate's files and recommendations.
By November 27	**Dean** completes recommendation and sends letter to **candidate**, **Department Chair**, and **Department Promotion and Tenure Committee Chair**. The recommendation letter is to be addressed to the candidate.

By December 4	**Candidate** may file a written request for reconsideration of terminating contract with **Dean**.
By December 10	**Dean** replies in writing to any written requests for reconsideration.
By December 11	**Dean** sends recommendations and files to the **PVPAA**.
Spring Semester	***Action***
By January 5	**PVPAA** completes recommendation and sends letter to **candidate**, **Department Chair**, **Department Tenure Committee Chair**, and respective **Dean**. The recommendation letter is to be addressed to the candidate.
By January 12	If applicable, **candidate** files written request for reconsideration of negative recommendation with **PVPAA**.
By January 14	**PVPAA** replies in writing to any written request for reconsideration of negative recommendation.
By January 17	**Candidate** may request a hearing by the **Faculty Status and Grievances Committee** regarding a negative recommendation.
By February 7	If the **Faculty Status and Grievances Committee** has granted a hearing, it provides its report to the **PVPAA**. If the candidate has requested a hearing by January 17, but the Status and Grievances Committee believes it will be unable to complete its report by February 7, the Committee and the candidate may jointly ask for a delay. In such cases, the PVPAA and the President will normally postpone action on the case until the Status and Grievances Committee has completed its report.
By February 10	**PVPAA** sends his/her recommendation to the **President.**
By February 28	**President** completes recommendation and sends letter to **candidate**, **Department Chair**, **Department Promotion and Tenure Committee Chair**, and the respective **Dean**. The recommendation letter is to be addressed to the candidate.
March Board Meeting	**Board of Visitors** acts on recommendation from **President**.
By May 1	Completion of any delayed appeal by candidate(s) to **PVPAA** or **President**. Completion of election of members and officers of **Department Promotion and Tenure Committee** for following year.
By May 2	**PVPAA** provides **Dean** of the college and **Department Chair** list of faculty eligible for promotion and/or tenure the following year, and **Department Chair** provides list to department members and **Chair of Department Promotion and Tenure Committee**.

Y. POST-TENURE REVIEW

1. **Definition of Post-Tenure Review**
   The purpose of the post-tenure review (PTR) is to provide a mechanism for faculty peers and administrators to review and evaluate a colleague's work and to assist those faculty members whose performance fails to meet expectations. It is not a re-tenuring process. Rather, post-tenure review is designed to ensure that all members of the faculty, regardless of status or length of service, are performing their duties conscientiously and with professional competence. (Excerpt from William & Mary policy) Any tenured faculty member who receives two overall annual performance evaluations of "fails to meet expectations" in a three-year period shall be placed in post-tenure review (PTR).

2. **Post-Tenure Review Initiation Procedures**
   a. The faculty member will learn that the PTR process has been initiated during the individual meeting with the Department Chair to address the Annual Performance Evaluation, as required in the Section Q. Annual Performance Evaluation. The chair will also provide the faculty member with a letter that states that the PTR process has been initiated. A copy of that letter is provided to the college Dean and Provost and Vice President for Academic Affairs (PVPAA).
   b. The Department Chair must meet with the Department Promotion and Tenure Committee after issuing the final evaluation. Once the PTR process is initiated, the Department Promotion and Tenure Committee will become the Post-Tenure Review Committee for this faculty member. If the Post-Tenure Review Committee unanimously disagrees with the Chair's recommendation, that committee must write a letter of disagreement that will become part of the faculty member's record with a copy to the Dean and the PVPAA. The Post-Tenure Review Committee cannot override the Chair's decision.
   c. The Dean and the PVPAA will review the evaluation to ensure that policies and procedures have been followed. If the Dean and PVPAA agree that policies and procedures have not been followed, then the case will be referred to the Faculty Status and Grievances Committee. In all other cases, the PVPAA will notify the faculty member in writing by June 1 of the faculty member's status with regard to PTR. This notification will be copied to the Department Chair, the Post-Tenure Review Committee, and the Dean. If a faculty member is placed in PTR, that status will appear in the faculty member's contract. Continued employment will be contingent upon satisfactory completion of all of the following steps.

3. **Post-Tenure Remedial Action Plan**
   Any faculty member who is placed in PTR shall develop a remedial action plan (RAP) designed to remedy performance deficiencies. The RAP will be developed in consultation with the department chair and the Post-Tenure Review Committee by June 15.

   The RAP will:
   a. Identify specific weaknesses;
   b. Define specific actions to help the tenured faculty member overcome those weaknesses;
   c. Indicate measures to assess improved performance;
   d. Identify institutional resources that may be used to assist the tenured faculty member in achieving the specified improvement;

e. Set an appropriate timeline for improvement to be achieved as soon as possible. In no case shall this remediation period be less than one year or more than two years following the end of the evaluation period in which PTR was triggered.

4. **Approval of the Remedial Action Plan**
The RAP shall be approved by July 1 by the department chair and the Post-Tenure Review Committee who will each sign the approved RAP and provide the original to the faculty member and copies to the college Dean and PVPAA as well as retain a copy in the departmental files.

5. **Review of Faculty Member's Progress on the Remedial Action Plan**
   a. End of Semester Review: The Department Chair and the Post-Tenure Review Committee members shall meet with the faculty member at the end of each semester of the remediation period to review the faculty member's progress on the RAP. Following that meeting, the department chair and the Post-Tenure Review Committee shall arrive at their findings. The faculty member will receive a letter that addresses all components of the RAP and this becomes part of the faculty member's annual review. Copies of this letter are sent to the college Dean and PVPAA.
   b. Lack of Progress Toward PTR: At any point in the PTR process either the department chair or the Post-Tenure Review Committee can initiate an interim review of the faculty member's progress on the RAP if they perceive that insufficient progress is being made to address the issues defined in the RAP or if other issues arise that require attention. The results of that review shall be shared with that faculty member in writing and in person.
   c. Lack of Good Faith Effort: If at any point in the PTR process, in the opinion of the department chair and the Post-Tenure Review Committee, the faculty member is making minimal or no progress in the goals of the RAP they may conclude that the faculty member is not making a good-faith effort. They shall meet with the faculty member and then report that to the college Dean. In such case, the Dean may recommend to the PVPAA that the PTR process be halted and that termination proceedings be initiated immediately in accordance with Section III, Z. Disciplinary Action and Termination.

6. **Completion of Post-Tenure Review**
   a. At the end of the remediation period, the Department Chair and the Post-Tenure Review Committee shall review the faculty member's performance according to the terms of the RAP. Within two weeks, they will meet with the faculty member and provide a letter that addresses all of the components of the RAP, along with their recommendation about whether or not the faculty member has successfully completed PTR. Copies of this letter are sent to the college Dean and PVPAA. If the Department Chair and the Post-Tenure Review Committee arrive at different recommendations, the college Dean will meet jointly with the Department Chair and the Post-Tenure Review Committee to try to resolve the differences. If the differences cannot be resolved, the college Dean shall consider the evidence and make his or her recommendation to the PVPAA. In all cases, within two weeks following the meeting of the faculty member, Department Chair and Post-Tenure Review Committee, the PVPAA will make the final decision as to whether the faculty member successfully completed PTR and notify the faculty as defined below.
   b. Successful Completion of PTR: If the PVPAA determines that the faculty member has successfully completed PTR, the PVPAA will send a letter to the faculty member notifying him or her of this decision and that no further action is required. This letter will be copied to the department chair, Post-Tenure Review Committee, and the Dean.

c. Unsuccessful Completion of PTR: If the PVPAA determines that the faculty member has not successfully completed PTR, the PVPAA will send a letter to the faculty member notifying him or her of this decision and a one-year terminating contract will be issued. This letter will be copied to the department chair, the Post-Tenure Review Committee, and the Dean. In this case, the PVPAA will consider administrative reassigned time for the faculty member to ensure that students will not be negatively affected by an underperforming faculty member continuing in the classroom during the period of the one-year terminating contract.

Approved by the College Council and the Board of Visitors April 1995; Board of Visitors, June 14, 2013; Faculty Senate April 1999, April 11, 2013.

Z. DISCIPLINARY ACTION AND TERMINATION

1. Provisions for censure or dismissal of faculty.

   a. Tenure is not a license for misconduct or incompetence (see item 3 for examples of these). Disciplinary action up to and including dismissal may be taken against a faculty member for serious misconduct or incompetence. A complaint involving serious misconduct or incompetence may be initiated by any member of the faculty or administration by submitting a written complaint to the Provost and Vice President for Academic Affairs (PVPAA).
   b. When a complaint is lodged against a member of the faculty, the PVPAA must inform the member of the nature of the complaint, the identity of the complainant, and the member's right to have an investigative committee appointed to determine the validity of the complaint.
   c. A faculty member who desires the appointment of an investigative committee must inform the PVPAA in writing within seven days of being notified of the complaint. The PVPAA shall then appoint a committee of three tenured members of the faculty (at least one of whom shall normally be from the faculty member's department) and designate one to serve as chair. The committee shall investigate the complaint and report to the PVPAA. The report shall include a statement of the complaint, a determination of its validity, and a recommendation for appropriate action to be taken. The PVPAA shall review the complaints and the committee findings and shall take appropriate action.
   d. If the faculty member does not formally request the appointment of an investigative committee, the PVPAA may either:
      (1) investigate the complaint and take appropriate action, or
      (2) appoint an investigative committee in the same manner as if the faculty member had formally requested such an appointment.
   e. Should a complaint arise against a Department Chair as a member of the faculty, the complainant shall register the complaint in writing with the PVPAA, who shall then follow the preceding procedure of informing the chair of the nature of the complaint, the identity of the complainant, and the chair's right to have an investigative committee appointed. If the chair does not request such an appointment within seven days, the PVPAA shall investigate the matter or appoint an investigative committee in the same manner as above.

2. The Investigative Committee

   a. The authority of the committee is to seek and evaluate evidence pertinent to the specific complaint.
   b. If any of the following procedures need modification in a particular case, the committee shall specify them in writing to all involved parties before the investigation begins.
   c. All deliberations of the committee are confidential, and all materials reviewed by the committee shall be held in confidence.
   d. All meetings shall be attended by the full membership of the committee.
   e. The deliberations of the committee shall be restricted to facts from the record and by direct testimony. The committee shall keep confidential records of the evidence examined. The faculty member and the administration will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements, the

committee will identify the witnesses and provide for interrogatories. The hearing committee will not be bound by strict rule of legal evidence, and may admit any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

f. The committee members may ask questions of any party to clarify the evidence.
g. The recommendation of the committee shall be determined by majority vote. The vote shall be by secret ballot.
h. A letter approved by the whole committee shall make recommendations to the PVPAA. The letter shall contain all reasons for the recommendations agreed to by a majority of committee members. A minority report may accompany the majority report.
i. In the event of an appeal to the Committee on Faculty Status and Grievances, the Committee records shall be made available to the appeal body.

3. Examples of Serious Misconduct and Incompetence

The following lists are intended as guidelines and are not intended to be all-inclusive.

Misconduct

a. Repeated defamation of colleagues, students, departments, members of the administration, the Board of Visitors or its members, or the University.
b. Repeated violent emotional or physical outbursts.
c. Regular use of obscene language or gestures.
d. Intoxication or dispensing of or use of drugs in ways adversely affecting the University.
e. Sexual harassment.
f. Disrupting orderly conduct of classes or meetings.
g. Falsifying or forging an official document or record.
h. Lying, cheating, plagiarizing, or stealing.
i. Repeated intimidation of another person.
j. Intentionally injuring another person.
k. Wanton misuse or destruction of personal or University property.
l. Conviction of a felony adversely affecting professional performance or the University.

Incompetence

a. Failure to present effectively the content of a course as described in the catalog.
b. Failure to evaluate adequately student achievement.
c. Repeated unreasonable assignments in terms of length or prior notice.
d. Failure to maintain discipline.
e. Failure to perform teaching duties and other departmental or University responsibilities.
f. Failure to correct professional problems brought to the attention of the individual through accepted channels such as committees, department chair, school dean, and the PVPAA.

4. Termination of Employment due to Academic or Financial Exigency

a. Tenured and non-tenured faculty members may be terminated in cases of academic or financial exigency. Academic exigency is defined as an academic need which cannot be met by existing department personnel. Such an exigency arises when a change in enrollment or offerings in curricula or departments requires review and reduction of faculty staffing levels. A financial exigency is a financial condition which threatens the

well-being of the institution as a whole or in part and which cannot reasonably and responsibly be alleviated by any less drastic means than terminating tenured faculty.

b. If the problem confronts the whole institution, the Executive Committee of the Senate shall meet with the President prior to the decision that an exigency exists or is imminent. The Executive Committee of the Faculty Senate shall then appoint an ad hoc committee on exigency to recommend to the PVPAA criteria for identifying positions to be terminated, and this committee shall make any other appropriate recommendations to the PVPAA.

c. If the exigency applies to a department or discipline within the University, that department or discipline should recommend to the PVPAA criteria for identifying positions to be terminated.

d. In either case, the PVPAA shall meet formally with the committee, department, or discipline to discuss their recommendations before any formal action.

e. If the administration notifies a particular member of its intention to terminate employment because of financial or academic exigencies, the faculty member shall:

   (1) Have a right to a full hearing before the Committee on Faculty Status and Grievances. The Committee on Faculty Status and Grievances shall consider the existence and extent of the condition of exigency, and the administration shall provide to the committee information that demonstrates the validity of the condition of exigency. The committee may offer alternative plans for resolving the exigency. The Committee on Faculty Status and Grievances will ascertain that the criteria for identification of positions to be terminated were properly applied in the individual case.

   (2) Be given by the PVPAA a written statement of the grounds for terminating employment.

   (3) Have the right to appeal the decision to the President.

   (4) Be given a terminating contract of one academic year if the faculty member is tenured.

   (5) Not have the position filled by a replacement within a period of two years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline it.

f. If a decision to terminate employment is reversed, the PVPAA shall so state in writing to the faculty member and shall place a copy of this letter in the faculty member's file.

2References: Longwood Faculty Handbook 1982, 1986; minutes of the Board of Visitors, July 16, 1982; Faculty Senate, February 2, 1998.

AA. RETIRED AND EMERITI FACULTY

1. All retiring faculty should be honored at an alumni reunion weekend. After retirement, all retired faculty should:

   a. Be on a mailing list to receive appropriate notices, bulletins, and invitations.

   b. Have full access to university facilities on the same basis as full-time faculty.

   c. Be permitted to serve on university committees as non-voting members.

2. **Emeriti faculty.** The honorary rank of Emeritus is awarded to the retiring faculty member who has made exceptional contributions to Longwood and their discipline. It is not an expectation to be awarded upon retirement. To be considered for the rank of Emeritus a faculty member should have been above average in two of the three areas on which faculty are evaluated (teaching, service, and scholarship) and exceptional in at least one of these areas through much of his or her career. In addition a faculty member will usually have at least 20 years of service to Longwood University and have attained at least the rank of Associate Professor.

Only the faculty member's department may initiate the nomination for Emeritus rank. The nominations will be submitted through the appropriate College Dean to the Provost and Vice President for Academic Affairs (PVPAA), who will make recommendations to the Board of Visitors.

Emeriti faculty may:

- Attend meetings of the Faculty Senate as non-voting members.
- March in academic processions.
- When feasible, be given office space and research facilities.
- Present guest lectures on invitation.
- Be listed in the Faculty Roster and in the University Catalog as Emeriti faculty.
- Be invited, where appropriate, to serve on master's thesis and honors committees.
- Be eligible to audit one course per semester.

EE. LEAVES OF ABSENCE

1. **Sabbatical Leave Program.**
The term "Sabbatical Leave" at Longwood University describes leave that enables a faculty member to undertake writing, research, curriculum development, and other creative endeavors that would not be possible in the course of normal college responsibilities. The President of the University may grant sabbatical leave to a tenured member of the faculty as recognition of excellent service and scholarly achievement.

The leave is to be used for further professional development which may involve research, formal study, or other pertinent activity to enhance the competence of the faculty member; however, such leave may not be used for degree completion.

The faculty member on leave remains on contract to Longwood University, enjoying the same rights and privileges and adhering to the same constraints as when the faculty member engages in full-time teaching. Sabbatical leaves may be granted for the full contract year at half the stated salary or for one-half the contract year at full salary.

Employee benefits other than salary (e.g., insurance and retirement plan contributions) shall continue during the period of the leave for the faculty member on leave on the same basis as for other faculty members not on leave.

a. Eligibility. A sabbatical leave may be granted to a tenured faculty member who has completed not less than six years of full-time service with the University and who has completed at least six years of full-time service since receiving any previous sabbatical or faculty connections leave. Faculty are eligible to apply for a sabbatical during their sixth year while being reviewed for tenure, but all approved sabbatical leaves are contingent on approval of tenure decisions by the Board of Visitors.

b. Application Procedure and Proposal Guidelines. A candidate for a sabbatical leave must submit a proposal to the Committee on Faculty Development. Appendix O contains procedures and guidelines for such a proposal. Any additional procedures or guidelines for proposals will be distributed by the Committee on Faculty Development within the first five weeks of the fall semester and will also be available in the office of the Provost and Vice President for Academic Affairs (PVPAA).

   A sabbatical leave proposal must be approved by the candidate's department chair and dean. This approval is indicated by a completed Sign Off Sheet for Sabbaticals and Faculty Connections Proposal Approval, found in Appendix M of the FPPM, which must accompany the proposal submitted to the Committee on Faculty Development. (If a department chair is applying for a sabbatical leave, applications for sabbatical leave from members of that department require only the dean's prior approval.)

   If a sabbatical leave is not recommended by a department chair, dean, or the Committee on Faculty Development, a written rationale for the decision must be provided to the applicant and the applicant may provide a written response. Any rationale must be based solely on the merits or detriments of the sabbatical application, excluding any reference to the tenure process if the applicant is up for

tenure review. The written rationale and response must be included in the application packet and forwarded to the Committee with all other materials for consideration.

The Committee on Faculty Development will evaluate applications and submit a rank order list of acceptable proposals, with recommendations, to the PVPAA. The PVPAA will consult with the candidates and appropriate department chairs and deans before forwarding his or her recommendations, along with those of the Committee on Faculty Development, to the President. The President makes the final decision on granting sabbatical leaves and provides written notification of this decision to the candidates, the PVPAA, the appropriate deans and department chairs, and the Committee on Faculty Development.

c. Timeline. A completed application for sabbatical leave must be received by the chair of the Committee on Faculty Development by the first day of the Spring semester. Since this application must have prior approval by the appropriate department chair and dean, the applicant must provide the chair and dean with copies of the proposal at least 7 working days prior to the application deadline. Applicants will be notified by the third Monday of February whether a leave will be granted.

d. Obligations Upon Program Completion. A sabbatical leave is granted on the condition that, at the conclusion of the leave, the faculty member is obligated to render service to the University for at least one contract year or to refund the money received in salary during the leave. Details of current provisions for repayment are available in the Office of Human Resources.

A faculty member who has been granted a sabbatical leave will be required to write a brief but detailed report on the work accomplished during the time on leave. This report must be submitted to the PVPAA by January 30 following a fall semester's leave and by September 1 following a spring semester's or full year's leave. Faculty members who fail to submit a written report will not be eligible to receive further grants/awards/leaves until all previous reports have been submitted, and must wait one year before applying again once the backlog reports are received.

2. **Ordinary Leaves.**
Longwood University recognizes that further study, research at other institutions, and travel are necessary to maintain the effectiveness of the faculty. Requests for leaves of absence are initiated by the faculty member in writing to the department chair. The department chair makes a recommendation to the appropriate college dean, who makes a recommendation to the PVPAA, to whom has been delegated the authority for granting leaves of absence.

3. **Advanced Study Leaves.**
Under the provision of the state personnel system, Longwood may, in certain circumstances, grant a faculty member a leave with partial salary to continue work for an advanced degree.

4. **Faculty Connections Program.**
The faculty connections program provides tenured members of the Longwood University faculty with opportunities to use their talents, background and expertise in the world

outside of the university in organizations or other educational settings.

Benefits accrue to the organizations that have use of the particular faculty member's expertise on site. Faculty members receive benefits by being involved in contextual situations outside the classroom.

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

a. Eligibility. A faculty connections leave may be granted to a tenured faculty member who has completed at least three years of full-time service with the University and who has completed at least six years of full-time service since receiving any previous sabbatical or faculty connections leave. Faculty are not eligible for a sabbatical leave and a faculty connections leave during the same academic year.

b. Application Procedure and Proposal Guidelines. A candidate for a faculty connections leave must submit a proposal to the Committee on Faculty Development. The faculty connections leave proposal must be approved in advance by the candidate's department chair and dean. This approval is indicated by a completed Sign Off Sheet for Sabbaticals and Faculty Connections Proposal Approval, found in Appendix M of the FPPM, which must accompany the proposal submitted to the Committee on Faculty Development. Appendix N contains guidelines for faculty connections leave proposals.

The Committee on Faculty Development will evaluate applications and submit a rank order list of acceptable proposals, with recommendations, to the PVPAA. The PVPAA will consult with the candidates and appropriate department chairs and deans before forwarding his recommendations, along with those of the Committee on Faculty Development, to the President. The President makes the final decision on granting faculty connections leaves and provides written notification of this decision to the candidates, the PVPAA, the appropriate deans and department chairs, and the Committee on Faculty Development.

Faculty members selected for this program will present to their department chair proof that they have, in fact, been approved to work in their selected organizations. This proof may be in the form of a letter indicating that the faculty member has been approved by the organization for the time indicated, with a firm beginning date. A contract binding the faculty member, the outside organization, and Longwood University will be prepared and signed by all concerned. Once a signed contract for participation is received, the academic dean can finalize hiring of any adjunct faculty required to perform the academic duties of the faculty member on leave.

c. Timeline. A completed application for a faculty connections leave must be received by the chair of the Committee on Faculty the first day of the Spring semester. Since this application must have prior approval by the appropriate department chair and dean, the applicant must provide the chair and dean with copies of the proposal at least 7 working days prior to the application deadline. Applicants will be notified by third Monday of February whether a leave will be granted.

d. Obligations Upon Program Completion. A faculty member who has completed a faculty connections leave will be required to prepare a report about the experience with the outside organization. This report must be approved by the outside organization. No organization- sensitive information is to be included. After it has been approved by the outside organization, this report will be presented to the appropriate department chair, dean, and the PVPAA by January 30 following a fall semester's leave and by September 1 following a spring semester's leave. Faculty members who fail to submit a written report will not be eligible to receive future sabbatical or faculty connections leaves.

Faculty members are also encouraged to present their faculty connections leave findings to members of the faculty and/or members of other organizations outside the university community.

5. **Repayment of Leaves.**
Faculty members receiving ordinary, advanced study, or faculty connections leaves are required to teach at Longwood, upon their return, for a period commensurate with the amount of salary received. If a faculty member fails to fulfill this obligation, repayment of the amount received will be made. Details of current provisions for repayment are available in the Office of Human Resources.

6. **Leave Without Pay.**
Upon the recommendation of the department chair and the appropriate college dean, and with the approval of the PVPAA, a leave of absence without pay may be granted. A leave of absence is granted for a period not greater than one year, although in certain instances a renewal may be granted as the first year comes to an end. Under no circumstances will a leave of absence be granted for more than two years. When a leave of this nature is granted, the faculty member should check with the Office of Human Resources with regard to the continuation of faculty benefits.

References: Minutes of the Organization of Teaching Faculty, April 6, 1989; Longwood Administrative Handbook, Faculty Senate, 1998, Board of Visitors, April 23, 1999. Faculty Senate, October 12, 2000; March 19, 2009; March 18, 2010. Board of Visitors, March 24, 2001, June 13, 2009; June 10, 2010.

Commonwealth's Annual
"Deficit Provision" Notice

On the following page is the notice distributed by law to all boards in the Commonwealth annually, the "Deficit Provision" notice. It does not require any action on the Board of Visitors' part, but simply draws annual attention to state law concerning deficit spending by agencies in the Commonwealth.

As with FY2016-17 and years prior, FY2017-18 for Longwood does not contemplate any deficit spending.

Deficit Provision Acknowledgment Form

(Appendix A of DPB's Year-end Close/New Year Start-up instructions)

To: Director, Department of Planning and Budget

Section A (for all agencies)

Agency Acknowledgement

I have received, read, and understand your instructions regarding indebtedness of state agencies as they relate to the requirements of § 4-3.01 of the current Appropriation Act.

Agency Name Longwood University Agency Code 214

Other agencies in the Act (if any) for which your agency is responsible: _____

_____

_____

Agency/Cabinet Head Name Taylor Reveley IV

Agency/Cabinet Head Signature _____

(Personal signature is required above and cannot be delegated)

Date _____

Section B (if applicable to your agency)

Supervisory Board (see §2.2-2100 of the Code of Virginia)

I have provided each member of the supervisory board of this agency with a copy of the notice in this memorandum and I will provide the same material to those appointed to the board in the future.

_____

(Personal Signature of Agency Head)

Date: _____

Originals only!

Copies, e-mails, or faxes of this form will not be accepted.

Mail this form to:

Budget Operations, Deficit Acknowledgment
Department of Planning and Budget
Patrick Henry Building, Room 5040
1111 East Broad Street
Richmond, Virginia 23219-1922

Item 4-3.01

§ 4-3.00 DEFICIT AUTHORIZATION AND TREASURY LOANS

§ 4-3.01 DEFICITS

a. GENERAL:

1. Except as provided in this section no state agency shall incur a deficit. No state agency receiving general fund appropriations under the provisions of this act shall obligate or expend moneys in excess of its general fund appropriations, nor shall it obligate or expend moneys in excess of nongeneral fund revenues that are collected and appropriated.

2. The Governor is authorized to approve deficit funding for a state agency under the following conditions:

a) an unanticipated federal or judicial mandate has been imposed,

b) insufficient moneys are available in the first year of the biennium for start-up of General Assembly-approved action, or

c) delay pending action by the General Assembly at its next legislative session will result in the curtailment of services required by statute or those required by federal mandate or will produce a threat to life, safety, health or property.

d) Such approval by the Governor shall be in writing under the conditions described in § 4-3.02 a Authorized Deficit Loans of this act and shall be promptly communicated to the Chairmen of the House Appropriations and Senate Finance Committees within five calendar days of deficit approval.

3. Deficits shall not be authorized for capital projects.

4. The Department of Transportation may obligate funds in excess of the current biennium appropriation for projects of a capital nature not covered by § 4-4.00 Capital Projects, of this act provided such projects a) are delineated in the Virginia Transportation Six-Year Improvement Program, as approved by the Commonwealth Transportation Board; and b) have sufficient cash allocated to each such project to cover projected costs in each year of the Program; and provided that c) sufficient revenues are projected to meet all cash obligations for such projects as well as all other commitments and appropriations approved by the General Assembly in the biennial budget.

b. UNAUTHORIZED DEFICITS: If any agency contravenes any of the prohibitions stated above, thereby incurring an unauthorized deficit, the Governor is hereby directed to withhold approval of such excess obligation or expenditure. Further, there shall be no reimbursement of said excess, nor shall there be any liability or obligation upon the state to make any appropriation hereafter to meet such unauthorized deficit. Further, those members of

the governing board of any such agency who shall have voted therefor, or its head if there be no governing board, making any such excess obligation or expenditure shall be personally liable for the full amount of such unauthorized deficit and, at the discretion of the Governor, shall be deemed guilty of neglect of official duty and be subject to removal therefor. Further, the State Comptroller is hereby directed to make public any such unauthorized deficit, and the Director, Department of Planning and Budget, is hereby directed to set out such unauthorized deficits in the next biennium budget. In addition, the Governor is directed to bring this provision of this act to the attention of the members of the governing board of each state agency, or its head if there be no governing board, within two weeks of the date that this act becomes effective. The governing board or the agency head shall execute and return to the Governor a signed acknowledgment of such notification.

c. TOTAL AUTHORIZED DEFICITS: The amount which the Governor may authorize, under the provisions of this section during the current biennium, to be expended from loans repayable out of the general fund of the state treasury, for all state agencies, or other agencies combined, in excess of general fund appropriations for the current biennium, shall not exceed one and one-half percent (1 1/2%) of the revenues collected and paid into the general fund of the state treasury as defined in § 4-2.02 b. of this act during the last year of the previous biennium and the first year of the current biennium.

d. The Governor shall report any such authorized and unauthorized deficits to the Chairmen of the House Appropriations and Senate Finance Committees within five calendar days of deficit approval. By August 15 of each year, the Governor shall provide a comprehensive report to the Chairmen of the House Appropriations and Senate Finance Committees detailing all such deficits.

LATIN SEAL FOR LONGWOOD UNIVERSITY

The seal on the following page, upon approval by the Board of Visitors, would be an alternative seal available for use by the University for formal matters and occasions. It follows the pattern of the principal seal of the University, but also incorporates the traditional Latin motto of Longwood ---*docemus docere*.

This Latin motto was in regular use at the institution throughout much of its history, up through the mid-twentieth century. Longwood had translated it customarily as "We teach to teach." The Latin word *docere*, however, has a particularly strong connection with the University's mission of citizen leadership. Cicero and other thinkers in the classical world used the word with a particular meaning in mind – that one of the primary duties of a citizen is to "enlighten" regarding issues of public debate. In that regard, a modern translation of the motto for the University is "We teach to enlighten."

Also, with regards to typography, Latin for inscriptions typically styles the letter "U" in the form of "V" – so in the seal the motto reads "DOCEMVS DOCERE."

LONGWOOD UNIVERSITY

DOCEMVS DOCERE

FOUNDED 1839 VIRGINIA

5

Academic Affairs

Joan Neff, Vice President and Provost

Highlights

- Core Curriculum implementation underway
- College of Business and Economics preparing for AACSB accreditation team visit
- Brock Experience Implementation Team selected inaugural projects
- First Student Research Showcase and Assessment Day highlighted commitment to scholarship

Overview

The Core Curriculum Transitional Committee formally completed its work during the spring semester and officially disbanded, making way for the formal beginning of the Core Curriculum Committee. Many of the same faculty members will continue to serve on the new committee, but additional faculty are becoming actively involved in the planning process. Associate Provost David Lehr will serve as the Academic Affairs representative to the committee. College of Business and Economics faculty and staff have been gathering documents and writing reports for the AACSB accreditation team report and site visit scheduled for early September. The volume of data collection and reporting required for this process necessitates staff working throughout the summer to complete the report. The Brock Experience Implementation Team reviewed eight proposals for the first two projects. The proposals varied in terms of locations, disciplinary perspectives, and nature of the unresolved civic issues to be explored. The first Student Research Showcase and Assessment Day in April was a resounding success. Hundreds of students participated, and the halls of many academic buildings were bustling with the sights and sounds of students explaining their research projects to interested audiences.

Core Curriculum

Seven faculty workshops occurred in the spring semester, resulting in the development of student learning outcomes for courses at the Foundation level of the Core as well as for the speaking-infused and writing-infused courses. Faculty responded enthusiastically to calls for pilot course proposals for CTZN 110 and all six Foundational Pillars, and 29 different proposals from faculty in over 20 different disciplines were approved. Nine CTZN 110 courses will be piloted in the fall

semester and 20 Pillar courses will be piloted in the spring semester. The newly established Core Curriculum Committee is headed by Melissa Rhoten (Chemistry) who will serve as Director of the Core. Lara Fergeson (History) will serve as Citizenship Coordinator; Heather Lettner-Rust (English) will be the Writing & Rhetoric Coordinator; and Derek Taylor (English) will be the Symposium Coordinator.

Cook-Cole College of Arts and Sciences

A team headed by Chemistry Professor Melissa Rhoten was awarded a $150k capacity building grant through the Robert Noyce program at NSF. The one-year project involves Longwood faculty working in partnership with five Southside Virginia community colleges to increase the number of students who transfer into Longwood's mathematics and science education programs. It will serve as the foundation for a subsequent Noyce Track 1 Scholarships and Stipends program, and it complements the existing NSF supported LIFE STEM program, which provides academic and scholarship support for talented students pursuing degrees in mathematics and science disciplines. Over 500 Cook-Cole students presented their work during Research and Assessment Day on April 26th. The projects included class-based inquiry activities as well as individual student research projects mentored by faculty. Finally, the first group of Brock Fellows consists of four faculty from Cook-Cole College. Mark Fink (Biological and Environmental Sciences) and Melissa Rhoten (Chemistry and Physics) will develop a Brock Experience on the sustainability of Chesapeake Bay waterways and fisheries. Renee Gutierrez (English and Modern Languages) and Connie Koski (Sociology, Anthropology and Criminal Justice) will develop their experience by focusing on immigration issues within Richmond, Virginia and the Tucson/Nogales area of Arizona.

College of Business and Economics

CBE is eagerly awaiting the arrival of Dr. Timothy O'Keefe in July when he will assume the deanship in the College. He has visited the campus several times since his appointment and is actively corresponding with faculty and staff electronically. Once Dr. O'Keefe is officially in office, Charles White will resume his role as associate dean, and Cheryl Adkins will become chair of the Department of Management and Marketing, relieving Dr. White of double duty as both associate dean and department chair. Abby O'Connor, Director of the MBA program, is resigning to accept another position and will be departing in the next few weeks. Other faculty and staff are stepping in to ensure that the MBA residency scheduled for July 20-23 will operate smoothly. Plans are underway to fill the MBA director position in the near future pending consideration of responsibility realignments within the college. More than 300 high school students will come to campus this summer for the annual dual enrollment (DE) course in economics/personal finance, and new DE courses in information systems and cyber security are being planned for the academic year.

College of Education and Human Services

The site director position for the Andy Taylor Center for Childhood Development will soon be filled, and the Center is on schedule for an opening in mid-September. The Andy B. Taylor Scholarship Fund has been established and will enable families and children with limited means to have access to the benefits of the Reggio-inspired early childhood education. The college will

welcome 14 new faculty colleagues this fall, filling vacancies that resulted either from retirements or faculty or their significant others finding professional positions elsewhere. Conducting searches for such a large number of positions during the academic year created significant additional responsibilities for, and time demands on, faculty and staff. Everyone who participated in these searches deserves credit for their willingness to serve and their dedication to the goal of diversifying the college. Five of the 14 individuals joining the college this fall will contribute to the university-wide goal of increasing diversity.

College of Graduate and Professional Studies

By the end of the summer, 86 educators in the pilot Educational Leadership Endorsement program (Professional Studies) will have completed the required 21 credits. Courses are taught by triads of instructors composed of Longwood faculty, superintendents and principals in six different geographic locations across the state. Those enrolled in the program already have a master's degree, and upon completing the School Leaders Licensure Assessment they will be awarded a principalship endorsement from the State. The third annual Graduate Research Symposium occurred on April 26th to coincide with Longwood's inaugural Research and Assessment Day. Oral presentations and poster presentations were given by students representing graduate programs in English, Reading Literacy & Learning, Counselor Education, Communication Sciences & Disorders, School Librarianship, and Special Education. The agenda and posters are available on the Greenwood Library Digital Commons http://digitalcommons.longwood.edu/grs/2017/

Cormier Honors College

The annual Yellowstone experience and has been unfolding, and the significant snowstorm that closed the roads a few days prior to the group's departure did not dampen enthusiasm, although it led to some reassessment of the appropriate weight of clothing to pack. Numerous Honors students participated in the Research and Assessment Day activities presenting a variety of posters on projects completed across various disciplines during the academic year. The number of students who have accepted the offer to join the Honors College class of 2021 reached a high mark of 92 in early May.

Office of Assessment and Institutional Research

The Office of Assessment and Institutional Research (OAIR) has had a very productive academic year, including providing assessment support for academic programs, SCHEV core competencies, and accreditation initiatives. Working closely with other units on campus, staff has begun the process of transitioning to a new assessment management system (Taskstream-Tk20) and will work closely with the Core Curriculum Committee and faculty in developing and implementing assessment of the new Core.

Office of Accreditation and Compliance

The Office of Accreditation and Compliance notified SACSCOC of one off-campus location where students may receive 25 to 49% of instruction for the MEd in Reading, Literacy and

Learning. Work on the SACSCOC prospectus for the new core curriculum will begin this summer. The prospectus is due January 1, and SACSCOC approval is required prior to implementation of the new core curriculum in Fall 2018. SCHEV recognized the Southside Virginia Education Center in Emporia as an officially closed off-campus instructional site of Longwood with closure effective August 19, 2019, in accordance with documentation submitted in March. Implementation of the new assessment system product from Taskstream-Tk20 is progressing. Virginia Kinman and Linda Townsend will attend the Unit Administrator Training and User Conference in June to become better acquainted with the software system.

Office of Student Research

On April 26th, more than 80 students participated in SPUR: Spring Presentation of Undergraduate Research which coincided with the other Student Research and Assessment Day activities across campus. OSR also increased the number of student research and travel awards (see table). The number of new QEP Disciplinary Courses funded for 2017-18 year increased from three to six, thereby providing more students with opportunities to participate in research-based courses tailored to the QEP's student learning outcomes. Enrollment in QEP courses in Spring 2017 was 129, and that number is expected to increase as both faculty and student interest in conducting course-based research grows. OSR also awarded three Faculty Excellence in Mentoring Awards based on student nominations. The award recipients were Adam Franssen (Biology), Bjoern Ludwar (Biology), and Benjamin Topham (Chemistry).

Greenwood Library

At the end of spring semester, the Library was home, almost around the clock, to students preparing for final exams. Operating hours and librarian consultation hours were extended to help students succeed in research papers, projects, and exams. With support from campus partners, snacks were provided to fuel this flurry of passionate preparation, including random pizza moments from Library Dean Brent Roberts. In addition, as part of its mission to showcase student creative work, Greenwood Library presented its first Student Art Awards at the Beaux-Arts Bash held on April 29th at the LCVA. Winners who were selected by members of the Faculty Library Advisory Committee, the Student Library Advisory Committee, and Library staff, received a certificate, a $200 cash prize, and exhibition of their work in the Library for one year.

Office of Sponsored Programs

A total of 35 proposals have been successfully submitted to date, amounting to $4,604,221 in grant and contract dollars requested. Eleven proposals were submitted to federal government sponsors ($3,317,102), 18 to state government sponsors ($1,089,463), and 6 to private sponsors (foundations, industry) ($197,656). Dr. Melissa Rhoten (Chemistry) and Dr. Patricia Hastings (Education & Special Education) received an award from the National Science Foundation for their project, *Exploring the Capacity to Improve Teacher Education.* OSP continued monthly meetings with Financial Operations to ensure a smooth process for setting up new grant accounts and post-award administration, and Jackie Wallace, Post-Award Administrator, transitioned to Financial Operations in order to better facilitate the coordination efforts. OSP also is currently

filling the vacant Grants and Contract Specialist (pre-award) position. The reconfiguration of responsibilities and filling the vacancy will enhance OSP's ability to assist those seeking and applying for new grants as well as to monitor and manage funding from external sources.

Center for Faculty Enrichment (CAFÉ)

The Center for Faculty Enrichment (CAFE) and the Core Curriculum Committee hosted the 5th Annual Teaching and Learning Institute on May 25th. The workshop focused on developing coursework for Longwood's new core curriculum program with an emphasis on strategies for achieving horizontal *and* vertical integration. Participants better understood not only how to achieve curricular coherence within a shared course or Pillar taught by multiple disciplines (horizontal), but also how to ensure effective scaffolding for students as they move from one level of the Core to the next (vertical). The guest speaker, Dr. Paul Hanstedt, Professor of English at Roanoke College, was named 2014 Virginia Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education, and he was a campus leader in Roanoke College's revision of their general education program.

International Affairs

Petra Visscher, Executive Director, is resigning at the end of June, and Patti Trent will serve as interim director until a new director is found. The completely transformed ESL program, directed by Dr. Deborah Westin, successfully completed its first year as an English Bridge program in which students not only work on their English, but also receive academic support services for their other academic courses. Thirteen of the 14 students in the program this year completed it with a satisfactory English proficiency score. Dr. Westin also conducted several workshops for staff and faculty to build awareness of intercultural communication. Dr. Emily Kane, in her second year as Study Abroad Director, has expanded and improved the portfolio of semester long programs to more than 75 countries. Short-term faculty led programs also undergo annual reviews by a faculty and staff advisory committee to ensure their compliance with accreditation standards and best practices in the field of international education. Patti Trent has been focusing on recruitment and admissions as well as programming for the international students on our campus. The number of international students, although still relatively small, has increased 500% in the past six years.

Longwood Center for the Visual Arts

LCVA anticipates closing out 2016-17 with a 20% increase in attendance compared to 2015-16, and the Center has made significant advances among its peer museums. Several recent exhibitions, and one upcoming 2018 exhibition, have been displayed at other prominent museums in Toronto, Kansas City, New York City, and Memphis. Contemporary art, interdisciplinary research communities, and traditional Appalachian culture converge in LCVA's 2018 comprehensive exhibition and publication showcasing the collaborative creative works that emerged from four decades of the Mountain Lake Workshop series (MLW). Despite its lengthy and lauded history, this is the first scholarly treatment of the expanse of MLW activities. Community centered from its inception, MLW demonstrated the relevance of the arts across disciplines, and highlights the present-day emphasis arts organizations place on social and

participatory learning. Some of the most seminal figures in American contemporary art are among its alumni. The exhibition and accompanying catalogue (published by Longwood University in association with the University of Virginia Press) will provide an important record of MLW within the context of contemporary creative practice.

Hull Springs Farm

Working with the Foundation's wetlands consultant, Angler Environmental, over 47,000 trees have been planted in the wetlands and nutrient banks. Over $185,000 was received in 2016 for the sale of wetland credits, and additional wetland and nutrient credits are being released for sale. Dr. Kathy Gee's course on Watershed Monitoring & Assessment this fall will include a case-study module on wetland mitigation bank monitoring and assessment. Background material will be taught on campus followed by students traveling to HSF to interact with an Angler Environmental representative while monitoring is being conducted. In coordination with the University's Real Estate Foundation, HSF is preparing a Request for Proposals for the planning and design of extended stay facilities at HSF. Students are finalizing plans for the second Longwood University Camp for Environmental Exploration (Camp LUCEE) to be held at Hull Springs from July 10th-20th. The 2-week day camp for rising 4th and 5th graders is a partnership with Westmoreland County Public Schools (WCPS). Longwood's practicing teachers are paired with WCPS certified teachers in preparing lesson plans and instructing daily activities. Campers will visit nearby Westmoreland State Park, learn about oysters from a member of the Tidewater Oyster Gardening Association, and engage in meaningful watershed environmental experiences.

Moton Museum

In April U.S. Rep. Tom Garrett introduced House Resolution 245, to ask the President of the United States to issue a proclamation for a national observance of Barbara Johns Day. On April 23rd, the Museum celebrated Johns-Griffin Day, in honor of Barbara Johns and the Rev. L. Francis Griffin, with two church services and a lecture by Mr. L. Francis "Skip" Griffin, Jr., at First Baptist Church. Also in April, Dr. Lara Fergeson attended a symposium at Georgia State University in Atlanta to explore the possibility of Moton being included in a group nomination of historic sites relating to the U.S. civil rights movement to UNESCO's World Heritage list. Visitation continues to be strong and on pace with 2016 numbers, and the entire Moton staff has been engaged with K-12 school groups. Cainan Townsend ('15), Director of Education and Public Programs, has been especially active in taking the Moton story to school groups, as well as hosting visits from various public and private schools across the Commonwealth. The Museum had five Longwood interns who helped with programming and events this spring. Thanks to funding from Academic Affairs, the Museum will also have a work-study student to work Saturdays during the summer as well as an intern from the history department.

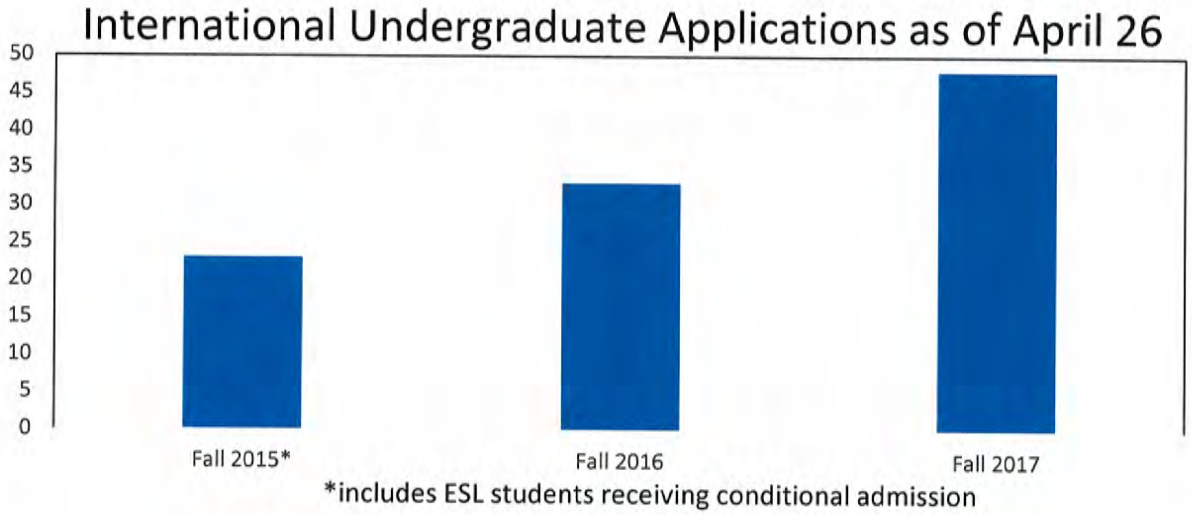
Longwood Center for the Visual Arts

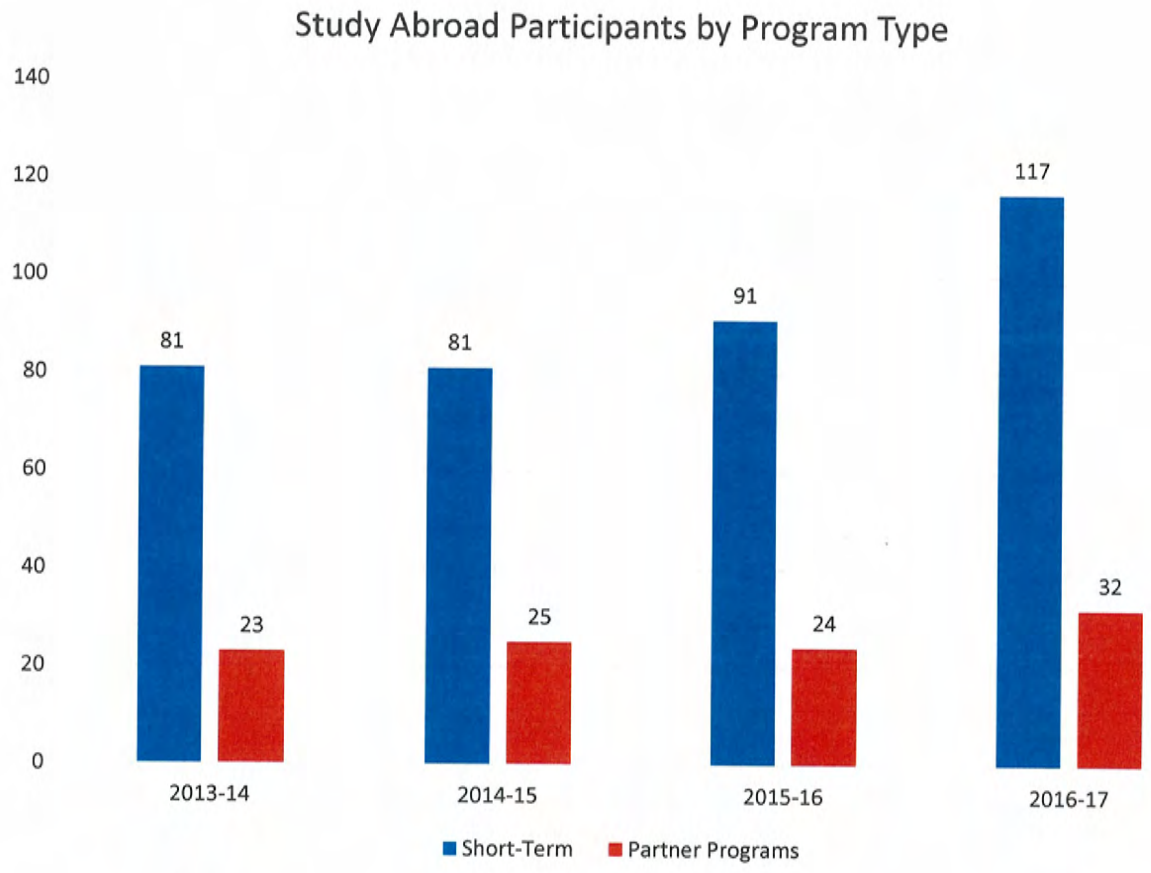
Onsite attendance 2016-2017 (as of 5/8/17)	12,228	Onsite attendance 2015-2016 (as of 5/8/16)	9,425	24% increase
Number of exhibitions 2016-2017	12	Number of exhibitions 2015-2016	8	50% increase
Number of 2016-2017 programs (scheduled or completed as of 5/8/17)	32	Number of 2015-2016 programs (completed)	14	129% increase

Office of Student Research

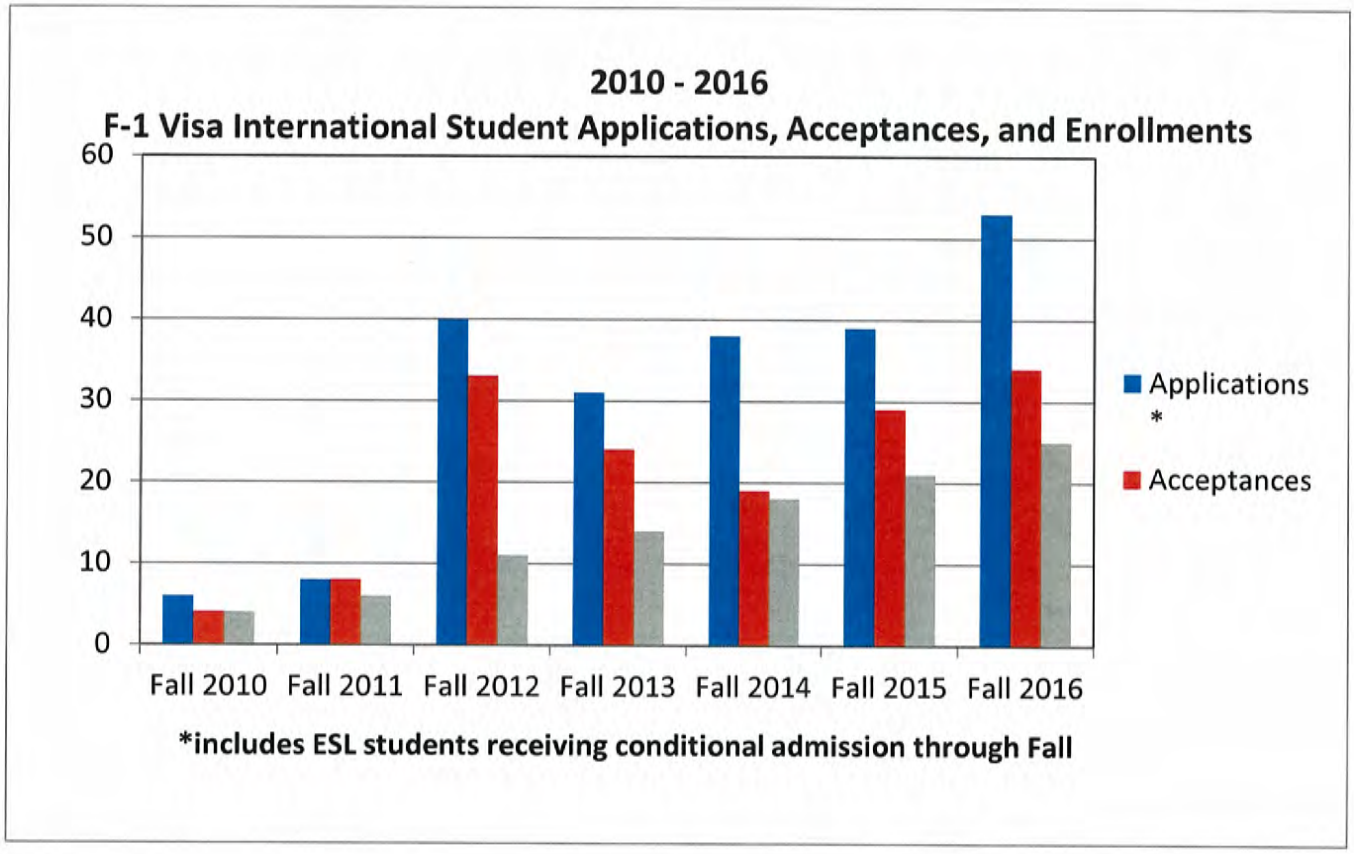
	Fall 2016	**Spring 2017**
	Number of awards	**Number of awards**
Student Research and Travel Awards	24	30

International Affairs





	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	as of 5/2/17
Applications*	6	8	40	31	38	39	53	48 - we admit till August
Acceptances	4	8	33	24	19	29	34	
Enrollments	4	6	11	14	18	21	25	



Moton Museum

	January 1 - May 15, 2016	January 1 - May 15, 2017
On-Site Visits and Events	3,713	2,560
Off-Site Visits and Events	609	1,499
Total	4,322	4,059

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Intercollegiate Athletics
Troy Austin, Director of Athletics

Highlights

- Longwood Athletics Strategic Scorecard: Building a Winning Culture (2016-2017 notable outcomes)

In August of 2014, the Longwood Athletics Department began the process of framing organizational goals within the scope of the institution's strategic plan. After a great deal of deliberation, a representative committee within the department worked to develop measurable goals and initiatives around four strategic themes in the University's strategic plan:

- National marketing
- Foot traffic by alumni and friends
- Prosperity of one of America's oldest two-college towns
- Retention and graduation

In addition, the strategic committee identified "internal drivers"; mechanisms within the department that can enhance the probability for goal attainment.

- Establish welfare and sport performance practices for high-level competition
- Strategically allocate resources between sport programs and operational units
- Optimize technology for efficient business operations
- Ensure proper representation of the Lancer brand
- Foster professional development opportunities for administrative staff and coaches
- Cultivate and educate brand ambassadors
- Develop a "winners'" mindset and culture among staff and student-athletes

The Athletics Department finalized its work on the five-year strategic plan (2015-20), now titled *The Longwood Athletics Strategic Scorecard: Building a Winning Culture*, in August of 2015. The following outlines the scorecard's goals and targets for each strategic theme, as well some major outcomes from the 2016-2017 school year.

National Marketing	
Department Goals:	
1. Increase national awareness of Longwood Athletics	
2. Establish Longwood men's basketball as nationally reputable program	
3. Improve Longwood Athletics'comprehensive competitive stance	
Measures:	*Target:*
_Men's basketball NCAA tournament appearances	_2 NCAA Men's Basketball appearances
_NCAA postseason appearances	_12 NCAA postseason appearances between
_Department finish in Big South Sasser Cup	_Average 5th place finish in Sasser Cup
_Big South Men's Basketball financial units	_Average 1 basketball unit per year
_Royalties	_Secure $50,000 in annual royalty distribution
_LongwoodLancers.com average monthly users	_75,000 user per month
General Initiatives:	
_Establish competition goals for each sport	
_Meet Big South standards for basketball	
_Revitalize LongwoodLancers.com	
_Highlight the "heroes"	

National Marketing: 2016-2017 Highlights

With regard to national marketing, the Longwood Athletics Department's tactics include building winning programs that will garner the most media attention; telling the story of student-athletes and staff that highlight the character being developed through intercollegiate athletics participation; and being creative and timely in the utilization of our social media platforms. Success in these initiatives will lead to higher brand affinity and direct revenue from the conference. Most of our quantitative indicators are trending in a positive direction.

- Merchandise licensing royalties have surpassed $40,000 annually, which is an 18 percent increase year to date.
- The athletics website, LongwoodLancers.com, surpassed 200,000 unique visitors for three straight years; this year, it is on pace for a record number of unique visitors in 2016-17.
- On May 21st, LongwoodLancers.com received a record number of visitors (5,288) during the softball team's NCAA Regional final game against Tennessee in Knoxville, Tenn. That day beat the previous record of 5,178 set on May 22, 2016 when the softball team faced James Madison in the 2016 NCAA Regional final. Three of the four most-visited days in the history of LongwoodLancers.com were the three days Longwood softball participated in the 2017 NCAA Knoxville Regional.

Boost from the Big South
In addition to the marketing plan implemented by Longwood athletics, the Big South Conference launched a brand awareness campaign for the conference and its members in January 2017. There were four objectives of the Big South Brand Strategy Campaign:

1. Create member institution pride in the Big South;
2. Clearly distinguish the Big South from its competitors;
3. Elevate the Big South so it is more recognized and respected both regionally and nationally;
4. Position the Big South as a first-choice conference for future student-athletes via a brand that is bold, projects excellence and brings the conference's story to life.

During basketball season, the Big South paid for digital billboard advertising on Interstate 195 South and Mechanicsville Turnpike in Richmond, as well as static billboards in Blackstone, Crewe, and Clarksville. In addition, the conference commissioned video ads that ran during all Big South programming, which included ESPN-produced events.

Foot Traffic by Alumni and Friends	
Department Goals: 1. Produce memorable athletic contest and constituent events 2. Enhance visual presentation of athletic facilities	
Measures (area responsible):	*Target:*
_Event Attendance	_71,100 attendees per calendar
_Number of Lancer Club members	_2300 Lancer Club members
_Facility revitalization projects	_Ensure Lancer marks are properly and creatively represented throughout all Longwood Athletics facilities
General Initiatives:	
_Create comprehensive Athletics Department calendar _Fundraise to support facility enhancement projects	

Foot Traffic by Alumni and Friends: 2016-2017 Highlights

There is no entity on a college campus that has the opportunity to bring together large groups of like-minded people as athletics does through the natural course of the sports competition calendar. The Athletics Department has built programming and promotional events that bring together individuals from campus, as well as families from the surrounding communities. In hosting the 2017 Big South Softball Championship, the Athletics Department utilized all of its manpower and resources to serve as one of the best host sites in Big South Conference history. The event drew almost an average of 700 people per day, and received praise from the conference office as well as coaches and personnel from the other participating Big South institutions. Below are the past attendance numbers and locations of the Big South Softball Championship. Before 2017, each site hosted the tournament with two additional teams, and approximately four additional games.

- 2014 – Coastal Carolina University – 1,225
- 2015 – Campbell University – 1,881
- 2016 – Winthrop University – 1,681
- *2017 – Longwood University – 2,120*

Alumni and Constituent Events
In addition to sporting events, the Athletics Department strategically scheduled alumni and constituent events around competition to amplify the school spirit that surrounds intercollegiate athletics. These event attracted more than 1,000 participants.

- Longwood Athletics Benefit Celebration – 315 attendees
- Athletics/Community Stew Event with Farmville Mayor David Whitus – 150 attendees
- Dedication of Elizabeth Burger Jackson Field – 50 attendees
- Dedication of Jerome Kersey Court and Men's Basketball Alumni Day – 145 attendees
- Alumni Family Day – 505 attendees
- Shirley Duncan Jersey Retirement and Women's Basketball Alumnae Day – 145 attendees

- Alumni Event @ The Diamond – Baseball vs. VCU – 49 attendees
- Sponsor and Season Ticket Holder Party @ The Fishin' Pig – 75 attendees
- LancerFest and Field Hockey Alumnae Game – 200 attendees
- Lacrosse Alumnae Day Pre-Game Picnic – 22 attendees
- Softball Alumnae Day Pre-Game Picnic – 25 attendees

Volunteer Participation
Private giving and philanthropic support continue to trend in a positive direction for the Athletics Department.

- Over 1,100 donors contributed to the Athletics Department for 2016-17. This is the third straight year that Longwood Athletics has received at least 1,000 gifts.
- Lancer Giving Madness netted over $40,000 in one week for team operating budgets and enhancements. In 2015, the inaugural event raised just $12,000.
- In total, over $400,000 has been raised to this point in Fiscal Year 2017.

Prosperity of one of America's Oldest Two College Community	
Department Goals:	
1. Become the anchor for family-friendly entertainment	
2. Enrich Longwood and surrounding communities through outreach and diversity initiative	
3. Fulfill Longwood University master plan vision for athletics facilities	
Measures (area responsible):	*Target:*
_Sponsorship support	_$500,000 in local and regional sponsorship support
_Environment of diversity awareness and respect	_A qualitative diversity education program
_Community outreach events	_2 community outreach activities per year
General Initiatives:	
_Develop family oriented marketing programs and activities	
_Focus on impactful community related events	
_Design and implement annual diversity education programming	

Prosperity of one of America's Oldest Two-College Communities: 2016-17 Highlights

Longwood Athletics engaged campus partners for support as well as cross-promotion opportunities. In total 10 local businesses served as gameday sponsors, including the Southside SPCA, Lancer Productions, and the Farmville Jaycees. The Farmville Chamber of Commerce and Town of Farmville provided excellent enhancement for gameday competitions, such as fireworks for the Big South Softball tournament. Campus collaborations led to the expansion of the Longwood Music Department's pep band, over 2,000 members joining the Lancer loyalty program, and rising Longwood junior Hannah Prem, who serves as campus president of the Lancer Lunatics, being elected to the National Student Section Association. This overall engagement contributed increased financial support.

Sponsorships
- Increased cash, trade, and pass through sponsorships to $332,734, the most in a single year in Longwood Athletics history and a 28% increase over the prior year.
- Negotiated $65,000+ trade deal with Shentel to broadcast BSN games across their entire subscriber base with a dedicated Longwood channel.

- Increased from 26 to 30 the number of corporate partners with Longwood Athletics in 2016-17.

University Retention and Graduation Rates	
Department Goals:	
1. Foster the success of student-athlete enhancement programming	
2. Cultivate private scholarship support	
3. Become the standard for student-athlete success in Big South Conference	
Measures (area responsible):	*Target:*
_Cumulative Department grade point average	_3.2 cumulative department GPA
_NCAA Academic Progress Rate	_Top in the Big South Conference (Eligibility score of 990; Retention score of 985)
_Athletics General scholarship endowment	_Increase by 50 percent
_Big South scholar-athlete recipients	_Highest percentage of scholar-athletes
General Initiatives:	
_Create academic benchmarks for each sport program	
_Enhance life skill programming and education sessions	
_Collective effort to establish a beneficial student-athlete enhancement program	

University Retention and Graduation Rates: 2015-2016

Student-Athlete Sports Performance Programming
In an effort to continually enhance welfare programming for student-athletes, the Sport Performance office within the Athletics Department initiated educational sessions for coaches and student-athletes alike. Six voluntary student-athlete workshops were held in the 2016-17 academic year, averaging 50 student-athletes. The Lancer Leadership Program had a banner year with student-athletes enhancing their leadership skills through a variety of programs, including guest speakers such as Reggie Love, former body man for President Barrack Obama, and John McGuire, former Navy SEAL, who spoke about their experiences in leadership roles. To build congruency within the university, the Lancer Leadership Program will consolidate with the university's new Citizen Leadership Institute (CLI) beginning in the Fall 2017.

Student-Athlete Academic Success
Longwood student-athletes recorded another solid academic year, earning a combined cumulative GPA in the fall term of 2.95, and a spring term cumulative average of 3.03. In total, the Big South, and MAC conferences recognized 20 student-athletes as an All-Academic Team member. Finally, Emily Nylen (Senior, Women's Basketball), and Florian Uffer (Senior, Men's Tennis) were bestowed the George A. Christenberry Award. This prestigious award is given to a male and female student-athlete in the Big South Conference for academic excellence.

Student-Athlete Enhancements
The Longwood student-athlete experience is vital to retention for sport teams. During the 2016-17 year, two scholarships were endowed, and various capital projects were underwritten through private means to positively impact the student-athlete experience.

- $65,000 was pledged toward the Bob and Linda Burger endowment in naming the Elizabeth Burger Jackson Field.
- $25,000 was given by Kevin and Rhonda Brandon to establish the Jerome Kersey basketball scholarship.

- $2,500 was donated by the Portland Trailblazers for a general operating scholarship given to a Longwood student.
- $75,000 was secured for by ARMS, Inc. CEO Mike Hurt for renovations and upgrades to the Athletics Department offices in Tabb Hall and Willett basketball facility.
- $35,000 was donated to purchase a van for the women's golf program.
- $30,000 was pledged by Gene and Patsy Watson, as well as the Watson Insurance Agency, for new padding at softball's Lancer Field.
- $8,000 was given to provide new sideline chairs for men and women's basketball.
- $8,000 was donated by Ryan Sykes for enhancements in basketball locker rooms.
- $3,000 was contributed from a group of parents to rebrand the men and women's soccer locker rooms.

7

Administration & Finance

Ken Copeland, Vice President

Highlights

- **Facilities Management Update**
- **Campus Planning and Construction**
  - **Upchurch Center on Schedule**
  - **Student Success to open in late 2017**
- **Community and Economic Development**
- **Year End Update**

Facilities Management

The Facilities Management team helped support the Athletic Department as Longwood hosted the Big South Softball Tournament. Numerous additional power sources were added which helped with the facilities set-up and our maintenance staff provided extra support as needed throughout the weekend.

The Fleet Services team worked with the Accounts Payable team to implement EZ-Pass on all fleet vehicles, which will eliminate the need for travel reimbursement for tolls when Longwood fleet vehicles are used for travel. The response from the campus community has been extremely favorable since this change was implemented on May 1, 2017.

Landscaping and Grounds Maintenance:

The Landscape & Grounds Department has been extremely busy this spring. Along with repairing wear and tear to the campus as the result of the vice-presidential debate in the fall, the department has undertaken many other projects.

- Sixty-five trees have been planted (two for one) across campus and Lancer Park to replace those removed either for debate purposes or that had died from other causes.
- New landscaping has been installed at the front of Jarman, at the front entrance of Lancaster, at the rear of Arc and around the new residence buildings.

- New plantings have been installed around Health & Fitness and the rear parking lot, replacing those lost or removed due to the high volume of activity surrounding this area leading up to and including the debate.
- The Office of Sustainability and the Landscape & Grounds Department, working together with SGA, hosted the first campus-wide Arbor Day tree planting event with 56 faculty, staff and students involved in planting 16 fruit trees around the Steam Plant and 5 ornamental trees at other locations on campus. This is in addition to the above-mentioned 65 trees.

Environmental Health & Safety:

- Filled the vacant Fire & Life Safety Officer position from within the Facilities Department demonstrating the development of talent within the department and the ability to provide career path progressions.
- Developed and prioritized an EH&S facility project list for Maintenance Reserve planning.
- Escorted the State Fire Marshall for main campus residence hall inspections. All issues noted during the inspection have been resolved.
- Finalized Longwood's Biological Safety Manual.

Facilities Operations:

- Converted rooms on each floor in Curry and Frazer Residence Halls into Student Study Lounges that include LED lighting retrofits.
- Awarded contract to attach South Ruffner cooling system to the energy efficient Blackwell Hall chilled water system which will eliminate South Ruffner's obsolete chillers.
- Replaced the old Deaerator Tank in the old steam plant with a new tank. This will allow the new tank to be used in both the new and old steam plants providing much needed redundancy.

Campus Planning and Construction Update
Construction Projects

Upchurch University Center

Construction continues on schedule. The project is estimated to be completed by late summer 2018.

Student Success Center (Brock Hall)

Construction commenced in mid-April 2016, and is scheduled for completion in late 2017.

Admissions Building

The architect is developing the construction plans and documents. Construction is estimated to commence in spring 2018, and to be completed in late summer 2019. Funding for the building's furniture, fixtures, and equipment is included in Virginia's 2018-2020 state budget bill.

New Academic Building

The architect is developing the construction plans and documents. Construction is estimated to commence in spring 2018, and to be completed in late 2019.

Andy Taylor Center for Early Childhood Development

The Longwood University College of Education and Human Services is developing a program to create and operate an Early Childhood Development Center. In order for this program to start as soon as possible, the Longwood University Real Estate Foundation is renovating an existing building in Farmville (211 Fourth Street) as a temporary home for the center. This building is located two blocks from Longwood's campus, and will require only minimal changes to house four large classrooms for children 2-4 years old, an art room, a play area, and a multipurpose area. Renovation commenced on February 27th and is expected to be complete in early June.

Property Acquisition

The LUREF has closed on a five-acre property located behind the former VDOT shop building on Andrews Drive in Farmville. This property will be used to enhance the capabilities of the Longwood Landscaping and Grounds Department, who operate out of the former VDOT shop building.

Leases

The Longwood University Real Estate Foundation is overseeing the buildout of the new Bookstore space located at 200 Main Street. Barnes and Noble will be able to begin their installation in mid-July with a targeted opening of mid-September. REF is leasing the space from Walk 2 Campus and will sublease this space to LU.

Community and Economic Development

On May 25th, Longwood's Office of Community and Economic Development sponsored a meeting of numerous community stakeholders – people from Longwood, Hampden-Sydney College, the Town of Farmville, Prince Edward County and from various businesses in our area. The purpose of this meeting was to discuss and discover innovative growth opportunities for our region.
The discussions were centered around the idea of "What will make Farmville a "better" place". Some of the answers included:

- A place where people get better (more education, a better quality of life, etc.)
- A place where there are more young professionals
- A place where there are more of the right jobs for those young professionals
- A place where there is more 'connection' to the rest of the Commonwealth, etc.
- A place that leverages its assets to grow the tax base
- A place that celebrates its successes more effectively
- A place where innovation is the focus – both in services and products

The discussion was facilitated by representatives from the Small Business Development Center and Dr. Angeline Godwin, an experienced entrepreneur, educator, lawyer, and founder of Patrick Henry Community College's IDEA Center. Approximately 40 people attended and the discussion was quite productive and lively. Next steps will be finalized in the coming weeks and future updates will be forthcoming.

Financial Operations – Year End Update

The Budget Office and the Financial Reporting area have been working diligently since early May to craft the operating plan and to bring the 2016/2017 Fiscal Year to a successful close. The current fiscal year will end with modest surpluses in both E&G and Auxiliary funds.

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Institutional Advancement
Courtney Hodges, Vice President

Highlights

- **Development remains focused on annual giving and alumni participation**
- **Governor McAuliffe signed the amended budget on April 28**
- **Campus will welcome 20 conference partners this summer**

Development

As we approach the end of Fiscal Year 2017, the Development Office is happy to share a couple staff updates.

Katherine Bulifant has been promoted to the Director of Annual Giving. In this position, Katherine will manage our comprehensive annual giving program as well as serve as co-chair of our annual Day of Giving. Penny Pairet will assume the role of the Director of Donor Relations. This new position on the Development team will establish and execute a holistic donor stewardship program. Penny will oversee the stewardship of both leadership donors and our annual donors, as well as manage Longwood's giving society program. This new position will be key as we continue to focus on donor retention.

- **Telefund:** This year Longwood's Telefund campaign (aka: LancerLine) celebrated a successful year collectively raising $217,000. This was an 18% increase over last fiscal year. Longwood's Telefund program, established in the early 1980s, currently employs 22 student callers. This year, the student callers placed over 90,000 calls securing 2,390 gifts and pledges.
- **Leadership Giving:** Our Leadership Gift Officers continue to devote their time to visiting with Longwood alumni and friends. As of May 15th, the team has logged more than 375 visits and hosted four regional donor events. In addition, they welcomed 11 new members to the 1839 Society. The 1839 Society recognizes our generous donors who have made a planned gift to Longwood to be realized beyond their lifetime.

- **Annual Giving:** The fiscal year-end campaign is underway. Beginning May 19th, a series of strategically-timed emails and direct mail pieces were delivered to donors to encourage giving before the end of our fiscal year. Again this year, an anonymous donor will match gifts up to $10,000 for those who give before June 30th. Additionally, the Development staff made personal appeals to over 1,000 loyal donors to secure their renewed support.

  The second annual *Love Your Longwood Day* enjoyed continued success and growth, raising $126,000 (a 93% increase from FY16) from 1,405 donors (a 163% increase from FY16). All donors were again stewarded by a member of the Development team with a handwritten thank you card. The reach of *Love Your Longwood Day* increased throughout campus as the Development staff supported the creative needs of 16 campus departments that issued unique challenges during the day of giving.
- **Donor Stewardship:** In FY17, Longwood's new leadership giving societies were introduced to donors with a family of graphics unique to each society. Each member of the Citizen Leader Society ($1,500+) was mailed a "Founding Member" packet with a personalized certificate. All 1839 Society members received handwritten thank you notes from a member of the Foundation Board's Stewardship Committee. In addition, every donor in FY17 received a handwritten thank-you note by either a Longwood student or a development staff member. Donor stewardship will be a strong focus in FY18 with the recently created Donor Relations position.
- **Reunion Giving:** The Class of 1967 is currently in the final stages of fundraising for their 50th reunion gift. As of May 15th, this class has raised over $900,000 over the last five years. They will present a check to the University during the Mega Reunion on June 3rd.

  New this year, the Development team will pilot a "text to give" initiative during the Mega Reunion in an effort to find a convenient channel for alumni to make a gift over reunion weekend.
- **Donor/Fundraising Campus Events:**
  - Brock Book Signing - Macon Brock and co-author Earl Swift appeared at Longwood University's Greenwood Library on March 22nd to read from their book *One Buck at a Time* and sign copies for attendees. Prior to the campus event, the authors met with students from the College of Business and Economics Operations Management class, and following the book signing, President Reveley hosted the Brocks and Mr. Swift for dinner at Longwood House.
  - Kinzer Jazz Anniversary Celebration - Institutional Advancement worked with the Longwood University Music Department to plan a surprise celebration for Dr. Charlie Kinzer's 25th anniversary as director of the Longwood Jazz Ensemble and 10 years of leadership as department chair. The event occurred on April 18th in Jarman Auditorium as part of the annual combined Wind Symphony and Jazz Ensemble concert. A total of $7,224 was raised from 107 donations, including alumni, parents, faculty, staff and friends (some donors were couples but only counted once). The funds raised covered the cost of commissioning the piece written for our Jazz Ensemble in honor of Charlie, bringing the composer, Mr. Graham Breedlove, to campus to present and direct the piece and hosting a reception to celebrate Charlie. The incredible response far exceeded needs and expectations, and approximately $4,500 will go toward scholarships for music students.

- **NEW Scholarship Endowments:** Longwood celebrates the following new endowment commitments and powerful programmatic gifts:

  - *The Macon F. and Joan Perry Brock Endowment for Transformational Learning*
  - *Thomas M. and Martha S. Moffat Merit Scholarship*
  - *Brown Family Scholarship by Frances Young Brown*
  - *William E. and Carol R. Schall Fellowship*
  - *Project Jumpstart: Language and Literacy Preschool Program Pilot*
  - *Eloise Hodges Martinelli Merit Scholarship (Amended Scholarship)*
  - *George P. Elliott Education Scholarship*
  - *George P. Elliott General Scholarship*
  - *The Andy Taylor Center for Early Childhood Development*
  - *Marvin W. & Mary Lee Warriner Scott Nursing Scholarship*
  - *Janie Wall Evans Scholarship*
  - *Shiv Sharma Memorial Endowment*
  - *Joyce Trent Psychology Scholarship*
  - *Dr. John Langdon & Barbara Greenquist Moss Scholarship*
  - *Nancy Brown Richmond City Public Schools Scholarship*
  - *Suzanne DuBose Scholarship*
  - *Helen B. and Ellis H. Putney Sr. Memorial Scholarship*
  - *Herbert Wilcox and Charles Ross Award for Student Research in Science*
  - *Crute Scholarship for Academic and Civic Leadership*
  - *Dr. Sue Saunders Endowment for Counselor Education*
  - *Ruth Tillett '49 and Virginia Tillette Operating Endowment for Speech, Hearing, and Learning Services*
  - *Marlene Armour Mathers Scholarship*
  - *Class of 1967 Scholarship*
  - *Rob Havey Leadership Scholarship*

Government and Local Community Relations

The General Assembly held its Reconvened Session on April 5th to vote on Governor McAuliffe's legislative and budget amendments and vetoes. The Governor proposed 27 amendments to the budget. About half of the amendments were accepted by the General Assembly and about half were rejected. One of the amendments the Governor proposed would restore $500,000 to the cybersecurity scholarship program. Two Longwood students were awarded cybersecurity scholarships as a result of this program this academic year. While the amendment was rejected by the House of Delegates, the Governor later vetoed the language that struck the program from the budget, which restores the funding for the program in FY18 and will enable Longwood students to apply later this year. Governor McAuliffe signed the amended budget on April 28th.

Jen Cox has been busy as she completes her first year as Director of Local & Community Relations. Over the past year, we have worked to show that Longwood has invested in the community in a way that goes deeper than revitalizing buildings. We are committed to the

people, their stories, and to building the energy in our community. Jen is excited about the momentum and energy we have in the area. Some highlights include:

- "Lancer Supporter" packets were given out at the Chamber meeting and to downtown businesses to further boost awareness and support for Longwood events.
- Mega Alumni Reunion Weekend: There is a concentrated effort to have reunion weekend guests explore Farmville. We are partnering with 10 downtown businesses in addition to High Bridge Trail State Park, Moton Museum, and the LCVA to offer discounts and incentives for alumni.
- Working with Sara Miller, Early Childhood Development Center (ECDC), and Amber Clark (Manager of Barnes & Noble at Longwood) on the best ways we can communicate with the community about the opening of ECDC and the relocation of the bookstore into Downtown Farmville.
- Longwood partnered with Farmville Downtown Partnership to host the 2nd Annual "SOUP" event. The event generates mini-grants for area projects downtown. This year's grant winners included two Longwood staff members: Jen Cox and Abbey O'Connor (working with Will Stewart) to create a Farmville Coloring Book. Other projects funded this year include a Community Herb Garden and a Student Artist Mural.
- Girls State preparations include contact with local officials requesting assistance with sessions. The local officials are eager to support Girls State.
- This was the first year that all Longwood students were on campus during the Heart of Virginia festival. Some students volunteered at the festival and many students enjoyed participating in festival activities. We will look for more ways to incorporate students into the festival in future years.

Conference and Event Services

Conference and Event Services is excited that Emily Gilbert has joined as a seasoned Event Manager. Her non-profit experience with the Children's Law Center of CT and her past experience with the UConn Foundation as a Special Events Assistant are a welcome addition to the team. This position brings to staff a more experienced event planner that will be capable of serving our clients with needs from scheduling to event planning. Emily has jumped in as a planning partner for Mega Reunion and is supporting this event 100%.

Denise Hill re-joins the Longwood staff as the office and finance manager. Denise comes to us from Piedmont Virginia Community College, though she had previously worked at Longwood in Materiel Management from 1999-2012.

Conferences are well underway with 20 booked for the season. Staff will play a major supporting role with Mega Reunion (June 1st- 4th) which will kick off their summer season.

We have begun the process for updating database R25 to 25Live. The Assistant Director of Events, Teresa Dodson, is leading up the conversion and we look forward to launching it in fall 2017. This brings us one step closer to a comprehensive Master Calendar along with ease of booking for our clients with real time availability.

YTD Fiscal Year Comparison
Gifts through April 30

Fiscal Year	Unrestricted	Operating Accounts	Total Annual Giving
2008 YTD	$531,868.47	$482,870.38	$1,014,738.85
2009 YTD	$378,732.79	$368,259.76	$746,992.55
2010 YTD	$397,182.30	$509,038.57	$906,220.87
2011 YTD	$391,406.55	$464,605.85	$856,012.40
2012 YTD	$288,100.42	$490,867.71	$778,968.13
2013 YTD	$318,446.77	$412,627.55	$731,074.32
2014 YTD	$296,679.35	$477,425.08	$774,104.43
2015 YTD	$328,829.21	$572,005.29	$900,834.50
2016 YTD	$342,404.01	$707,865.95	$1,050,269.96
2017 YTD	**$308,999.11**	**$1,162,418.94**	**$1,471,418.05**

Fiscal Year	TOTAL RAISED[1]
2008	$4.87M
2009	$5.69M
2010	$5.42M
2011	$5.77M
2012	$5.52M
2013	$9.43M
2014	$2.82M
2015	$7.94M
2016	$4.18M
2017	**$10.6M**

[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
2008 YTD	$1,014,738.85	$274,767.50	$1,375,095.11		$71,141.24	$2,735,742.70	5,072
2009 YTD	$746,992.55	$224,139.27	$829,606.25		$262,894.06	$2,063,632.13	4,086
2010 YTD	$906,220.87	$394,332.69	$2,451,243.19	$154,000.00	$84,467.38	$3,990,264.13	4,745
2011 YTD	$856,012.40	$220,020.00	$655,878.29	$3,307,549.26	$76,934.81	$5,116,394.76	4,449
2012 YTD	$778,968.13	$205,664.00	$978,995.21	$132,021.26	$741,978.08	$2,837,626.68	3,804
2013 YTD	$731,074.32	$213,989.16	$4,457,266.62	$149,049.37	$593,204.73	$6,144,584.20	3,897
2014 YTD	$774,104.43	$255,197.38	$1,160,806.62	$1,235,762.07	$47,547.41	$3,473,417.91	3,547
2015 YTD	$900,834.50	$323,055.23	$716,407.00	$517,763.09	$261,823.32	$2,719,883.14	3,996
2016 YTD	$1,050,269.96	$315,397.13	$552,813.85	$391,482.40	$110,785.88	$2,420,749.22	5,216
2017 YTD	**$1,471,418.05**	**$291,750.00**	**$1,891,361.92**	**$775,050.40**	**$56,620.89**	**$4,486,201.26**	**4,452**

Alumni Participation*	
FY2008	16.36%
FY2009	13.12%
FY2010	13.69%
FY2011	11.41%
FY2012	10.97%
FY2013	10.15%
FY2014	9.47%
FY2015	10.94%
FY2016	11.21%
YTD	**8.83%**

* *Alumni Participation reflects participation rates through the end of the fiscal year, with the exception of 2017 which is through April 30.*

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Strategic Operations

Victoria Kindon, Vice President and CIO

Highlights

- Admissions has record year for applications and deposits
- Longwood Athletics Communications honored with two writing awards
- Career Services one-on-one appointments and workshops increase
- Joint project with town to improve cellular service kicks off

Enrollment Management and Student Success

Admissions update

The momentum of strong fall admissions activities carried over into the spring, setting university records by the end of the admissions cycle.

On May 1, also known as National College Decision Day, Longwood had the highest number of deposits ever for a freshman class. With 1,054 deposits, we beat the prior record of 1,037 by 17 deposits. Year-over-year, deposits were up 32 percent. We also had the most out of state deposits.

As of May 1, for the freshman class…	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**
Applications	4402	4075	4165	4290	4594	4665	5221	6077
Deposits	908	965	925	1028	1037	929	801	1054
In state	*884*	*933*	*896*	*1001*	*997*	*885*	*772*	*1006*
Out of state	*24*	*32*	*29*	*27*	*40*	*44*	*29*	*48*

Current record
Prior record

As of May 15, we have 1,114 deposits for the freshman class and 150 transfer student deposits. The class will continue to take shape over the summer, but the profile looks promising, with high-school GPAs comparable to last year and SAT scores somewhat higher. A significant focus of attention over the year ahead will be increasing applications and enrollment from Northern Virginia.

Student Success well-positioned to undertake new retention and success initiatives

With the hiring of a senior director and two more positions in the works, Student Success is well-positioned to undertake new retention and success initiatives in 2017-18. Our aim in the coming year is to increase student engagement on our campus and in our community, and to help students understand and embrace a sense of mission and purpose while they are at Longwood. We are collecting data that will drive the specifics of how we implement each particular initiative, and we are forging partnerships with other university divisions so that ultimately the whole campus moves as one in our efforts to increase student success.

In this sprit, this summer will see a reboot of two classic Longwood events—Orientation and New Lancer Days—based on research, best practices, and student survey and focus group feedback. Students will explore campus and engage in community life through a new mini-activities fair, visits to other parts of Farmville, an information session on Hull Springs Farm and other opportunities to interact with groups on campus.

Additionally, this fall we will also begin a targeted initiative to increase success among students who fall into groups that have historically presented a retention risk for the university: first-generation and Pell-eligible students. Approximately 200 students will receive some kind of special intervention, whether in a learning community, a mentorship opportunity, or a specially designed section of LSEM or freshman composition.

University Marketing and Communications

Spring online ad campaign exceeds industry benchmarks, builds name recognition

In cooperation with DIA (our marketing firm), Longwood ran an online ad campaign from March 23-April 30 that delivered more than 8 million impressions, 477,000 video completions and 68,000 website activities (from those clicking on our ads, which played off debate and "big opportunities" messaging). The click-through rate and video completions exceeded industry benchmarks across the board, with video and mobile ads leading the pack. The campaign not only helped build name recognition, but also gave us new insights into advertising tactics that are clearly working better than others.

Marketing and Communications partners with Longwood's Center for Financial Responsibility

The communications staff worked closely with Longwood's Center for Financial Responsibility to update and streamline application and registration processes and improve marketing strategies for the Personal Finance dual enrollment class offered in Virginia high schools. The application was transitioned to fully online, payment can now be accepted at time of application, and the program was successfully offered to Fairfax County students, dramatically increasing the potential student pool and exposing the Longwood name to more high school students.

Longwood Athletics Communications honored with two CoSIDA writing awards

For the third consecutive year, the Longwood office of athletics communications received recognition in the annual Fred Stabley Sr. Writing Contest, held and judged by the College Sports Information Directors of America (CoSIDA). Assistant Vice President for Athletics Communications Chris Cook won top honors in District 3 in the "Coach/Admin/Historical Feature" category for his piece about Longwood softball coach Kathy Riley, titled "600 Wins…What's the Big Deal?" Assistant Director of Athletics Communications Todd Lindenmuth and student video assistant Christian Fox won District 3 honors in the "Story with Video" category for their piece about former softball All-American and Team USA Women's Baseball Team member Megan Baltzell, titled "Softball Slugger Living Out Hardball Dreams." Other district winners in this year's contest included University of Florida, Stanford University, University of Texas and University of Notre Dame.

Longwood Athletics earns four national television broadcasts

Along with the men's basketball team's two national appearances on ESPN2 (against Stephen F. Austin on Nov. 15) and Fox Sports 1 (against Creighton on Dec. 9), Longwood softball also appeared on the national stage when the team defeated Radford on ESPNU April 29 and played No. 8 national seed Tennessee on ESPN2 during the first day of the NCAA Regional.

Internal communications gets a boost with new intranet news and sharing functionality

In hopes of improving internal communications, new functionality for sharing news is now offered within Solomon, Longwood's intranet that was launched in August 2016.

- Sharing and Shout-Outs
  This new wall of posts, open to all faculty and staff, is meant to engage the community in the accomplishments of our peers—from news of being published to engagements and fun anecdotes.
  http://solomon.longwood.edu/sharing/

- Solomon E-Newsletter
  This new e- newsletter for faculty and staff pulls together a digest of the latest news, shout-outs and events from Solomon—keeping the community updated on what's new and happening at Longwood each week.

Example Shout-Out Posts
See more at http://solomon.longwood.edu/sharing

Advancement staff hard at work for Love Your Longwood Day day of giving.

Created by Victoria Kindon on Feb. 21, 4:31 pm

A big shout out to the plumbers (Randy&Paul), carpenters(Lee&Jerry) and Jack in IT!
I had a pipe burst over my desk their quick response mitigated damage. Their help in putting Humpty Dumpty back together again saved me a lot of stress.You guys ROCK!
Thank you all so much!
Lorrie@The Bed&Breakfast

Created by Lorraine Watson on Apr. 26, 9:38 am

Congratulations to Dr. Audrey Church for receiving the 2017 Distinguished Alumna Award from Bridgewater College Alumni Association.

Created by Leroy Moore on May 18, 9:30 am

Office of Alumni and Career Services (OACS)

Regional engagement continues to soar

With six weeks and two events still to go this fiscal year, the regional engagement efforts from OACS have already surpassed last year's registration total by more than 250 and are on track to hit our overall goal of a 20 percent increase YOY.

OACS expanded the reach of its events, branching out in state to Charlottesville and Lynchburg, and more broadly to New York City, Philadelphia and an international event in London.

One-on-one appointments and workshops increase in University Career Services

Over the last year, there has been a remarkable surge in one-on-one appointments with undergraduate students in University Career Services. We successfully trained graduate assistants to also take appointments, and our increased availability, combined with new approaches to service delivery, resulted in an increase of 700 appointments this year over 2015-16. In addition, presentations by the OACS team to a variety of student groups nearly doubled this year: 137 compared with 75 in 2015-16.

Information Technology Services (ITS)

Joint project with town to improve cellular service

ITS is working with the town of Farmville and Capital Planning to install a product by Mobilitie to provide cellular back-haul services for the area. These services will increase the cellular data services for campus and the town.

Enterprise Filesharing Software (EFS) rolling out campuswide

Enterprise file sharing using the Box system was initially purchased in December 2016 to accommodate unique Vice Presidential Debate requirements for securely sharing files with temporary external non-Longwood employees. The system has proved so helpful that we were able to secure availability of these services for all faculty, staff and students for a nominal additional fee.

Final configuration of the system has been completed and current users of the system have been notified. System roll out is scheduled for July 2017.

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Student Affairs

Tim Pierson, Vice President

Highlights

- Longwood invited to participate in national study by the National Center for College Students with Disabilities
- Campus Recreation receives first endowed scholarship of the Shiv Sharma Memorial Scholarship
- Citizen Leadership and Social Justice Education facilitates 75 workshops focused on diversity and inclusion and leadership and community engagement

The process of bringing closure to the academic year in student life may best be characterized as a time of transitions. Seniors are preparing mentally and emotionally for the next chapter in their lives. Many of these seniors hold leadership positions in organizations or serve in student staff roles. Selection processes for their replacements in student assistant roles have been completed and the training of next year's staff has begun. The election of new Student Government officers, Senators, and Conduct and Honor Board members has been completed. SGA Executive officers have been sworn in and, in fact, chaired the last two Student Senate meetings of the semester.

Each year is often distinguished by a few defining activities and events. Hosting the Vice Presidential Debate this year will always hold the headline for 2016-2017 at Longwood. The impact of hosting the debate shaped the entire fall and raised the bar for the University expectation of our potential. The election year stirred the student community to be more active and engaged in real issues that can impact their lives. We anticipate that we will continue to see a renewed interest and belief that active citizenship does make a difference in the individual's educational experience.

One additional observation from the spring was the growing excitement surrounding the active construction of the Upchurch University Center. Students are anxiously anticipating the enhancement of space, food options, and possibilities that the new center holds for them.

Assistant Vice President for Student Affairs (AVPSA)

The AVPSA focused on three things: the professional development within the closing meeting with the Student Affairs staff and selected partners; a critical review of options for a campus climate survey planned for early spring 2018; and searching for replacements to fill four professional positions within the Student Engagement Unit unexpectedly vacated during the 2016-17 academic year.

Dr. Sue Saunders, Faculty Emeritus from the University of Connecticut and Longwood's past Dean of Students, College Counselor, and Executive Assistant to the President and Board of Trustees, facilitated the closing Student Affairs Professional Development Workshop on *Resilience and Staff Support*. Resilience, a hot topic in educational success and organizational development, is often defined as the ability to "bounce back" from adverse circumstances. Because of the emphasis on individual grit and toughness, the role of colleague and community support is sometimes overlooked. We used the life-span development theory of Nancy Schlossberg and the resilience research of Brene Brown in the workshop to help the staff "dig deeper" in considering support strategies that can build the capacity for resilience.

In an attempt to meet the climate assessment needs from both the sexual assault and diversity, equity, and inclusion perspectives, the Skyfactor Campus Climate Survey was put forward by the UPC University Diversity Council as a good starting point for better understanding perceptions related to the following:

- Aspects related to campus diversity, inclusiveness, visibility, and treatment
- Personal attitudes and behaviors related to working with people from diverse backgrounds
- Students, faculty/staff, and administration experiences
- Institutional policies, procedures, and training related to sexual assault
- Overall learning and satisfaction with the institution

Longwood will be adding 20 institution-specific questions and 10 customized demographic descriptors to each assessment.

Student Conduct and Integrity

Preliminary assessment indicates that Student Conduct and Integrity processed 211 disciplinary cases during the 2016-2017 academic year. Forty (40) of those cases were heard by the Honor Board, ninety-three (93) by the Conduct Board, seventy (70) by Administrative Hearing Officers, seven (7) by the University Disciplinary Board, and one (1) by the University Hearing Board. Two (2) students and one (1) recognized student organization were suspended as an outcome of these proceedings.

In collaboration with the Greenwood Library, a successful pilot of an online (Canvas) plagiarism sanctioning course has resulted in plans to develop additional sanction courses, as well as education and prevention courses for both academic integrity and student conduct behavioral issues.

University Clery and Title IX

The office received 43 reports of Title IX notice during the 2016 fall semester, one (1) of which resulted in a formal complaint. The investigation stemming from the formal complaint determined that there was no violation of the Sexual Misconduct Policy.

The office received 25 reports of Title IX notice during the 2017 spring semester, one (1) of which resulted in a formal complaint. The complainant withdrew the complaint before the investigation began.

The office has completed an internal audit of Longwood's current policies and procedures to verify compliance with the requirements of the Clery Act. The office is collaborating with a variety of departments to establish a Clery Act compliance committee to address necessary changes/amendments to Longwood's policies and procedures pursuant to changing Clery requirements.

Dean of Students Team

During the 2016-17 academic year, more than 760 cases were referred to the Dean of Students and the Care Team. We are looking forward to seeing how well we are able to use the statistics that our database provides to assist in enhancing our efforts.

The Office of Disability Resources (ODR) ended the spring semester with four days of proctoring over 300 various final exams across campus. Approximately 10 percent of the Longwood undergraduate population is registered and receiving accommodations through the office. Disabilities identified range from attentional and learning deficits to physical and emotional disabilities. ODR has partnered with various associates, both on-campus and throughout the Commonwealth, to provide education and training. Longwood's ODR is well-recognized and consistently seen as a leader in the realm of disability in higher education. The National Center for College Students with Disabilities invited Longwood to participate in a national study. Longwood was one of three schools in the Commonwealth selected to examine best practices. The center was impressed with our operation and students.

Residential and Commuter Life
The new Commuter Center will be located in the Landings near a commuter parking lot and will feature better study and social areas. The Commuter Assistant position has also been restructured in an attempt to better meet the needs of our commuting students. These efforts were made possible with the assistance of the Longwood Real Estate Foundation.

During the spring, Residence Life focused on more efficient student staff hiring and training practices. All processes were streamlined and redesigned to allow for larger candidate interview and training pools using fewer staffing resources and decreasing programmatic timelines. Work continues in preparation for Fall 2017's student staff training to ensure compliance with new state legislation regarding Resident Assistant mental health crisis training. Programming was successful with an average campus-wide program attendance of 264 students per program. The

Fifth Annual Longwood's Got Talent was attended by more than 400 people, and the Second Longwood Hearts Basketball (Faculty/Staff vs. Students) was attended by 200 people. Residence Life communicated move-out information to residents as the midweek closure, the Heart of Virginia Festival, and the Big South Tournament created unusual closing circumstances.

Student Engagement Unit

Citizen Leadership and Social Justice Education
The office facilitated 75 workshops focused on diversity and inclusion and leadership and community engagement for a wide variety of student groups and University offices.

On April 1st, 300 students participated in The Big Event, organized and led by students, to express their gratitude for the support from the surrounding community. They served 51 job sites in Farmville and Prince Edward County.

At the *Donning of the Kente* ceremony in April, 35 students were recognized for their personal success and contributions to enriching multicultural campus life.

Fraternity and Sorority Life
A number of positive outcomes occurred this semester: a redefined Greek Awards process that recognizes groups at three levels; increased student involvement in NPHC chapters; and 4,875 self-reported hours of community service by sororities and fraternities this year.

Delta Zeta sorority was found responsible of hazing and the chapter was suspended by the University. The national office placed additional restrictions on the group with a three year suspension. At the end of the suspension, Delta Zeta will be eligible to return to campus. Hazing prevention, education, and response efforts were in place prior to this case. The Delta Zeta situation is an important opportunity for us to further assess efforts and redefine our approaches moving forward. The recent national attention on the tragic situation at Penn State provides real context for the importance of ongoing efforts.

Student Union and Student Activities
Spring Weekend was successful and well-organized by WMLU and Lancer Productions, beginning with a number of bands on Friday night and the Oozeball tournament kick-off.

Eighteen (18) new student organizations were approved by SGA during 2016-17, representing a wide range of student interests. This high number of new organizations is an exciting indication of student creativity and engagement.

Wellness Unit (Campus Recreation, CAPS, Student Health)

Campus Recreation received the first endowed scholarship of the Shiv Sharma Memorial Scholarship. The purpose of the scholarship is to provide professional development opportunities for Campus Recreation student staff. This spring, six students attended the Southeast Fitness Expo which focused on personal training techniques, group fitness class instruction, and overall wellness information

Campus Recreation led an Alternative Spring Break trip to Louisiana. The trip focused on environmental justice and service in the city of New Orleans. The 12 person group also participated in the Bloody Sunday March reenactment in Selma, Alabama.

CAPS (Counseling and Psychological Services) and Campus Recreation collaborated on a day hike to the George Washington National Forest. Nine students referred by CAPS with anxiety/stress issues joined two counselors and two outdoor student leaders on a six mile hike in the wilderness and discovered the healing powers of the outdoors.

Chief of Police

The first meeting of the Central Virginia Criminal Justice Team was recently held to assess resources, focus efforts, and create deeper cross involvement by the members in an effort to make the community safer and a joy to live in. This group was convened to facilitate a broad sweep of involvement of the much larger Criminal Justice Family in the Central Virginia Region, which can have a significant effect on the overall public safety for not only Longwood University proper, but also the much larger Longwood family of students, staff, faculty, and friends.

The "Coffee with the Chief" has grown over the semester with the number of students and staff attending this open-ended forum with intent to draw a deeper relationship and understanding by both LUPD and the community it serves.

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LONGWOOD
UNIVERSITY

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1839-2014

LOOKING TO OUR THIRD CENTURY
Strategic Plan 2014-2018

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

Our Opportunity:

A Model for American Higher Education – few institutions in the country have Longwood's potential to make great progress; we have kinetic energy without the entrenched views prevalent at many institutions

Our Key Principles:

Academic Enterprise at the Heart – as one of the hundred oldest U.S. colleges and universities and Virginia's third oldest public university, we prize faculty engagement with students, our residential character, research scholarship, and the role of a broader learning community that extends beyond the classroom in the preparation of citizen leaders

Transforming Lives – we are at our best when helping to transform lives, by helping our students to truly realize their potential and by helping keep higher education affordable

Camaraderie – we enjoy a distinctive camaraderie, enriched by our many traditions and attention to diversity; a camaraderie that gives us a distinctive advantage when working through challenges and challenging times

Our Priorities:

Retention & Graduation – it is a moral imperative, and likewise catalytic from the standpoint of revenue and the spirit of the University; academic rigor is fundamentally part of the solution, as is affordability

Renewing General Education – we can build a powerful curriculum, building on the liberal arts and sciences for citizen leaders, our unique assets such as Hull Springs, the LCVA, and nearby Moton, and our technology

National Marketing – institution-wide endeavor and marketing collaboration will make one of the fifty oldest NCAA Division I schools as well-known as it should be

Foot Traffic by Alumni and Friends – philanthropy and public support for the University hinge on visits to campus and in-person engagement, since those who see our beautiful campus love Longwood

Prosperity of One of America's Oldest Two-College Communities – Farmville, Prince Edward, the surrounding region, H-SC, and Longwood stand together where the Civil War ended and Civil Rights began; we will thrive together

Strengthening the University Community – faculty and staff compensation must rise substantially; opportunities for professional development must increase; diversity must be fostered; all of which will enhance retention and hiring

Organization, Structuring, and Governance – we must give continually fresh attention to how Longwood is structured and to our policies, practices, data methodologies, and stewardship of resources

Measuring Progress:

Each part of the University will determine how best to assess progress against these priorities in its own area; here are metrics Longwood will measure and monitor as barometers that will reflect our institution-wide progress:

- Student Progress to Graduation
- Consensus on General Education, Implementation, and Assessment
- Alumni Annual Giving Rate
- Overall Attendance at University Events (Performances, Games, Exhibits, Conferences, Lectures, etc.)
- Total Population of the Local Community
- Compensation for Faculty and Staff
- Composite Financial Index (CFI)

LONGWOOD UNIVERSITY

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LOOKING TO OUR THIRD CENTURY
Strategic Plan 2014-2018

– Dashboard of Principal Metrics –

Retention & Graduation -- It is a moral imperative, and likewise catalytic from the standpoint of revenue and the spirit of the University; academic rigor is fundamentally part of the solution, as is affordability

Principal Metric: *Student Progress to Graduation*

Undergraduate	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Applications Prior Year	*4402*	*4075*	*4167*	*4290*	*4576*	*5248*	*5847*
Freshmen	975	1055	1007	1091	1077	1009	951
Sophomores	781	760	840	809	854	872	799
Juniors	746	710	687	774	745	798	782
Seniors	654	704	668	635	734	711	740
5th year +	NA	214	224	259	223	235	187
Transfers and Part-time	957	744	885	891	907	971	913

National Marketing -- Institution-wide endeavor and marketing collaboration will make one of the fifty oldest NCAA Division I schools as well known as it should be.

Principal Metric: *Alumni Annual Giving Participation*

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016
Alumni of Record	28,829	30,360	30,024	30,868	27,197*	27,197	27,894
Alumni Donors	3,948	3,465	3,293	3,133	2,575*	2,976	3,126
% Rate	13.69%	11.41%	10.97%	10.15%	9.47%	10.94%	11.2%

**Beginning in FY14, per standard national practice, only undergraduate alumni are included in this category*

Foot Traffic by Alumni and Friends -- Philanthropy and public support for the University hinge on visits to campus and in-person engagement, since those who see our beautiful campus love Longwood.

Principal Metric: *Overall Attendance at University Events (M&W Basketball, LCVA, Conferences, Events, B&B Nights)*

FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016
35,717	39,099	35,654	39,354	44,584	51,729	71,662

Prosperity of One of America's Oldest Two-College Communities -- Farmville, Prince Edward, the surrounding region, H-SC, and Longwood stand together where the Civil War ended and Civil Rights began; we will thrive together.

Principal Metric: *Total Population of Buckingham, Charlotte, Cumberland, and Prince Edward Counties (by registered voters)*

July 2010	July 2011	July 2012	July 2013	July 2014	July 2015	Nov 2016
38,382	39,184	39,258	39,168	38,925	37,626	39,244

Strengthening the University Community – Faculty and staff compensation must rise substantially; opportunities for professional development must increase; diversity must be fostered; all of which will enhance retention and hiring.

Principal Metric: *Average Compensation for Faculty and Staff*

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016
Classified Staff	$37,130	$37,068	$38,975	$39,549	$40,969	$42,201	$42,572
AP Staff	$56,712	$57,577	$58,673	$60,458	$62,433	$63,851	$65,084
Professor	$74,300	$77,300	$77,300	$77,200	$80,000	$80,100	$82,057
Associate Professor	$63,100	$63,000	$61,400	$64,300	$65,800	$67,100	$69,146
Assistant Professor	$52,500	$53,800	$55,100	$57,100	$59,600	$59,200	$62,622
Instructor	$49,000	$56,400	$57,200	$60,000	$55,700	$58,400	$65,634
All Faculty	$59,725	$62,625	$62,750	$64,650	$65,275	$66,200	$69,472

Organization, Structuring, and Governance – We must give continually fresh attention to how Longwood is structured and to our policies, practices, data methodologies, and stewardship of resources.

Principal Metric: *Composite Financial Index (CFI)*

FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016
4.10	4.19	-1.14	3.98	3.55	2.57	0.10*

**Reflects $35M share of statewide VRS accounting change increasing liabilities*

The Strategic Priority of Renewing General Education will be gauged as a matter of process until the appropriate juncture of implementation.

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LONGWOOD
UNIVERSITY

OPERATING BUDGET AND PLAN
FY 2017 – 2018

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BUDGET SUMMARY

This section provides an overview of the University's 2017-2018 operating budget. Detailed budget information is provided in the supporting tables. Highlights of the proposed plan are presented below.

- The budget is based on assumptions related to enrollment projections, actions taken by the General Assembly and Governor, revenue calculations and expenditure estimates. Tuition revenue calculations are based on prior credit hour production.

- $2,253,239 of current year anticipated surplus funds for FY2018 are utilized to balance the FY 2018 budget.

- Tuition and fees, as approved for full time Virginia undergraduates, will increase by an average of $480, a 3.92 percent increase. Tuition for Virginia undergraduates was increased by $270, based on a thirty-credit-hour schedule. Tuition rates for in-state graduate, out-of-state undergraduate, and out-of-state graduate students were increased to $340, $732 and $940 per credit hour, respectively. In compliance with guidance set forth by the Governor and the General Assembly, auxiliary student fees and room and board charges may be increased to cover changes in inflationary costs, debt service expenses, and costs associated with base salary and benefit increases.

- The projected revenue budget for FY 2018 is $127,208,975 which excludes $4,669,021 in state appropriation for student financial assistance. The proposed expenditure budget for the total University is $126,163,886.

- The budget consists of two major components: the Educational and General Programs budget and the Auxiliary Services budget.

- The Educational and General Programs budget, which includes both general and nongeneral funding sources, is composed primarily of expenditures and revenues in the Instructional programs, as well as Sponsored Programs (grants and contracts). The total planned expenditures for FY 2018 are $70,742,274.

- Longwood will contribute $90,000 in FY 2018 to fund faculty promotions. Additional funding of $84,089 is included in the faculty salary pool to continue the August 10, 2016, three percent faculty salary increase. Funding of $319,229 is included to fund the two percent increase for faculty effective July 10, 2017.

- Longwood will fund the Core Curriculum implementation cost for FY18 with $422,209.

- The second major component of the University's total budget is Auxiliary Services, which includes activities such as student housing, dining services, parking and athletics. The proposed Auxiliary Services budget for 2017-2018 is $55,421,612. A total of $943,283 will be held in debt reserve for future use.

2017-2018 ACTIONS OF THE GENERAL ASSEMBLY

The General Assembly session began January 11, 2017, and ended on February 25, 2017. Governor McAuliffe signed the Budget Bill on April 28, 2017.

As a result of the final actions taken by the Governor and the General Assembly in the 2017 session, Longwood's total Educational and General (E&G) operating appropriation decreased from $69,656,242 to $69,099,081 -- $26,890,848 GF and $42,208,233 NGF.

Longwood's FY 2018 general fund operating base decreased by a net $328,960 (1.20%) from 2017. This is primarily due to a budget reduction partially offset by additional funding for salary increases and benefit cost. The budget provides an additional $1,236,532 in FY18 for access, affordability, quality and increased degrees. Longwood's FY 2018 nongeneral fund operating base remained unchanged at $42,208,233. These changes will be reflected in our appropriation received from the state on July 1, 2017.

Financial Aid

General fund support for student financial assistance in FY18 increased $6,196 for a total of $4,669,021. The budget provides $20,664 for graduate financial aid in FY18.

Southside Virginia Regional Technology Consortium (SVRTC)

Funding remained at $108,905 for the SVRTC in FY 2018.

Salary Increases

In FY 2018, a 3% salary increase will be appropriated for full-time classified employees, who meet the employed as of date April 10, 2017 and who received a rating of Contributor or above on their last performance evaluation. The increase is to be effective July 10, 2017. Administrative Professional and Faculty positions may receive a merit-based salary increase effective July 10, 2017. The total administrative professional and faculty increase will be equivalent to 2% of the salary pool. Pay for wage employees may be increased by up to 3%, with the full cost borne by the institution.

Higher Education Equipment Trust Fund

Funding for the FY 2018 Equipment Trust Fund (ETF) program of $743,433 was appropriated to Longwood. There is no change from the previous year.

Out-of-State Capital Fee

Out-of-state students are required to pay 100 percent of the average cost of their education. Additionally, non-resident students will pay $20 per credit hour as a mandatory capital fee. The amount of capital fees that will be paid by the University to support state capital project debt service on bonds issued under the 21st Century Program increased $8,238 from $97,911 to $106,149.

Capital Projects

The budget provides $1,002,000 for equipment for the New Admissions Office.

Longwood's Maintenance Reserve funding for FY 2018 is $1,343,291. The funding amount increased $96,080 from FY 2017.

The Governor and General Assembly approved a bond bill in the prior year that will fund the replacement of Wheeler Mall steam distribution system and construction of the New Admissions Office and the New Academic Building, which will include flexible classroom space, lab space for undergraduate research and faculty offices. The previously approved bond bill also provides funding for equipment for the Student Success Center.

2017-2018 EDUCATIONAL AND GENERAL PROGRAM PRIORITIES

The University's 2017-2018 Educational and General budget is based on priorities that support the strategic plan. After carefully examining the revenue projection for FY 2018, funds were allocated for strategic initiatives and fixed costs increases. The recommended expenditures include funds for the following:

- Estimated Nongeneral Fund Portion of funding salary increase for Faculty; A/P and for classified effective July 10, 2017. $ 401,954
- Estimated Nongeneral Fund Portion of Health Insurance Increase $ 279,672
- Core Curriculum $ 422,209
- Brock Experiences $ 115,794
- Increase in Faculty Promotions $ 90,000

2017-2018 AUXILIARY SERVICES PROGRAM PRIORITIES

The University's 2017-2018 Auxiliary Services budget is based on the program priorities listed below. Auxiliary activities are required to be self-supporting and must maintain sufficient fund balances for operations, renewal and equipment replacement and capital reserves. The Board approved housing and dining rate increases on December 1, 2016. Comprehensive fees were approved May 19, 2017.

Auxiliary Indirect Cost Rate

The Auxiliary Services operations are charged an indirect cost recovery rate for services provided by educational and general operations (such as payroll processing, purchasing, billing services and facilities administration). The auxiliary cost study is submitted to SCHEV prior to the beginning of each biennium. The indirect cost rate for the 2016-2018 biennium is 14.74 percent. This is a .39 percent increase from the prior biennium.

Housing

Housing revenue will continue to provide funds for maintenance reserve projects in the residence halls. Housing revenues are projected to exceed expenses by $1,326,944. These net revenues, will be utilized to support comprehensive fee budgets in FY 2018.

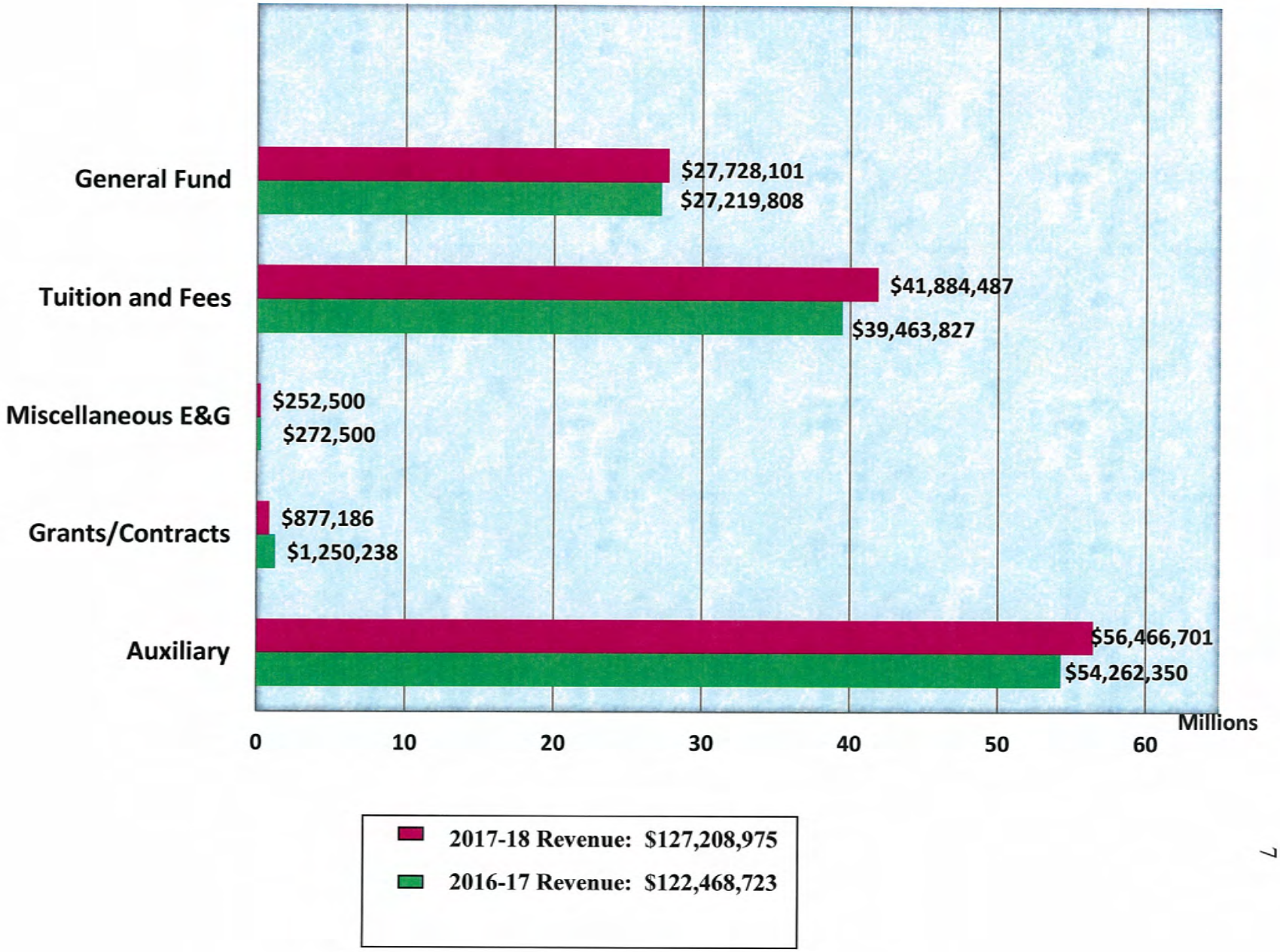
Dining

Dining revenues are projected to exceed expenses by $926,295. These net revenues will be utilized to support comprehensive fee budgets in FY 2018.

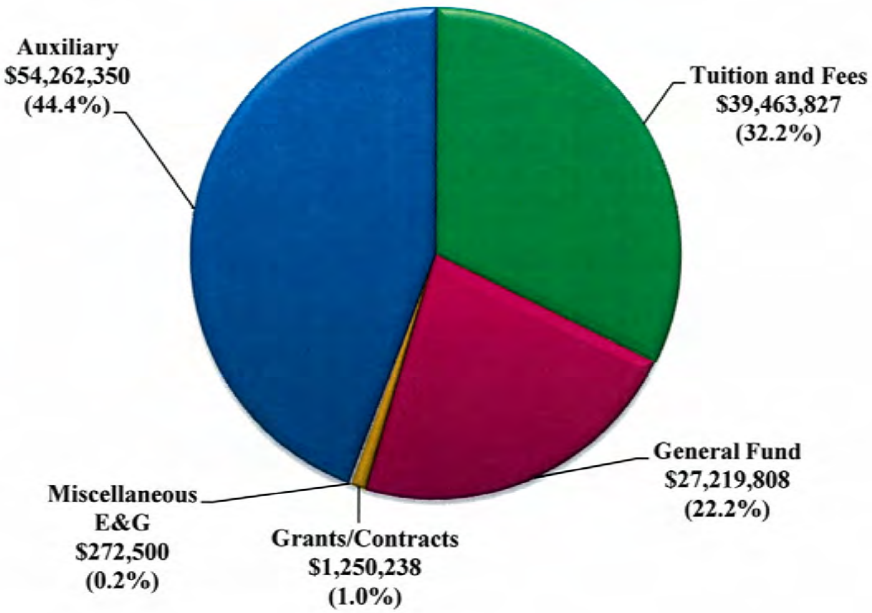
Comprehensive Fee Budgets

The comprehensive fee is used to support many auxiliary programs and services including: intercollegiate athletics, recreation and intramural programs, the student union, student health and wellness services, the Farmville Area Bus services, debt service, and repair and maintenance on nongeneral fund supported facilities. FY 2018 planned contributions to reserves total $943,283. These reserves are for operating cost associated with the new university center.

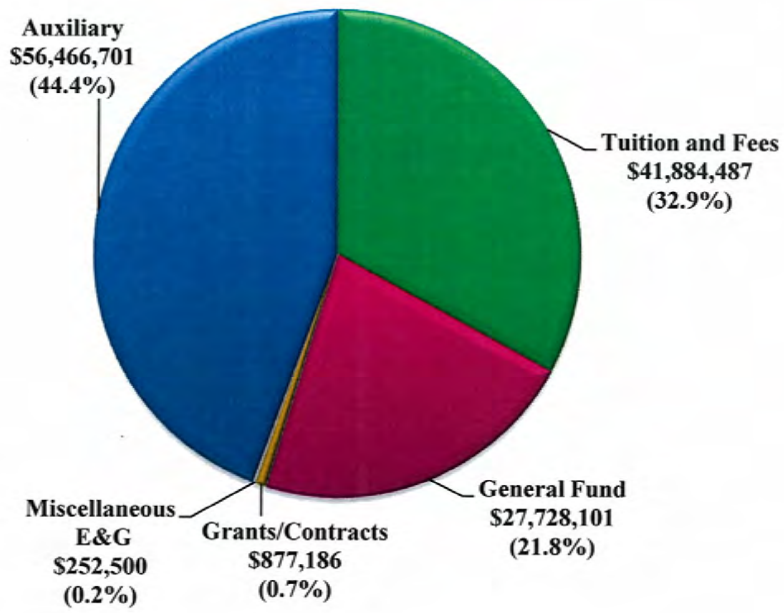
Total Revenue



Total Revenue Comparison By Category

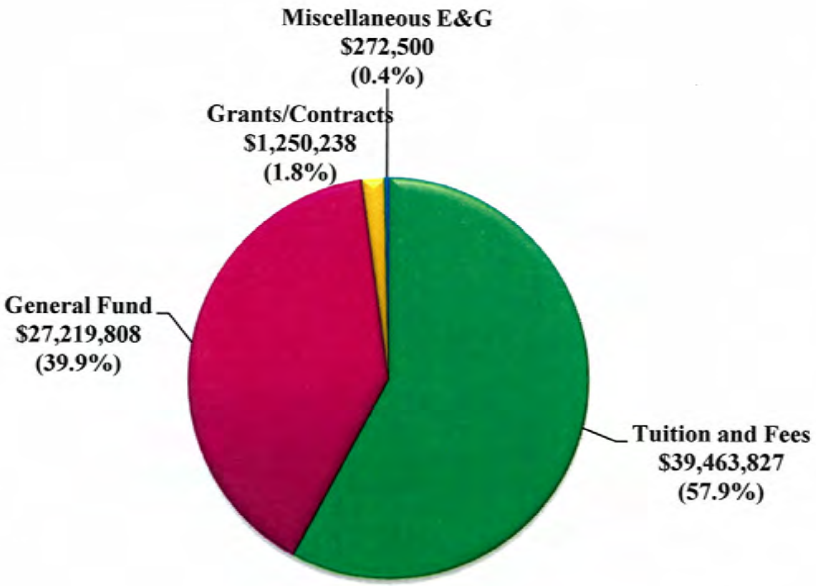


2016-17 Total Revenue: $122,468,723

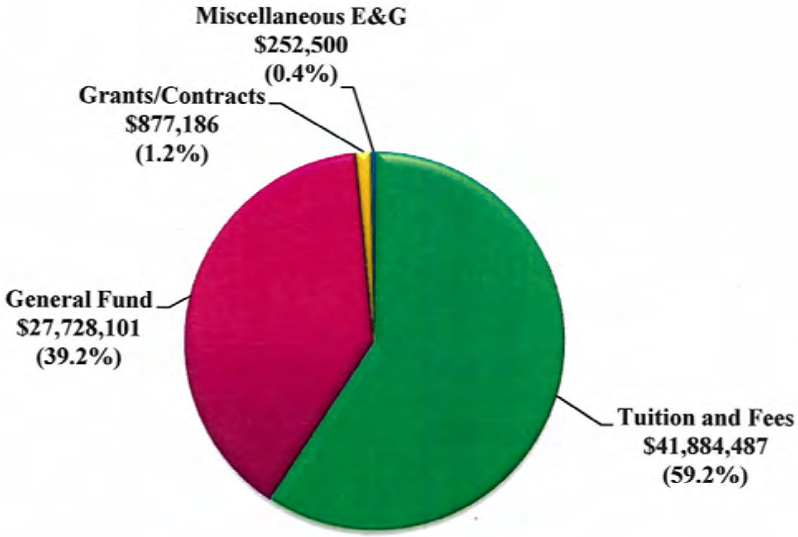


2017-18 Total Revenue: $127,208,975

E&G Revenue Comparison By Category

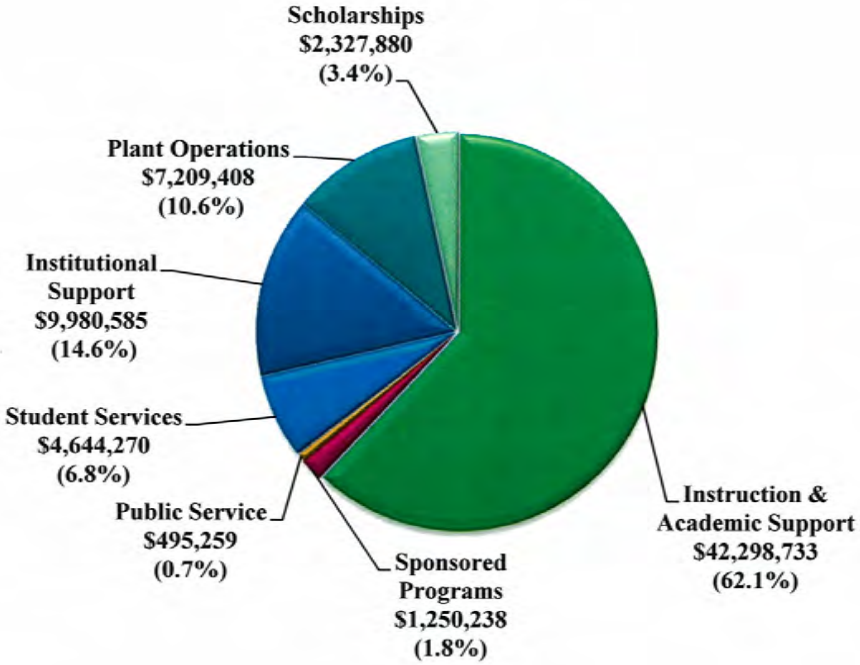


2016-17 E&G Revenue: $68,206,373

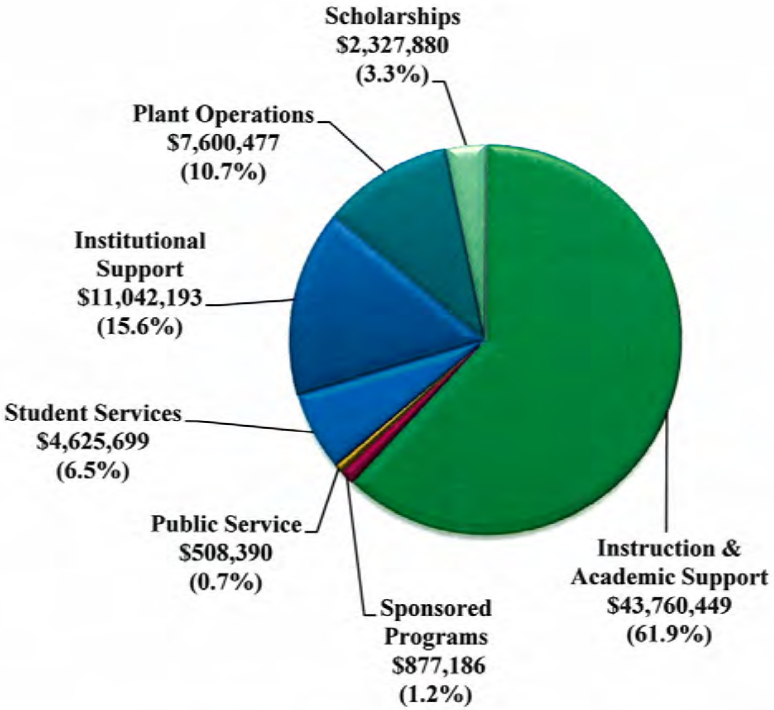


2017-18 E&G Revenue: $70,742,274

E&G Expenditure Comparison By Category

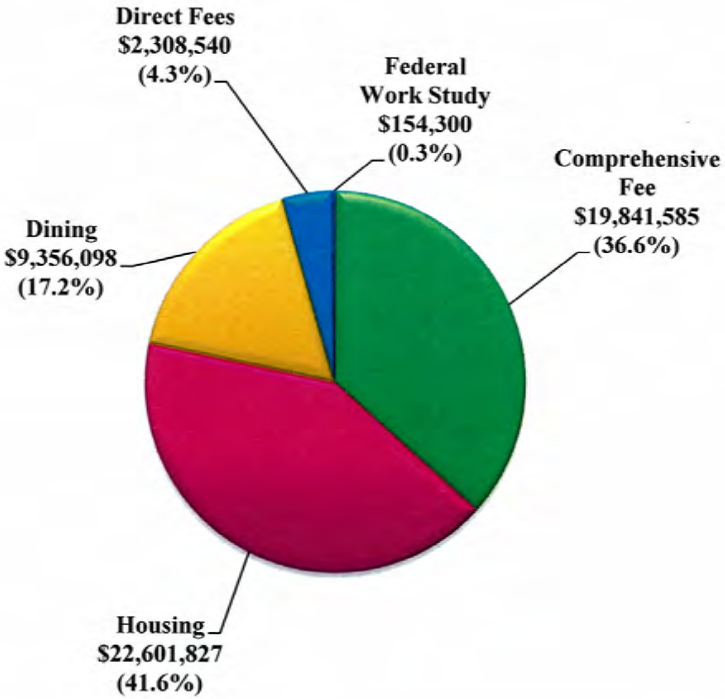


2016-17 E&G Expenditures: $68,206,373

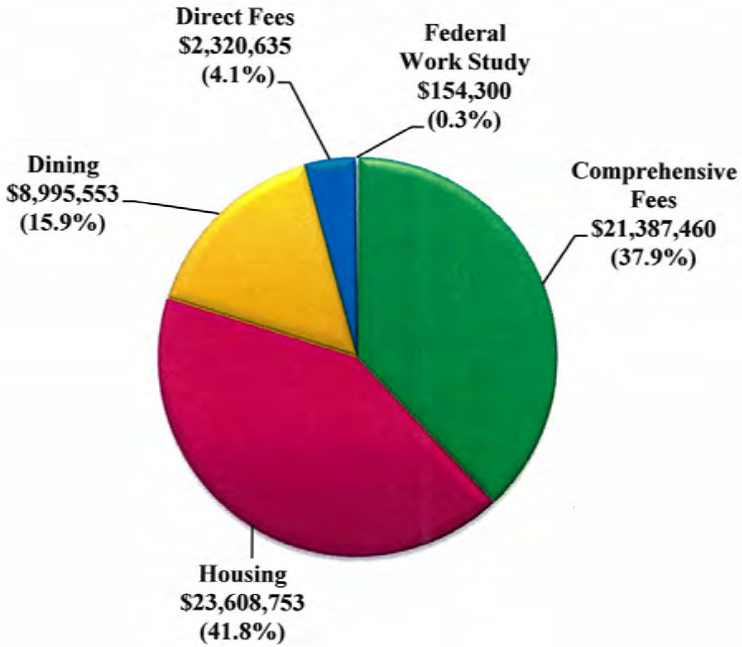


2017-18 E&G Expenditures: $70,742,274

Auxiliary Services Revenue Comparison By Category

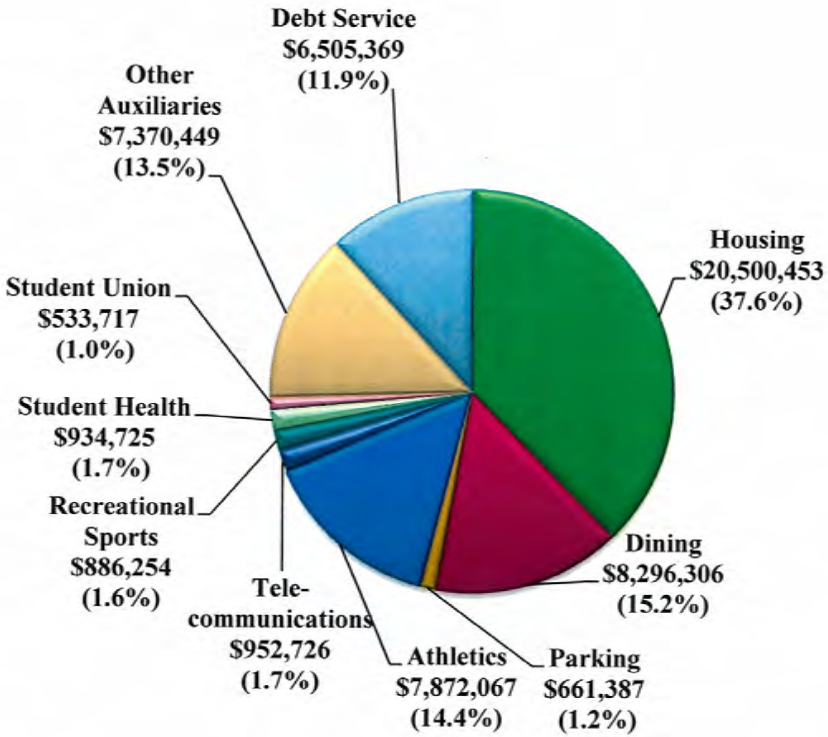


2016-17 Auxiliary Revenue: $54,262,350

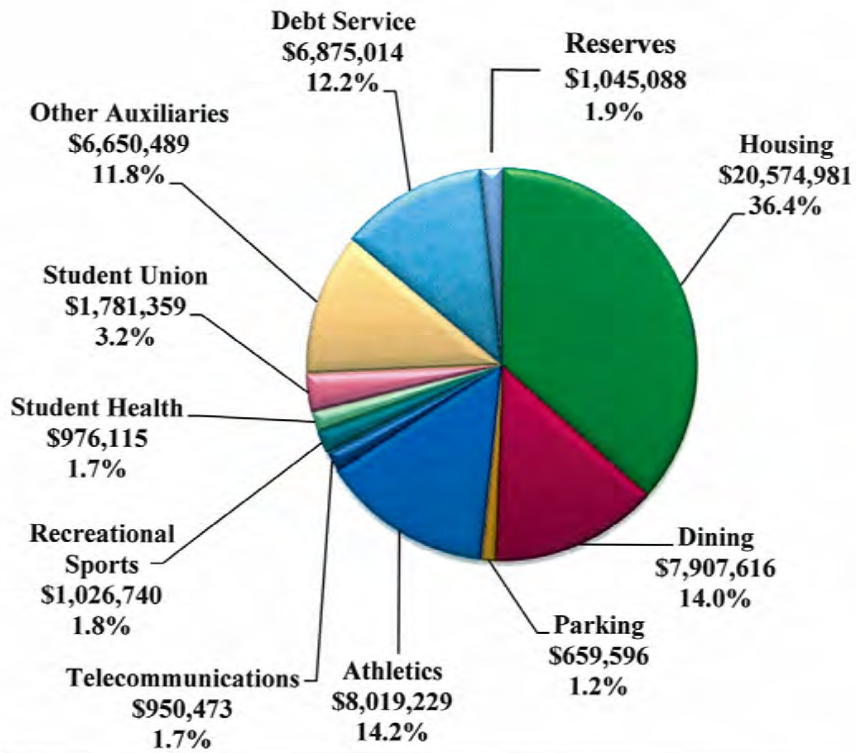


2017-18 Auxiliary Revenue: $56,466,701

Auxiliary Services Expenditure Comparison By Category



2016-17 Auxiliary Expenditures: $54,513,453



2017-18 Auxiliary Expenditures: $56,466,700

TABLE 1
REVENUE SUMMARY

	Budget 2016-2017	Proposed 2017-2018
EDUCATIONAL AND GENERAL		
Tuition and Fees	39,463,827	41,884,487
Commonwealth Appropriations *	27,219,808	27,728,101
Federal Grants and Contracts	987,281	663,649
State/Local/Private Grants and Contracts	262,957	213,537
Other Sources	272,500	252,500
Total Educational and General	68,206,373	70,742,274
AUXILIARY ENTERPRISES		
Total Auxiliary Enterprises	54,262,350	56,466,701
INSTITUTIONAL TOTAL	122,468,723	127,208,975

*Appropriation excludes Higher Education Student Financial Assistance of $4,662,825 in FY 2017 and $4,669,021 in FY 2018.

TABLE 2
EXPENDITURE SUMMARY

	Budget 2016-2017	Proposed 2017-2018
EDUCATION AND GENERAL		
Instruction	34,305,254	35,497,000
Sponsored Programs	1,250,238	877,186
Public Service	495,259	508,390
Academic Support	7,993,479	8,263,449
Student Services	4,644,270	4,625,699
Institutional Support	9,980,585	11,042,193
Plant Operation & Maintenance	7,209,408	7,600,477
Scholarships & Fellowships*	2,327,880	2,327,880
Total E&G Expenditures	68,206,373	70,742,274
AUXILIARY ENTERPRISES		
Expenditures	48,008,084	48,546,598
Transfers Debt Service (Mandatory) Non-Mandatory	6,505,369	6,875,014
Total Auxiliary Enterprises	54,513,453	55,421,612
INSTITUTIONAL TOTAL	122,719,826	126,163,886

*FY 2017 and FY 2018 exclude $4,662,825 and $4,669,021 respectively in Higher Education Financial Assistance from State Appropriations

TABLE 3
SUMMARY OF AUXILIARY SERVICES INCOME AND EXPENDITURES

	Budget 2016-2017	Proposed 2017-2018
RESIDENCE HALLS		
Direct Income	117,800	117,800
Income (Room Fees)	22,556,327	23,563,253
Expense	20,500,453	20,574,981
Debt Service (Mandatory)	1,783,201	1,779,128
Non-Mandatory Transfers	(390,473)	(1,326,944)
Net (Contribution to Fund Balance)	0	0
FOOD SERVICES		
Direct Sales	125,000	113,000
Income (Meal Plans)	9,301,098	8,952,553
Expense	8,296,306	7,907,616
Debt Service (Mandatory)	232,080	231,642
Non-Mandatory Transfers	(897,712)	(926,295)
Net (Contribution to Fund Balance)	0	0
BOOKSTORE		
Income (Sales and Contracts)	375,000	375,000
Expense	273,195	273,195
Debt Service (Mandatory)	0	0
Non-Mandatory Transfers	0	0
Net (Contribution to Fund Balance)	101,805	101,805
ATHLETICS		
Income (Direct Sales and Services)	309,580	309,580
Student Fees	8,594,812	8,748,724
Expense	7,872,067	8,019,229
Debt Service (Mandatory)	1,032,325	1,039,075
Non-Mandatory Transfers	0	0
Net (Contribution to Fund Balance)	0	0
PARKING AND TRANSPORTATION		
Income (Direct Sales and Services)	650,000	650,000
Student Fees	347,807	339,399
Expense	661,387	659,596
Debt Service (Mandatory)	336,420	329,803
Non-Mandatory Transfers	0	0
Net (Contribution to Fund Balance)	0	0

Continued on next page

TABLE 3
SUMMARY OF AUXILIARY SERVICES INCOME AND EXPENDITURES

	Budget 2016-2017	Proposed 2017-2018
TELECOM SYSTEMS		
Income (Direct Sales and Services)	1,000	1,000
Student Fees	951,726	949,473
Expense	952,726	950,473
Debt Service (Mandatory)	0	0
Non-Mandatory Transfers	0	0
Net (Contribution to Fund Balance)	0	0
STUDENT HEALTH		
Income (Direct Sales and Services)	50,000	50,000
Student Fees	884,725	926,115
Expense	934,725	976,115
Debt Service (Mandatory)	0	0
Non-Mandatory Transfers	0	0
Net (Contribution to Fund Balance)	0	0
STUDENT UNION		
Income (Direct Sales and Services)	5,000	5,000
Student Fees	1,529,074	3,179,415
Expense	533,717	1,781,359
Debt Service (Mandatory)	1,000,357	1,403,056
Non-Mandatory Transfers	0	0
Net (Contribution to Fund Balance)	0	0
RECREATION AND INTRAMURALS		
Income (Direct Sales and Services)	50,000	50,000
Student Fees	1,992,065	2,121,300
Expense	886,254	1,026,740
Debt Service (Mandatory)	1,155,811	1,144,560
Non-Mandatory Transfers	0	0
Net (Contribution to Fund Balance)	0	0

Continued on next page

TABLE 3
SUMMARY OF AUXILIARY SERVICES
INCOME AND EXPENDITURES

	Budget 2016-2017	Proposed 2017-2018
CONFERENCES		
Income (Direct Sales and Services)	350,960	374,555
Student Fees	0	0
Expense	350,960	374,555
Debt Service (Mandatory)	0	0
Non-Mandatory Transfers	0	0
Net (Contribution to Fund Balance)	0	0
OTHER AUXILIARY		
Income (Direct Sales and Services)	529,000	517,500
Student Fees	5,541,376	5,123,033
Expense	6,746,294	6,002,739
Debt Service (Mandatory)	965,175	947,750
Non-Mandatory Transfers In	1,288,185	2,253,239
Net (Contribution to Fund Balance	(352,908)	943,283
TOTAL AUXILIARY ENTERPRISES		
Income (Direct Sales and Services)	2,563,340	2,563,435
Student Fees	51,699,010	53,903,265
Expense	48,008,084	48,546,598
Debt Service (Mandatory)	6,505,369	6,875,014
Prior Year General Auxiliary Surplus	352,908	
Net (Contribution to Fund Balance)	101,805	1,045,088

Budget Allocation Ratio

Fiscal Year	2015	2016	2017	2018
Instruction and Academic Support	60.74%	61.55%	62.02%	61.86%
Public Service	0 .84%	0.81%	0.73%	0.72%
Student Services	6.90%	6.79%	6.81%	6.54%
Institutional Support	14.80%	14.49%	14.63%	15.61%
Operation and Maintenance of Plant	10.10%	10.52%	10.57%	10.74%
Student Aid	3.06%	2.99%	3.41%	3.29%
Sponsored Programs	3.56%	2.85%	1.83%	1.24%

Formula

$$\frac{\text{Expenditure Budget (by function)}}{\text{Total Educational \& General Expenditure Budget}}$$

Significance of Ratio

This ratio reflects the amount of expenditures, by function, as a percentage of total educational and general expenditures and mandatory transfers.

Major shifts in the various percentages may reflect a change in funding priorities.

Longwood University's Current Status

The allocation ratios for Longwood University show shifts over the last four years. The following contributed to changes in expenditure budgets:

- Instruction and Academic Support budgets increased primarily due to additional funds to support Core Curriculum and salary increases.
- In total Student Services increased over the previous year due to proposed salary increases.
- Institutional Support increased primarily as a result of salary increases
- Student Aid funding remained unchanged. The percentage changed due to increase in overall budget due to salary increase.
- Sponsored Programs decrease is primarily due to a reduction in Federal grants.

Instructional Budget per Student FTE

Significance of Indicator

This indicator reflects the amount of funds expended for Instruction and Academic Support per each full-time equivalent student.

A dramatic change in the ratio signals a shift in the funding priorities of the institution. A significant change also can accompany an enrollment increase or decline.

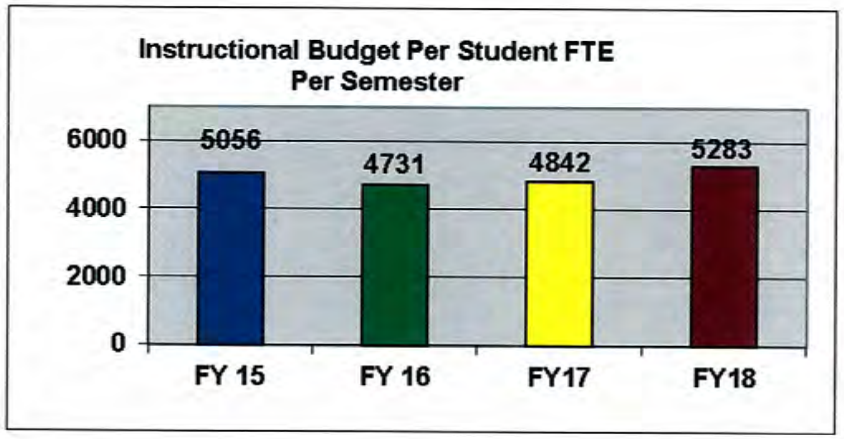
Longwood University's Current Status

In FY 2016 a decrease of $325 is primarily the result of increased enrollment projected.

In FY 2017 the increase of $111 is primarily due to additional funding for student research, scholarships and proposed pay increases.

In FY18 the increase is primarily due to additional funding for core curriculum and salary increases.

The total annual Educational & General budget per in-state FTE is $16,035 which is an increase of $1,801 over the previous year. This excludes the amount budgeted for Sponsored Programs and State Higher Education Financial Aid.



Source: SCHEV 2B Enrollment Projections – Fall and Spring Semesters (On and Off Campus)

Formula: $\frac{\text{Instruction and Academic Support Budgets}}{\text{Fall and Spring Enrollment Projections}}$

Debt Burden Ratio

Significance of Ratio

The debt burden ratio examines the University's dependence upon borrowed funds as a means of financing its mission. It compares the level of debt service with the institution's budgeted expenditures.

Formula:

$$\frac{\text{Debt Service}}{\text{Total Expenditure Budget}}$$

A level trend or a decreasing ratio over time indicates that debt service has sufficient coverage without impinging further on other functional areas. The standard for higher education is a maximum of 7 percent, meaning that current principal and interest expense should not be greater than 7 percent of the total budget.

Although the 7 percent level is an acceptable threshold, this percentage can range between 5 percent and 10 percent. The actual percentage will vary based upon the financial strength of the institution. Institutions with greater flexibility in allocating funds will be able to take on additional debt. Longwood participates in the state bond program which is based on fixed rates. Debt is not increased without budgeting an increase in funds available to pay the financial obligations.

In March 2007, the Board of Visitors approved an institutional debt ratio of up to 9 percent to facilitate the completion of nongeneral fund projects approved by the General Assembly.

Longwood University's Current Status

Longwood's Debt Service to Total Budgeted Expenditures is 5.49 percent for FY 2018. This calculation is based on scheduled debt payments for FY 2018 and total budgeted expenditures less reserves.

Glossary

Academic Support: Includes activities conducted to provide support services to the institution's three primary programs: instruction, research and public service. Examples include the library, deans, academic technology, academic service center and disability resources.

Appropriation: An expenditure authorization with specific limitations as to amount, purpose, and time; formal advance approval of an expenditure from designated resources available or estimated to be available.

Auxiliary Services: Activities within the University that exist to furnish goods or services directly or indirectly to students, faculty and staff. These activities charge fees directly related to, but not necessarily equal to, the cost of the service. Auxiliary services must be self-supporting.

Banner: Longwood's administrative information system that integrates Finance, Student and Human Resources modules within a single enterprise system.

Direct Sales (Auxiliary): Sales of auxiliary services, to include facility rental, bookstore income, parking decals/fines and recreation center memberships.

Educational & General (E&G): Term used to describe all operations related to the institution's educational objectives.

Full-Time Equivalent (FTE): A means for expressing part-time students or faculty as a full-time unit. The formula is generally based on credit hours. Example: An institution may define full-time as being twelve credit hours, so a student (or faculty member) taking (or teaching) three credit hours would then equal .25 FTE.

General Funds: Revenue received from the State from the collection of taxes, fees and other charges.

Grants and Contracts (Sponsored Programs): Sponsored program funds are generated through a grant or contractual agreement. Funds may be provided by state, federal, local or private entities. Sponsored program funds must be expended for the purposes outlined in the respective grant/agreement.

Indirect Costs: Fee charged to grants or contracts to pay for the use of University facilities, i.e., overhead.

Institutional Support: Activities whose primary purpose is to provide operational support for the day-to-day functioning of the institution, excluding physical plant operations. Examples include the President, Vice-Presidents, institutional research and assessment, administrative technology, public relations, financial operations, internal audit, human resources, and safety and security.

Instruction: Includes all activities that are part of the institution's instructional program, primarily all academic departmental operations.

Capital Budget

FY2017-18

CAPITAL BUDGET
FY2017-18

LONGWOOD UNIVERSITY

Components of the Budget

Longwood University's capital program is built based upon periodic master planning, development of six-year capital plans, facilities condition assessments, and annual reviews of deferred maintenance priorities. Subsequently, project plans and budgets are developed based upon estimates of the resources required to complete specific projects envisioned in the plans. Project cost thresholds of $25,000 and $2.0 million are used by the Commonwealth to delineate routine operating maintenance, capital maintenance/improvement projects, and capital outlay projects.

As defined by the Commonwealth of Virginia, capital outlay projects typically include

- The acquisition of real property regardless of cost
- New construction projects with a total project cost exceeding $2.0 million
- Improvements, renovations, repairs, replacement, equipment, maintenance, or combination projects for a single building with a total project cost exceeding $2.0 million
- Umbrella or blanket projects that encompass multiple similar smaller projects in more than one facility or the purchase of multiple pieces of property, where the total cost exceeds $2.0 million

Capital outlay projects require the specific approval and appropriation of funds by the General Assembly, regardless of the source of funding. As of Fiscal Year 2015, requests for capital outlay appropriations will be made on an annual basis, rather than a biennial basis.

Capital projects whose total costs fall between $25,000 and $2.0 million typically include

- Modifications to facilities, grounds, and infrastructure to improve programmatic effectiveness and aesthetics as well as operating and energy efficiencies
- Planned replacement or maintenance of building and infrastructure components
- Maintenance to building and infrastructure components that has been deferred due to shortfalls in normal Operations and Maintenance (O&M) resources

Individually, these projects do not require the specific approval and appropriation of funds by the General Assembly. As of Fiscal Year 2015, projects of this type funded by the Commonwealth of Virginia Deferred Maintenance Program no longer require Department of Planning and Budget approval.

Funding Sources

Funding for University capital projects is provided by the Commonwealth or is drawn from cash reserves or philanthropy. Projects funded through the Longwood University Real Estate Foundation are typically supported through operating leases and management agreements funded by annual operating budgets.

General Fund (GF) Appropriations

Capital Outlay Projects

The Commonwealth of Virginia funds capital outlay projects through a pool process. Rather than funding projects individually, they are included in pools of funding provided for various stages of capital development across the Commonwealth. Project costs are reviewed at various stages of design and development. The actual project budget and funding level is set at the end of preliminary design, prior to the development of the construction or working drawings.

Deferred Maintenance Projects

The Commonwealth of Virginia provides funding to address deferred maintenance on facilities and infrastructure supported by Educational & General (E&G) funds. Biennially, the General Assembly appropriates a blanket deferred maintenance project for each agency to address such maintenance.

Non General Fund (NGF) Appropriations

Agencies may fund capital outlay projects with Non General Funds. These projects can be funded either by cash reserves, philanthropic sources or through bond funding. All NGF capital outlay projects require an appropriation. NGF capital projects that fall between $25,000 and $2.0 million do not require an appropriation.

Operating/Reserve Funds

Depending on a project's cost and scope, agencies may fund capital outlay projects with operating or reserve funds. Typically, GF projects will be limited to one fiscal year since those funds may revert to the Commonwealth of Virginia's general fund at the end of the fiscal year. NGF projects may be funded either from O&M funds or from reserves. Reserve funded projects can cross fiscal years.

Capital Activity

Active Projects

Longwood's capital outlay projects total approximately $98 million, which is comprised of about $58 million in fully funded GF projects and $40 million in NGF projects. Additionally, the Commonwealth plans to determine precise funding for the University's new admissions office and new academic building during FY2017-18 in preparation for the beginning of construction.

Capital Outlay Projects

Project Title	General Fund	Non-General Fund	Total Project Cost
Fully Funded			
Asbestos Abatement	$2,332,000	$0	$2,332,000
University Center	$0	$37,095,000	$37,095,000
Construct Student Success Center	$9,780,019	$0	$9,780,019
Additional Biomass Boiler	$6,440,480	$0	$6,440,480
Construct Admissions Office	$13,546,000	$0	$13,546,000
Construct New Academic Bldg. (No FF&E)	$20,225,000	$0	$20,225,000
Pool Funded (Estimates Only)			
Replace Steam Distribution System Wheeler Mall (SD only)	$5,621,120	$3,161,880	$8,783,000
Totals	**$57,944,619**	**$40,256,880**	**$98,201,499**

Active Improvement and Capital Maintenance Projects

Project Title	General Funds	Non-General Funds	Total Project Cost
Tabb Electrical Study/Design	$0	$64,568	$64,568
Willett Hall Facade	$0	$759,170	$759,170
Longwood House Electrical Service Replacement	$0	$52,429	$52,429
Hardy House Repairs	$0	$81,595	$81,595
Resurface Tennis Courts	$0	$245,456	$245,456
Iler Roof Replacement	$0	$116,036	$116,036
Lankford Improvements	$0	$297,508	$297,508
Blackwell Servery	$0	$21,339	$21,339
Install Snow Guards	$0	$61,884	$61,884
Install Erosion and Sediment Controls Tipper	$0	$12,925	$12,925
Replace Refrigerant Leak Det. System	$0	$6,396	$6,396
University Gateway	$0	$1,255,027	$1,255,027
Joan of Arc Statue	$0	$651,470	$651,470
Fitness Center Modifications	$0	$62,671	$62,671
Willett Plaza	$0	$433,379	$433,379
Wygal Planning Study/Music Facility Study	$0	$295,211	$295,211
Study Chiller & Distribution System	$0	$107,852	$107,852
ARC Repairs	$0	$118,864	$118,864
Frazer Repairs (HVAC and fire alarm systems)	$0	$149,398	$149,398
Design Graham, Chamber Ct, & Madison	$0	$85,276	$85,276
Baseball Complex Improvements	$0	$112,870	$112,870
South Ruffner Chill Water Line	$0	$84,200	$84,200
Abate Lead Based Paint Tabb	$0	$50,000	$50,000
Repave Printing Service Lot	$0	$25,976	$25,976
Replace South Ruffner Chilled Water	$0	$84,200	$84,200
Repave Graham Lot	$27,607	$42,328	$69,935
Reinforce Ceiling Structure Maugans Alumni Center	$45,103	$3,105	$48,208
Replace Roof Bristow	$60,875	$0	$60,875
Replace HVAC Coyner Server Room	$10,018	$0	$10,018
Repair High Street Sidewalks	$27,014	$0	$27,014
Replace Dielectric Unions Library	$50,118	$0	$50,118
Replace Roof Chichester	$316,506	$0	$316,506
Replace Sidewalks Spruce Street	$48,100	$0	$48,100
Replace Sidewalks Brock Commons	$24,400	$0	$24,400
Replace Lights Spruce Street	$58,115	$0	$58,115
Repair Colonnades	$216,375	$0	$216,375
Replace Coyner Hall Roof	$28,893	$0	$28,893
Repair Lancaster Roof	$63,554	$0	$63,554
Repair Lancaster Lobby	$12,277	$0	$12,277
Repair Lancaster Clock Tower and Clock	$176,840	$0	$176,840
Replace Feedwater #3 Pump Old Heating Plant	$42,361	$0	$42,361
Replace Coyner Fire Alarm System	$41,880	$0	$41,880
Totals	**$1,250,036**	**$5,281,133**	**$6,531,169**

Planned Projects

Capital Outlay Projects

During its 2018 session, the Virginia General Assembly will create the commonwealth's 2018-2020 biennial budget. State agencies will submit their requests for capital project approval and funding to the Virginia Department of Planning and Budget (DPB) in summer 2017. Instructions are expected to be received from DPB momentarily, and Longwood will then have the opportunity to submit its capital budget requests, which will be informed by the new 2025 University Master Plan.

Capital Improvement Projects and Maintenance Projects

Over the years, a number of a capital improvements and maintenance projects have been identified both as a part of facilities assessments and the emergence of unforeseen conditions. There are a number of these projects that need to be addressed over the next year. These include projects in our E&G buildings, auxiliary buildings, and those that are split funded.

Project Title	General Fund	Non-General Fund	Total Project Cost
Replace Dining Hall Cooling Tower	$0	$130,000	$130,000
Add Fire Hydrant Spruce Street	$0	$15,000	$15,000
Address Warning Track and Drainage Issue Bolding Stadium	$0	$20,000	$20,000
Safety Improvements Softball and Baseball Batting Cages	$0	$20,000	$20,000
Expand Lenel System	$0	$429,000	$429,000
Add Sprinkler Coyner	$0	$140,000	$140,000
Irrigation and Landscaping Flag Pole Johnston Dri. Athletic Complex	$0	$60,000	$60,000
Replace Watering Guns and Valves Johnson Drive Complex	$0	$35,000	$35,000
Construct Seating Willett and Race Street Tennis Courts	$0	$30,000	$30,000
Replace Electrical Service Tabb	$0	$180,000	$180,000
Beale Plaza Improvements	$0	$1,500,000	$1,500,000
Planning Study Improvements Sunken Garden	$0	$50,000	$50,000
Paint Interior Walls Coyner	$0	$40,000	$40,000
Coyner Refresh	$0	$110,400	$110,400
Stevens Refresh	$0	$55,200	$55,200
Replace Electrical Service Tabb South Ruffner and Barlow	$25,300	$100,000	$125,300
Replace Roof Wygal	$210,000	$0	$210,000
Repair Boiler #1	$500,000	$0	$500,000
Replace Elevator Lancaster	$150,000	$0	$150,000
Replace ADA Lift Jeffers Auditorium	$40,000	$0	$40,000
Repair Stair Ramp Sidewalk and Retaining Walls Bristow	$110,000	$0	$110,000
Repair Sedimentation Basins Various Locations	$50,000	$0	$50,000
Replace HVAC Controls Lancaster	$50,000	$0	$50,000
Replace HVAC Controls Hull Phase II	$85,000	$0	$85,000
Study-Retro Commissioning HVAC System Stevens/McCorkle	$20,000	$0	$20,000
Repair Roof Ruffner	$425,000	$0	$425,000
Replace Roof Facilities Management Annex	$66,000	$0	$66,000

Repair Main Electrical Service Ground Grainger	$30,000	$0	$30,000
Replace Main Circuit Breaker New Heating Plant	$95,000	$0	$95,000
Repair Sidewalk Lancaster to Jarman	$35,000	$0	$35,000
Replace Curbs Around Air Handling Units Chichester Hall	$153,000	$0	$153,000
Replace Auditorium Lights Wygal	$80,000	$0	$80,000
Repair HVAC System Library	$550,000	$0	$550,000
Total	**$2,674,300**	**$2,914,600**	**$5,588,900**

Auxiliary Projects

The following projects totaling $1,596,000 are for auxiliary facilities or planning purposes of the University during FY 2018.

	Request	Sub-total Requests
Campus Planning and Construction		
Beale Plaza Upgrade	$335,000	
Tabb Hall Electrical Service Replacement (construction)	$255,000	
Library Renovation Planning Study	$290,000	
Rebuild Willett Sports Hall of Fame	$15,000	
Subtotal		$895,000
Residential and Commuter Life		
Additional Street Lights for East Redford and Spruce Streets	$50,000	
Subtotal		$50,000
Environmental Health and Safety		
New Fire Alarm System for Longwood Bed and Breakfast (pending fire protection study)	$100,000	
Fire Protection Systems Study (including Longwood Bed and Breakfast)	$75,000	
Elevator Key Standardization Non-General Fund Portion (50% GF/50% NGF)	$21,000	
Subtotal		$196,000
Facilities Operations		
Campus-Wide Master Plan for Building Control Systems	$65,000	
Subtotal		$65,000
Athletics		
Iler Weight Room - new equipment and flooring	$60,000	
Willett gym - portable basketball goals	$50,000	
Replace athletics grounds and facilities equipment	$50,000	
Johnston Drive Fields, Lancer Field, SB stadium - replace netting	$60,000	
Subtotal		$220,000
Campus-Wide		
Landscape Design Services	$100,000	
Building Interior Design Services	$70,000	
Subtotal		$170,000
Total Requests	**$1,596,000**	

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Summary of Process and Considerations to Date Regarding Curry and Frazer

Introduction

The Curry and Frazer residence halls are prominent buildings for the Longwood campus and for Farmville, held in real affection by many students and playing an important role in fostering the close-knit campus community that is a defining feature of the university. They are full of vibrant student energy, and remembered fondly by many former occupants. The esteem in which they are held, however, is rooted in neither their aesthetic appearance nor in their functionality. The buildings do not contribute positively to the architectural identity of the university, and at 45 years old, they are near the end of their life-cycle and must either be replaced or substantially upgraded. Considering these two buildings account for 25 percent of Longwood's housing stock and house 70 percent of first-year students, the future of these buildings must be addressed now in order to move forward with virtually any other long-term housing planning on campus.

In recent months, university staff working with outside experts including cost estimators and architects (among them John Kirk of Cooper Robertson, which oversaw the 2015 Campus Master Plan), have undertaken a rigorous and detailed evaluation of Curry and Frazer, under the auspices of the Real Estate Foundation. They are looking forward to presenting an innovative set of ideas to the Board of Visitors in June. The University has also worked closely with the Attorney General's Office in preparing a board resolution for action to proceed with a project, a draft of which is included in this tab.

Longwood aspires to continue to be a residentially focused campus community, a place where residential housing encourages community, nurtures student success, and contributes to the "college town" character of Farmville. The review of Curry and Frazer has considered the options that make the most responsible use of financial resources – both in terms of the development decisions going forward, and in ensuring Longwood builds in accord with sustainable enrollment.

Curry and Frazer – Perceptions of Staff and Students

The review of Curry and Frazer over recent months revealed interesting insights. Feedback from students along with Residential and Commuter Life (RCL) and other staff about the "High Rises" can be summarized as follows:

- The buildings are tired and out-of-date, but well loved by students. There is a high level of energy and activity, and by housing 70 percent of first-year students, they serve an important role as a place where students can always go and find friends or something to do. The location is excellent, both in relation to the rest of campus and Farmville more broadly. And, though hardly handsome, the towers do serve as a kind of Farmville landmark.
- However, students and staff also identified a number of challenges:

    - Community spaces on the first floor are underutilized, in part due to poor design and location.
    - Kitchens on upper floors are under-utilized because they are remote, less visible and poorly designed.
    - Students like a mix of privacy and public connection, but have concerns about the design of the living units. The vestibule and closet spaces are awkward and the small size of the bathrooms makes them difficult to use.
    - Students living in ADA-accessible bedrooms are isolated.
    - The high energy the building encourages can have negative consequences on student behavior
    - The interiors are cold, unwelcoming and feel "hospital-like."

Possible Approaches

After detailed consideration of structural matters and careful analysis, the following options have been evaluated:

1. **Replace Curry and Frazer**. Not enough sites are readily available on campus for sufficient additional housing to accommodate the displaced beds, and this option would ultimately prove the most expensive because building several lower density residence halls as replacements (rather than two high-rises) would lose the efficiency of scale.
2. **Facelift for Curry and Frazer (Inside and Out)**. This possibility had strong potential appeal, but with several challenges: is it cost-feasible to enhance the experience of the actual rooms and interior, and more fundamentally, will the mechanical systems of a building almost 50 years old endure for another 50 years? These challenges led to innovative thinking about a third option.
3. **Renovate Curry and Frazer**. One of the most expensive parts of construction is the cost of steel and concrete. Curry and Frazer could be deconstructed to their "skeleton" and then renovated as otherwise essentially new buildings, with completely fresh mechanical systems and compelling aesthetics for campus and Farmville. This is the most compelling option from a cost standpoint, especially since it can be accomplished given current enrollment without building "swing space." It is the option university staff and outside experts have been working with the Real Estate Foundation to develop for the Board of Visitors' consideration.

Curry and Frazer Renovation Scope

The scope of the Curry Frazer renovation would be intended to allow the buildings to serve Longwood successfully for the next 50 years. The comprehensive renovation would address the building's systems, spaces and aesthetics, turning them into assets for the Longwood housing portfolio. The recommended scope includes:

- **Interior Reconfiguration**. The interior of the buildings will be almost completely removed and rebuilt, allowing for a plan that better meets the needs of students.
- **Complete Systems Replacement**. The existing MEP/FS systems are at the end of their useful life and require replacement.
- **New Exterior Design, Materials, and High-Performance Envelope**. Addressing the buildings' exterior aesthetics and performance by removing and replacing the brick exterior skin and windows will tie Curry and Frazer more strongly with the architectural character of campus and Downtown Farmville. A high-performance envelope will also significantly improve energy efficiency.
- **Remove the Connector Building**. Removing the underutilized existing building connecting Curry and Frazer will create a stronger connection between campus and Farmville.
- **Sitework**. Improvements to the landscape surrounding Curry Frazer will integrate the buildings into their surroundings more gracefully and open up the campus.
- **Interior Redesign**. The layout of current social spaces does not encourage interaction. The proposed re-design of the first floor would collect gathering space into a central location to allow a hub of activity for each of the buildings. The new layout also adds student bedrooms on the first floor, offsetting bed losses generated by new social spaces on the floors above. Finally, with regards to upper floors, the reconfiguration would keep approximately the same number of beds per floor, but remove existing vestibules in each suite to create more gathering space in the corridor. In short, the redesign would preserve what students love about Curry and Frazer while providing much better aesthetics, functionality, amenities, energy efficiency, safety and architectural character.

Timeline

Given the university's current enrollment, there is a narrow window to proceed with a renovation of Curry and Frazer without needing to also build swing space (at a cost of up to $20 million or more). With that in mind, at the BOV meeting in June the Board will receive a detailed presentation on the finances and architectural and engineering options for a renovation, for its deliberation and decision.

RESOLUTIONS OF
THE BOARD OF VISITORS OF LONGWOOD UNIVERSITY REGARDING
AUTHORIZATION AND APPROVAL OF CERTAIN REAL ESTATE INSTRUMENTS
NECESSARY FOR FINANCING OF
LONGWOOD UNIVERSITY STUDENT HOUSING PROJECTS

WHEREAS, the Board of Visitors of Longwood University (the "Board") is supportive of and committed to the development, redevelopment, renovation, construction, management, support and success of needed student housing for the students of Longwood University (the "University") by Longwood University Real Estate Foundation, a Virginia nonstock corporation, and/or its affiliates (the "Foundation"), in and around the student housing facilities known as the "Curry Frazer Renovation Project" (the "Project"), all in accordance with the University's Master Plan (the "Master Plan"); and,

WHEREAS, the General Assembly has authorized the University to enter into agreements supporting the student housing activities of the Foundation with respect to the Project, pursuant to 2005 Virginia Acts of Assembly, Chapter 951, Item C-38.07 (the "2005 Legislation"), and reauthorized pursuant to 2016 Acts of Assembly, Chapter 836, Section 2-0 (the "2016 Legislation"); and,

WHEREAS, the Project consists of the Curry and Frazer Residence Halls, including dual 217,678 square foot high rise buildings constructed in 1969-1970, together with related facilities and appurtenances (together the "C&F Property"); and,

WHEREAS, the General Assembly has authorized the University to enter into and to deliver a deed conveying fee simple title to the C&F Property to the Foundation, and to enter into the agreements that may support the Project, pursuant to Chapter 2 of the 2014 Virginia Acts of Assembly (2014 Spec. Session I), Part 2-0.J.2 (the "2014 Legislation") and reauthorized pursuant to the 2016 Legislation; and,

WHEREAS, after the transfer of title to the C&F Property by the University to the Foundation, the University shall enter into an appropriate management agreements and other appropriate support agreements with the Foundation; and,

WHEREAS, the Foundation has indicated its intent to finance the costs of the Project through interim financing followed by the subsequent issuance by the Industrial Development Authority of the Town of Farmville, Virginia (the "Issuer") of a new series of Educational Facilities Revenue Bonds, Series 2017 or 2018 (the "Bonds") by the Issuer to further the Project; and,

WHEREAS, the University desires to provide its support and management services for the Project pursuant to a support agreement (the "Support Agreement") and a management agreement (the "Management Agreement" and together with the Support Agreement, the "Support Documents"), between the University and the Foundation, by the terms of which the University will agree, among other things, to support the Foundation's efforts to acquire,

construct, renovate, redevelop, reconstruct, alter, equip, and to manage, as applicable, the Project and finance cost of the Project with interim financing and the Bonds; and

WHEREAS, to facilitate the Project, including the financing for the costs of the Project, the University desires to convey title to the C&F Property to the Foundation by executing a deed from the University to the Foundation containing appropriate reversionary provisions to protect the use of the C&F Property by the University for student housing; and

WHEREAS, the Board desires to enter the Support Documents to support the Project and to facilitate the issuance of the Bonds;

THEREFORE, BE IT RESOLVED as follows:

1. The Board confirms and reaffirms its approval and support of the Project.

2. The Board authorizes and approves the execution and delivery of a deed conveying title to the C&F Property to the Foundation, such deed be in form and substance satisfactory to W. Taylor Reveley, IV or P. Kenneth Copeland, Jr., either of whom may act independently (the "Authorized Representatives"), upon the terms consistent with these resolutions.

3. The Board authorizes and approves the execution and delivery of the Support Documents by the Authorized Representatives, which shall be in substantially the same form presented to this meeting with such changes, insertions, modifications and/or deletions as may be approved by the Authorized Representatives.

4. The Board authorizes and directs the Authorized Representatives to execute and deliver such agreements, documents and certificates and to take such other action as they deem necessary or desirable to consummate the transactions contemplated by these resolutions, with such necessity and desirability being conclusively evidenced by the execution and delivery of such agreement, document or certificate or the taking of such actions.

5. All other acts of the officers of the University that are in conformity with the purposes and intent of these resolutions and in furtherance of the Project as described in these resolutions are hereby approved, ratified and confirmed.

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Institutional Information Overview – SVHEC and NCI

The following pages contain institutional information drawn from the websites of the Southern Virginia Higher Education Center (SVHEC) in South Boston and the New College Institute (NCI) in Martinsville, two key institutions in Southside Virginia with which Longwood has important relationships.

From a Longwood enrollment standpoint, 15 students are currently enrolled at SVHEC in Longwood's Educational Leadership endorsement program. This is a 21 credit endorsement program that is designed for teachers preparing for administrative and/or supervisory roles in public and private schools. These classes are hybrid, with students meeting five times for 3-hour sessions at SVHEC with the instructor, and the remainder online.

At NCI, Longwood currently offers two degree programs: Liberal Studies Elementary Education and Social Work. Twenty six students were enrolled during the 2016-17 academic year in the Liberal Studies Elementary Education program, and 14 students were enrolled in the Social Work program.

Southern Virginia Higher Education Center (SVHEC)

The mission of the Southern Virginia Higher Education Center (SVHEC) is to advance southern Virginia's economic potential through education, innovation, and collaboration. Located on the service area fringes of the closest community colleges and more than 75 minutes from the nearest state supported four-year institution, the SVHEC provides vital educational access and workforce training to an under-served rural population. By serving as an incubator, broker, and developer of innovative educational and applied research pathways, the SVHEC is focused on re-tooling southern Virginia's rural workforce for jobs in the New Economy.

Since 1986 the SVHEC has provided access to affordable post-secondary education by forging unique alliances with a variety of academic and industry partners. Originally funded with Virginia Economic Development Partnership (VEDP) funds combined with local monies and private donations, the SVHEC began operations out of a 500 square foot mobile unit on the grounds of the local high school. Thanks to a long history of community-based support, the SVHEC has grown from serving a handful of students in its original location to serving more than 1,200 for-credit students and more than 300 workforce training participants.

In 2005 the SVHEC became an independent state agency. Among the duties specified in Sections § 23-231.24 and § 23-231.25 of the Code of Virginia, the SVHEC is directed to "Encourage the expansion of higher education, including adult and continuing education, associate, undergraduate, and graduate degree programs in the region, and foster partnerships between the public and private sectors to enhance higher education in the region."

Currently located in two repurposed tobacco warehouses donated by local benefactors and renovated with community bonds, private donations, historic tax credits and various state and federal grants, the SVHEC now provides 100,000 square feet of technically sophisticated educational space. This space includes high-tech classrooms and labs featuring advanced machining and simulation technology focused on Science, Technology, Engineering, Math, and Healthcare (STEM-H). STEM-H areas at the SVHEC include nursing, information technology, and mechatronics.

Southern Virginia Higher Education Center is proud to provide access to more than 125 degree programs from Associates to Ph.D.

The SVHEC partners with colleges and universities to offer a wide range of certificate and degree programs to the citizens of Southern Virginia. In addition, the SVHEC offers several hands-on workforce training programs leading to industry recognized credentials.

Information drawn from SVHEC's website: **http://www.svhec.org/**

New College Institute (NCI)

New College Institute is a state-funded educational entity that provides access to bachelor's degree completion programs, master's degrees, teacher endorsement programs, teacher recertification courses, and more through partnerships with colleges and universities. NCI strives to be accessible and convenient for students of all ages. Our staff, faculty, and board members are all committed to making NCI a premier educational facility for students, businesses, and the community at large

In the summer of 2014, New College Institute completed the construction of their new facility located on the Baldwin Block in uptown Martinsville. The 52,000 square foot space is a hub for education, technology, and public-private partnerships with state of the art facilities and equipment. NCI's Campus also includes King Hall and Fayette Lab, all located in uptown Martinsville.

Historically, the college-going rate in southern Virginia has been low. Chief factors contributing to the low rate of college attendance include financial and geographic barriers to pursuing post-secondary education in the region. The closest public four-year universities are more than two hours driving distance for most area residents.

In addition to college-level degree and certification programs, NCI offers experiential learning opportunities, summer camps, non-credit lecture series, financial aid resource events, and other community programs to promote access to education throughout the Martinsville-Henry County region.

Information drawn from NCI's website: **http://www.newcollegeinstitute.org/**